

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

20

***An Investigation into the Impact of Diversity Training
on a Community Service Organisation.***

By

Harriet Achen- ACHHAR001

**A minor dissertation submitted in partial fulfilment of the requirements for the
award of the Degree of Master of Philosophy in Diversity Studies**

Supervised by Assoc. Prof Melissa Steyn.

Department of Sociology

University of Cape Town

2006

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature: _____ Date: _____

PLAGIARISM DECLARATION

1. I know that plagiarism is wrong. Plagiarism is using another's work and pretending that it is one's own.

2. I have used the Harvard system of referencing as the convention for citation and referencing. Each quotation in this essay from the work, or works of other people has been attributed, cited and referenced.

3. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

.....
SIGNATURE

.....
DATE

ACKNOWLEDGEMENTS

I am deeply indebted to the Management and staff of Comm Serve who sacrificed their time to participate in this study. This dissertation is built on their information and I thank them for sharing it so openly with me. I have learnt so much from this research. Special thanks to William Swartbooi and Noxholo Mabene for their help in organizing interviews and making sure that I had whatever I asked for / whatever I needed to complete this study.

The following people were also involved in the completion of this dissertation. I must first acknowledge William, Mandy, Noxolo, Boniwe, Hilder, Joseph, Monde, Noma, Sharif and Michael for their hospitality, that made this research an interesting process. Special thanks also go to the DEISA project governing body for the guidance, training and sponsorship. I would like to thank Claire Kelly for assisting me in gaining access to the organization and for the moral and psychological support.

A special thank you goes to my supervisor, Associate Professor Melissa Steyn, whose guidance, support and inspirational self gave me the sensitivity and clarity of mind to navigate through this research journey.

Special thanks also go to my parents, Dr. Mushabe and his wife Dr. Karaire Verena for all the support and trust they have invested in me. Special thanks also goes to Sharon Arigye Mushabe: I do not even have to say much, but she knows how much she has done for me since my arrival to South Africa. I would like to thank my biological parents, Mr and Mrs Ocheng Charles, Faith Kaggwa, and not forgetting my dearest Aunties Hajat, Jamilah Kamulegeya and Florence Santa Arach. I am deeply indebted to my siblings: Julie and family, Marilyn and Chloe, Humphrey, Carol, Derek, Rita, and Chris, and especially to my grandmother, Mrs. Ogwang Pricilla.

DEFINITION OF TERMS

Cash Office : Offices for receiving cash or revenue.

Comm Serve Org : Community Service Organisation.

Contact Centre : Customer care offices located within the community distributed around the Comm Serve offices other than the main office for quick and accessible community service.

EKWEZI team : Groups of senior officials of the city council's governing body.

Designated groups: Black South Africans, women and people with disabilities.

DEISA : Diversity and Equity Interventions in South Africa.

iNCUDISA : Institute for Intercultural and Diversity Studies of Southern Africa.

SANPAD : South African Netherlands Partnerships for Alternatives in Development

LIST OF FIGURES AND TABLE

Figure 1: Structure of the Community Service Organisation

Figure 2: Major Departmental Divisions

Figure 3: Kirkpatrick's Training Model

Figure 4: Section of Sample Study

Figure 5: Pie Chart: Representation of Sample Study

Figure 6: Bar Graph: Representation of Sample Study

Table 1: Study Time Line

LIST OF APPENDICES

	Page
Appendix A: Introduction to DEISA Project.....	84
Appendix B: DEISA PROJECT Organisation Participation Form.....	86
Appendix C: DEISA Summary.....	87
Appendix D: Interview Mission Statement and Introduction.....	90
Appendix E: Individual Consent Form	92
Appendix F: Profile of Interviewees and Dates for Interviews.....	93
Appendix G: Sample of Interview Questions for Diversity Facilitator (Provider).....	94
Appendix H: Sample of Interview Questions for Senior Managers.....	95
Appendix I: Sample Interview Questions for Middle Managers.....	96
Appendix K: Sample Interview Questions for Staff.....	97

ABSTRACT

The purpose of this study was to investigate the impact of diversity training in a Community Service Organisation in Cape Town. The impact of such training is gauged / measured by monitoring staff's perceptions towards training. A strategic sample of 31 staff was chosen, ranging across different race groups (White, Coloured, Indian and African), professional ranks (senior managers, middle managers and staff) and genders. The sample was taken exclusively from one section in the finance department (Revenue). The research methodology was qualitative, in that in-depth interviews, observation and document study was used. With the aid of computer assisted software for qualitative data analysis (Nvivo), the analysis was conducted in three phases. The first phase entailed initial coding, the second phase required focused coding and the final phase involved analytical writing.

The results of this study indicated that participants had mixed perceptions about the training they had received. Many felt that the training had been an eye opener, that it had created acceptance amongst staff and that it had enlightened them about diversity issues. A good number of the participants felt that the training had its own weaknesses and that there were no visible results from the training. More specifically, the findings indicated that a major constraint of the training was, amongst others, the lack of follow up and feedback.

From the responses of the participants, the researcher concluded while largely ambivalent, that the training had made a positive impact on the organisation to some extent and the majority of staff interviewed did seem to support the training and were hopeful that it would continue to bring about positive changes in the organisation. However, these findings were only applicable to the department and section of the organisation where the study was done; further research would need to be done on the other departments and sections to determine their responses. In general, the findings of this study showed no specific pattern / similarities with previous studies, although there were some similarities, notably of gender playing a role in influencing the training. The main issues in the recommendations relate to the need for further research on the impact of diversity training in Comm Service.

TABLE OF CONTENTS

	Page
DECLARATION	2
ACKNOWLEDGEMENTS	3
DEFINITION OF TERMS	4
LIST OF FIGURES AND TABLES	5
LIST OF APPENDICES	6
ABSTRACT	7
CHAPTER ONE: INTRODUCTION	
1.1 DIVERSITY	
1.1.1 Definition of Diversity	14
1.1.2 Diversity in Workplaces	14
1.1.3 Diversity in South Africa’s Workplaces.....	14
1.1.4 Diversity in the Public Sector	15
1.1.5 Importance of Diversity to Organisations	16
1.1.6 Challenges of Diversity	18
1.2 LAWS AND POLICIES	
1.2.1 Employment Equity Act (EEA).....	19
1.2.2 Skills Development Act (SDA)	19
1.3 RESEARCH FRAMEWORK	
1.3.1 Motivation	20
1.3.2 Research Problem Statement	20
1.3.3 A Brief History of Community Service (Comm Serve).....	21
1.3.4 Implications of the Merger	22
1.3.5 Nature and Structure of this Comm Serve Organisation	22
1.3.6 Reasons for Choosing this Comm Serve Organisation for Study	24
1.3.7 Research Aims and Objectives.....	25
1.3.8 Research Topic	25
1.3.9 Research Question	26

CHAPTER TWO: THEORETICAL FRAMEWORKS

2.1 DIVERSITY TRAINING

- 2.1.1 Categories of Diversity Training26
- 2.1.2 Reasons for Diversity Training29

2.2 DIVERSITY TRAINING MODELS

- 2.2.1 Divers Learning Model.....28
- 2.2.2 Training and Evaluation Model.....30
- 2.2.3 Course Content and Design Approaches.....32
- 2.2.4 The Legal Approach32
- 2.2.5 The Anthropological Approach32
- 2.2.6 The Socio-Psychological Approach32

2.3 THEORETICAL APPROACHES

- 2.3.1 Critical Theory.....33
- 2.3.2 Social Judgment Theory33
- 2.3.3 Social Inclusion Theory.....34

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 DEISA PROJECT35

3.2 RESEARCH DESIGN

- 3.2.1 Case Study Design.....36
- 3.2.2 Strengths and Weaknesses of a Case Study.....37

3.3 RESEARCH METHODOLOGY

- 3.3.1 Negotiation of Access to the Organisation39
- 3.3.2 The Research Site40
- 3.3.3 Selection of Sample41
- 3.3.4 Ethical Measures.....43
- 3.3.5 Informed Consent as Dialogue44

3.3.6	Arrangements for Participants to receive Information	44
3.3.7	Confidentiality and Anonymity	44
3.3.8	Participants Right to Decline	45

3.4 RESEARCH METHODS

3.4.1.1	Data Collection	45
3.4.1.2	Document Analysis	45
3.4.1.3	Observation	46
3.4.1.4	In-depth Interviews.....	47
3.4.1.5	Journal	47
3.4.1.6	Transcription	48
3.4.1.7	Data Analysis.....	48

CHAPTER FOUR: RESEARCH FINDINGS

4.1 POLICY ANALYSIS

4.1.1	Diversity	50
4.1.2	Employment Equity and the Demographics of Western Cape	51
4.1.3	Recruitment Policy	51
4.1.4	Language Policy	51
4.1.5	Training	52

4.2 OBSERVATIONS

4.2.1	The Main Entrance	52
4.2.2	Offices	52
4.2.3	Possible Reasons for the Difference in Office Set-ups	53
4.2.4	Communication Patterns	53
4.2.5	Social Groupings	54
4.2.6	Dress Code.....	54

4.3 INTERVIEW FINDINGS

4.3.1 THE TRAINING PROCESS

4.3.1.1 Aims of the Training	55
4.3.1.2 Strategies to Leverage with Diversity	56
4.3.1.3 Measurement of Success of the Training	57

4.3.2 ACHIEVEMENTS OF THE TRAINING

4.3.2.1 Confidence, Awareness, Understanding and Acceptance	59
4.3.2.2 Sensitization	61
4.3.2.3 Behavioural Change	61

4.3.3 LIMITATIONS OF THE TRAINING

4.3.3.1 The Lack of Follow-up after Training.....	64
4.3.3.2 The Time Factor	64
4.3.3.3 White Male Focus.....	65
4.3.3.4 Practical Factors	65
4.3.3.5 Facilitators not a Diverse Group.....	66

CHAPTER FIVE: CONCLUSION

5.1 SUMMARY OF MAJOR FINDINGS

5.1.1 Definition of Diversity	68
5.1.2 Diversity Practice in Comm Serve	68
5.1.3 Aims of Diversity Training in Comm Serve Organisation.....	69
5.1.4 Reflection on the Interview Findings	69

5.2 VALUE, LIMITATIONS AND RECOMMENDATIONS

5.2.1 Value of this Study	71
5.2.2 Limitations of this Study	71
5.2.3 Recommendations	73

REFERENCES	76
-------------------------	-----------

CHAPTER ONE

The Employment Equity Act (EEA) of 1998 of the Republic of South Africa requires companies to eliminate all forms of discrimination and to implement measures to uplift groups that were historically disadvantaged. The Act aims to increase diversity through tapping the resources of the South African population in all economic sectors. In implementing the EEA, organisations have also realized the need to introduce diversity training to ensure peaceful cooperation and collaboration in a diverse workforce. More and more organisations are realizing that a diverse workforce is less a burden than an asset to the organisation (Thomas, 1992). According to Schneider and Northcraft (1999), the new complexity of work operations demands that workers are able to fulfil more diverse functions and to express more diverse talents. As the need for employee diversity increases, so do demands for effective interaction among them. This may result in the potential for conflict among employees. Consequently, there is an urgent need to increase employee awareness of such issues by providing diversity training.

This chapter is divided into three sections. The first gives a broad definition of diversity and its situation in organisations, with an emphasis on the South African context. It also elaborates on the importance of diversity to organisations and the challenges of diversity. The second section looks at the current laws and policies in this regard, and the final section is a statement of the research problem. It gives a brief introduction into the layout / structure of the study, and the nature and structure of the organisation that was studied herein. It also explains the reasons why the researcher has chosen this specific organisation to focus on, and finally summarizes the motivation and statement of the research aims, topic and question.

1.1 DIVERSITY

1.1.1 Definition of Diversity

Several attempts have been made to define diversity but there is not yet an approved standard definition of diversity. In its broadest sense, Cox (1993: 6) defines diversity as “a mix of people in one social system who have different social group affiliations”. Thomas (1996) defines diversity as “any mixture of people or items characterised by differences and similarities between them that contribute to distinct social identities, such as race, gender, ethnicity or cultural background, age, sexual orientation, physical or mental capability, personality, social class, educational level job characteristics and so on”. The broad definitions of diversity acknowledge that differences between people in an organisation are useful and assets to the organization.

1.1.2 Diversity in the Workplace

According to the literature, diversity in the workplace has slowly become recognised as important for organisations, as scholars start carrying out research on diversity in the workplace. Cox et al (1991), for example, conducted a study on managing diversity in the workplace; they showed that diversity issues have only recently been addressed. Gentile (1996) and Jackson and Schuler (2000) maintain that it has become urgent for organisations to compete effectively and that they have realised that greater diversity is necessary for increasing their competitiveness. In the 21st century, as a manifestation of globalisation, there are always movements of goods and people from one organisation to another, as well as from one country to another, as people search for ‘greener pastures’. Mathews (1996) explains that these movements are due to forces such as globalization and the internationalization of public issues, and that these are increasing the flow of labour across national boundaries and facilitating the exchange of materials and human resources.

In order to remain competitive in this kind of situation and to cope with these environmental forces, organisations must adapt. Many organisations thus opt for work arrangements and design structures that are flexible, as these foster intra- and inter-organisational cooperation. According to Schneider and Northcraft (1999), the new complexity of work operations demands that employees are able to fulfil more diverse functions and to use a wider range of talents. The need for employee diversity is directly proportional to the demand for productivity. In other words, as the need for employee diversity increases, so do the demands. For Ospina (1996), the gradual changes of society from an industrial to information-based, from manufacturing to service economy, accompanied by environmental forces of globalization, have brought about radical changes to the make-up / structure of organisations to reflect diverse workforces. These ever changing trends have affected workforces on a global scale. As a result, organisations are adopting diversity as the prioritized approach for human resource management.

1.1.3 Diversity in South Africa's Workplaces

As part of the political changes in the country since 1994, the South African government has introduced legislation, such as the Employment Equity Act 55 of 1998, to provide a basis for changes in organisational practice and governance. In terms of this Act, it is mandatory for organisations and companies to reflect diversity in workplaces through implementing the EEA and affirmative action policies. These policies require organisations to prioritise the training and employment of previously disadvantaged groups. However, there are also considerable challenges when working with a diverse workforce, especially if the workforce itself does not know how to deal with problems that arise in that regard. It is for this reason that organisations are opting to give diversity training to their staff as a means of instilling knowledge and awareness on how to grapple with diversity and diversity-related problems.

1.1.4 Diversity in the Public Sector

According to Berman et al (2001), diversity poses tough challenges for managers in both private and public organisations. Public sector organisations are experiencing an environment characterized by a greater scarcity of resources than before. Competition, pressures to reduce the production role of the State, and taxpayers' demands for higher efficiency and cost effectiveness, are all characteristics of the new public sector workplace realities in this era. In this context, incentives to invest in human capital in order to adjust to the new demands are minimal. Public officials and managers must in turn respond to competing demands as they design and implement programs that increase flexibility and address the requirements of a diverse workforce effectively.

According to Ospina (1996), the requirement for diversity occurs in a climate that questions the traditional institution of the civil service itself as the appropriate way to regulate contemporary public employment. Ospina further maintains that traditional civil service systems that have been implemented to address issues of transparency, accountability, rationality and equity in public employment are viewed by many as sources of inefficiency and as obstacles to attaining the very suppleness required for organisational variation. Most systems have failed to fulfil the expectation of addressing problems of social exclusion, nepotism and other "isms" existent in organisations, and especially in the public sector. While there is no agreement around these claims, there is a widespread recommendation by scholars for organisations to reform all sectors to ensure that they accomplish their roles in a democratic society. Designing and implementing this agenda requires a deliberate and methodical managerial strategy that starts with a verdict of how diversity or the need for diversity affects organisational performance, (Ospina (1996)).

The literature in this field maintains that most public and private organisations in developing and developed countries are struggling with pressures from internal and external forces in the form of:

- Legal and regulatory pressure: These include changes in labour market demographics, and a diversifying client base.
- External social pressure: For example, groups and coalitions may object to particular products, services or ways in which these are offered to particular populations and clients, or may put pressure to ensure more representation of certain groups in the workforce.
- Internal employee pressure: These may generate interest in diversity efforts, as employees will defend their rights or respond to perceptions of unfairness, discrimination or harassment. They may file complaints, or enact negative behaviours such as decreased turnover, absenteeism, conflict, lower productivity and even sabotage, or they may request new policies and procedures that respond to their particular needs, such as flexible schedules and benefit policies (Baytos, 1995).
- The personal commitment: Individual leaders and managers may be motivated to champion efforts to ensure fairness and employee well-being in the workplace (Gentile, 1996). These forces have created the desire for diversity to become the main issue for organisations.

These forces have made it important for organisations to focus on diversity as a main issue.

1.1.5 Importance of Diversity for Organisations

The benefits for an organisation from increased diversity are well documented. Good diversity may enhance an organisation's ability to increase its market share and to compete more effectively, as well as to create better organisational structures and policies, enhance recruitment, retain staff and implement development (Wheeler, 1996). Diversity also enhances personal effectiveness and creativity (Thomas, 1994). Better interpersonal communication among employees and greater responsiveness to social and demographic changes, furthermore helps to reduce the amount of litigation

(Nemetz and Christensen, 1996). It also speeds up the resolution of disputes, and creates a climate of fairness and equality (Overmyer Day, 1995). Diversity programs create emotions, attitudes, and behaviours that are consistent with bias reduction (Dovidio, 1993), and that enhance appreciation of differences among cultures (Brady, 1996).

1.1.5.1 Transformation

According to Wilber (1998), in order for real organisational transformation to occur, there must be meaningful interactions across diverse groups. Individual managers, staff and the organisation as a whole ought to embrace change for diversity and to ratify this conviction in their behaviours. Units and departments must have a cultural norm that supports diversity and integrates it into policies and procedures. It is crucial for organisations dealing with a diverse workforce to address individual beliefs and behaviours, as well as group norms and processes, in order to involve its staff with diversity issues. Wilber's (1998) model offers organisations a framework for facilitating organisational change by utilizing a transformative leadership approach.

The model argues that organisational transformation cannot rely solely on 'organisational' level commitments to effectively change the work environment, but rather requires some form of leadership from which staff implicitly generate their own notions and conceptions of leadership. This model can be adapted and applied to diversity, where all managers and staff can contribute to the organisational reality of inclusive working environments.

The increasing diversity in the workplace has, however, generated interpersonal, organisational and social challenges that require urgent attention. Some employees may be required to learn to interact with members of new groups, and managers may have to mediate conflicts that sometimes arise. Managers are also expected to monitor the extent to which organisational and managerial practices are adapted to address the demographic changes. For example, incorporating more women into the workforce requires wider consideration of more friendly policies and flexible schedules. Similarly, having more individuals from a particular ethnic group may require adjusting the dress code and language policies to ensure respect for the lifestyle

demands of their religious backgrounds or their language traditions. Managing the different dynamics contributes to the organisation's primary resource and makes its employees feel welcome as individuals (Mandate Molefi, 1995).

1.1.5.2 Flexibility

The constantly increasing complexity of work operations in a globalized economy like that of South Africa's, where new organisational and governance structures in the workplace are emerging, accompanied by the challenging nature of work, calls for more flexibility. This also demands that both employers and employees have a wider range of skills to function more creatively and innovatively in problem-solving. Diversity by nature involves flexibility.

1.1.5.3 Political and Ethical Mandate of Representative Bureaucracy

Diversity as a political and ethical mandate of the representative bureaucracy is rooted in the public administration values of compassion and representation of democratic societies. Public agencies that represent a diverse group amongst their workforce reflect the social and individual concerns of society as a whole. A socially diverse workforce fosters attainment this mandate (Ospina, 1996).

1.1.6 Challenges of Diversity Programs

The literature on the problems of diversity, and also the diversity training programs that exist, emphasize the fact that unskilled consultants employ nonconformist training techniques that cause "backlash". Lubove (1997) elaborates on the word 'backlash', associating it with diversity programs that result in hostility, anguish and resentment, and do not give people the tools to deal with these feelings. Emotions, attitudes and behaviours consistent with confusion, disorder, resentment, vulnerability and anger are common to such types of diversity training programs (Lubove, 1997; Thomas, 1994).

1.2 SECTION TWO: LAWS AND POLICIES

South Africa's legislation has recognized the crucial link between the successful realization of diversity in the workplace and the development of people. Hayes and Russell (1997) note that diversity essentially means that an organisation has a larger pool of knowledge, skills and abilities on which they can draw. Improved laws and policies are the catalyst for successful diversity management.

1.2.1 Employment Equity Act

The Employment Equity Act (EEA) No. 55 of 1998 serves to provide for equity through the creation of diverse workforces that are representative of a similarly diverse nation. The EEA furthermore makes provision for the implementation of affirmative action. Affirmative action measures are in favour of appointing suitably qualified people from designated groups, ensuring equal employment opportunities for them, and ensuring that designated groups are equally represented in all occupational categories and levels of the workforce. These measures must also include the ability to develop people from such designated groups and implement appropriate training measures as stipulated in the Skills Development Act (Section 15 (2) d).

1.2.2 Skills Development Act

The foundation for the successful implementation of EEA is laid out in the Skills Development Act (SDA) No. 97 of 1998. The SDA serves to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce. Central in the provision of this framework is the National Skills Authority, which is established in terms of Section 4 of the SDA. It is in terms of this strategy that employee training and development is conducted.

1.3 SECTION THREE: RESEARCH FRAMEWORK

1.3.1 Motivation

This study has been motivated by the researcher's interest in issues of diversity and by the support and guidance provided by the Diversity and Equity Interventions in South Africa (DEISA) project and its coordinators. The researcher is particularly intrigued by the similarity between the diversity issues faced by her own country (Uganda) and those of South Africa. For instance, whereas South Africa faces issues of interracial communication, Uganda faces similar problems in inter-ethnic communication. Both countries, like the rest of the world, are also grappling with other issues of diversity, such as gender and ability. Although the concept of diversity has always been in existence, it is only recently that the discipline has been given attention by some countries; in Uganda, however, it has not yet drawn public attention. It was thus the researcher's desire to undertake Diversity Studies to gain more insight into this field and to introduce the usefulness and benefits of diversity to her own country. In addition to this, it is also exciting that this study will contribute to the process of formulating codes of good practice for future diversity providers in South Africa.

1.3.2 Research Problem Statement

Since the advent of democracy in South Africa in 1994, organisations have been compelled by the new laws and policies to prioritise appointing groups that had been previously disadvantaged by the old laws and policies. This approach is a deliberate attempt to create fair opportunities for all South Africans. The law requires that all employees, regardless of their race, gender or ability should work together, although this form of immediate interaction poses some challenges, for instance when it comes to understanding other people's cultures and the way they operate.

In the quest for an immediate solution to deal with these challenges, organisations are enrolling employees in diversity training programs, in the hope of raising employee awareness and helping employees to achieve harmony. The demand for diversity and such training programs is further accelerated by the realisation and need for organisations to value and celebrate diversity in workplaces.

Despite the fact that many organisations are enrolling their staff/employees into diversity training programmes, very little (if any) focus has been placed on evaluating such programs to find out whether they are actually having an impact on the employees and on the organisation or not, and whether their impact is positive or negative. The researcher discovered that this was a crucial issue. As a result, the researcher chose to investigate the impact of diversity training programs in a community service public organisation (here referred to as Comm Serve Org).

1.3.3 A Brief History of chosen Comm Serve Org

The history of the chosen Comm Serve Org's existence can be traced back to 1977. At that time, it employed approximately twenty-seven thousand people, distributed amongst nineteen councils, with each council having its own system of administration and governance, although under a central system known as the metropolitan council. When the political system of the country changed after 1994, the councils were merged into a single metropolitan unit. The merger took place in phases, and during the different phases of the merger, Comm Serve reduced its councils from nineteen to seven. Employee numbers were also reduced from twenty-seven thousand to twenty-three thousand.

Over the years, the merger process continued: the councils were further reduced from seven to six, and the employees from twenty-three thousand to sixteen thousand. By October 2000, all six remaining councils finally merged to form one big council under one big governance structure, thus in effect forming a brand new Comm Serve Org. By the time this study was carried out in 2005 Comm Serve was still undergoing transformation, which had practical implications on this study. For example, most of the literature about the “new” Comm Serve had not yet been compiled and documented. All the information obtained was acquired by interviewing and chatting to the employees that have served Comm Serve for more than 10 years, as well as to the diversity provider and facilitators.

1

¹ NB: The actual name of the organization is with held for purposes of anonymity. The acronym (comm. Serve org) is an invented organization name by the researcher.

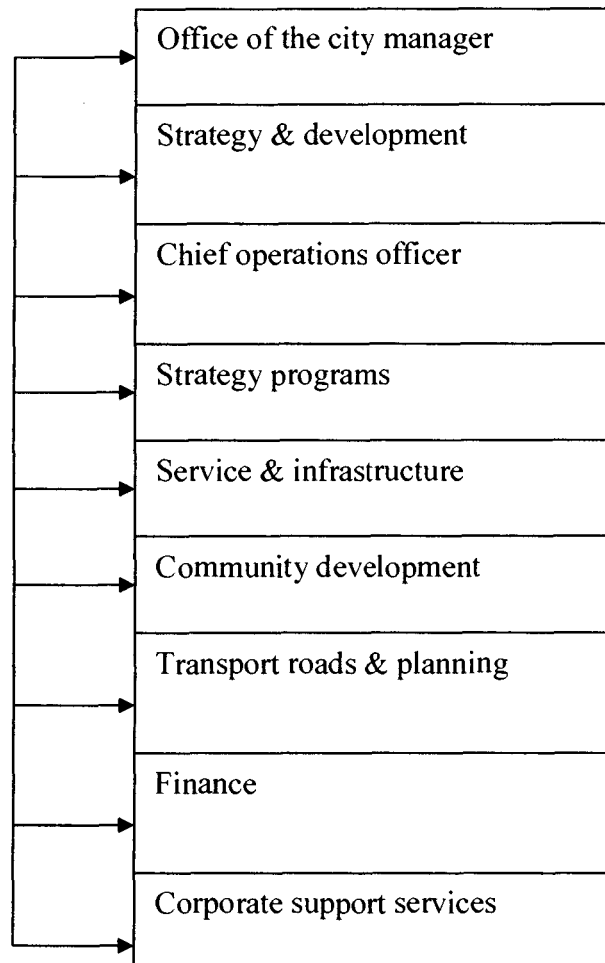
1.3.4 Further Implications of the Merger

- The different municipalities that previously had separate systems of governance and administration now had to have a common system of governance and administration.
- All the employees in the six different municipalities were retained but now had to come together and work as one body under a single system of governance.
- Staff had to be re-allocated to different areas of operation. This created a situation where staff who had never worked in a diversified workplace faced the challenge of working together.
- New sets of documents and procedures had to be designed.
- A new management team had to be elected in compliance with the EEA and with affirmative action policies.
- A new conciliate had to be formulated, and a new organogram had to be designed.
- Because not all the six municipalities were applying the EEA and affirmative action policies in the workplace, there was an urgent need to sensitize employees on diversity.

1.3.5 Nature and Structure of the Comm Serve Org

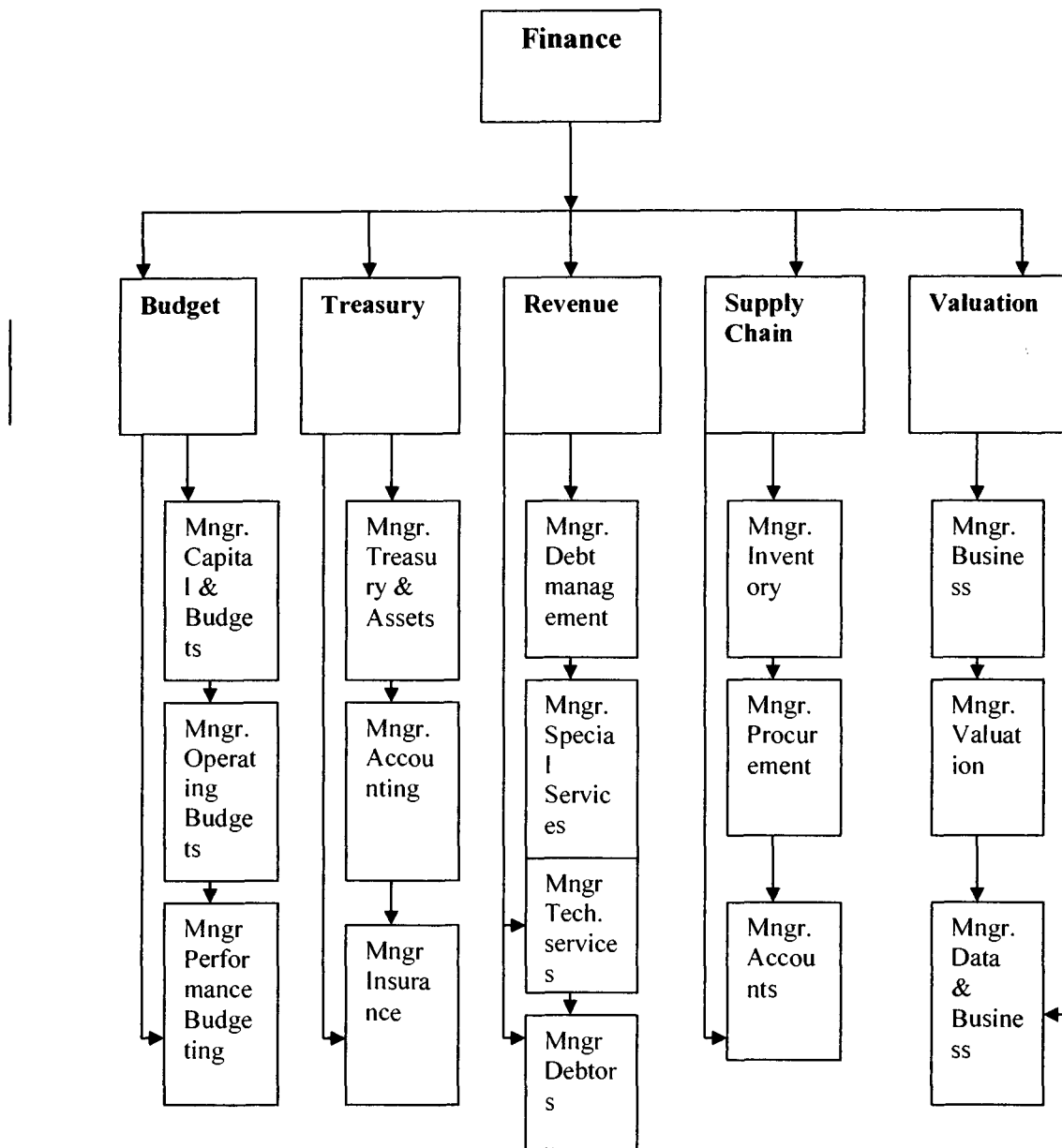
The Comm Serve Org is a non-profit-making governmental organisation, whose vision is to deliver services to the communities of the Western Cape. For example, their services include transport and road planning, corporate services, finance services, infrastructure, community development, provision of water bills, electricity bills, motorvehicle registration, and so on. Based on the many types of services that it renders, the Comm Serve is clearly a big organisation, as Figure1 below illustrates:

Figure 1. Sketched Illustration of the Broad Structures of Comm Serve



The Comm Serve is broadly structured into 10 major departments, with each department consisting of major divisions and sub-divisions. This study focuses on a major division within the finance department. Figure 2 is an illustration of the major divisions of the finance department.

Figure 2. Major Divisions of the Finance Department



1.3.6 Reasons for Choosing this Comm Serve Org for Study

There are several reason why the researcher decided to focus on Comm Serve:-

1.3.6.1 Appropriate Demographic and Sample Representation

This Comm Serve is a big organisation and employs many people of different racial denominations and nationalities, and it was felt that it would thus give a good representative sample for this study.

1.3.6.2 The Time Factor

Access to the organisation was granted at the right time, i.e. when I was mentally, logistically and physically prepared and capable of carrying out the study. It was thus the perfect time for the researcher to carry out the necessary field work.

1.3.6.3 Location

The location of the organisation, in the city centre, was optimal. Transport to and from the study site was not a problem. Given that the researcher was a new international student and thus not yet familiar with the city, the central location made it easy for her to navigate her way around the study area.

1.3.7 Research Aims

In conjunction with the DEISA project aims and objectives, this study sets out to investigate the impact of diversity training on a particular Comm Serve Org. It also seeks to gain insight into and knowledge of the outcomes of diversity training in the organisation. The study is also for a partial fulfilment of a Master`s degree in Diversity Studies at the University of Cape Town.

1.3.8 Research Topic

This Thesis investigates the impact of diversity training in a Community Service Organization (Comm Serve Org).

1.3.9 Research Question

The research question that this thesis sets out to answer is the following:

What is the impact of diversity training on a community service based organisation?

CHAPTER TWO: THEORETICAL FRAMEWORK

This chapter is divided into three sections. Section one focuses on the discussion around diversity training, the main purposes of training and the guidelines for implementing a successful diversity training program for staff. Section two discusses models for designing a successful diversity training program, and lastly, section three discusses theoretical approaches for diversity training.

2.1 DIVERSITY TRAINING

The popularity of diversity training in organisations in some countries, for example South Africa has increased recently and most organisations have resorted to offering diversity training to their staff. Critics of diversity training point out that this has become particularly more popular for dealing with issues of discrimination, grievances, lawsuits and many others. This criticism does not come as a surprise because diversity itself is a dividing factor which may result into negative impacts if not positively approached.

2.1.1 Categories of Diversity Training

Diversity training may be divided into different categories. Alderfer (1992) identifies three major categories: These are, firstly, awareness-based training, which increases employees' knowledge of and sensitivity towards diversity issues. Secondly, skills-based training provides workers with a set of skills to enable them to deal effectively with workplace diversity. Finally, there is integrated training, which merges diversity concepts with other training programs. Awareness training and skills-based training are the two most common types of training executed by organizations, although they are slightly interrelated. In a survey of diversity-training practices, Rynes and Rosen

(1995) reported that the majority of organisations (i.e. 66%) had diversity awareness as the primary focus of their diversity training, with the immediate training goal being true awareness. Rynes and Rosen (1995) surveyed over 700 human resource professionals and found that respondents viewed awareness training as the most important component of diversity training.

Wheeler (1996) holds that most organisational diversity training emphasizes this awareness component and that many experts believe that raising trainee awareness is more critical than skill building. In another survey, Mouton and Rockwell (1999) found that 83% of professional trainers sought to heighten awareness of participants as their primary objective in designing and administering diversity training programs.

Research on the effects of desegregation by Clark and Jones (1956) suggests that a focus on skills training and behaviour change may result in attitude change at a later stage. Thus, over the long term, the effects of the two approaches (awareness training and skills training) may converge. Additionally, though, it is clear that awareness training is more prevalent in organisations than in individuals. Awareness is believed to start when an individual's behaviour is interpreted in the context of his or her own culture, but it is not encumbered by cultural stereotypes regarding competence, power, or personality (Ferdman and Brody, 1992). The literature maintains that organisations that pursue diversity training of their staff should embrace a variety of approaches, although some trainers seemed to pursue the training without specific goals and objectives; consequently, it is hard to explain whether they are attempting to change individuals, the organisation, or both (Rossett and Bickham, 1994). Other professional trainers approach diversity training with well stipulated strategies through clarified goals and objectives before commencing the training (Evans, 1992). It is essential that diversity training programmers clearly stipulate the purpose of the training.

However, it could also be argued that the decisions made regarding training design on each of the controversies will affect the results of the training program. As noted by Thayer (1997), evaluation studies must not merely determine if training programs achieve their objectives but also need to determine what kinds of training programs are effective. The evaluation of training thus determines how it would most likely impact on the organisation. Possible extension of training could involve finding

alternative methods of making trainees comfortable enough for modelling effects to occur. For example, an early experience of success might enhance the cohesiveness of newly formed training groups (Sherif and Sharif, 1969).

It may also be argued that the staff of Comm. Serve. Org may have all the awareness and skills training they can, but if they do not take any action to apply the knowledge and skills they have obtained, it will not make any practical difference. Ultimately, it is the individual's free will and choice that determines how their knowledge and awareness is applied. In other words, the providers of diversity training would have to focus on "marketing" their courses in such a way that trainees 'buy into' the idea. It appears that the Com Serve Org initiated diversity training due to certain pushing forces, for example, the demands of the EEA demands and of affirmative action, as well as in response to pressures from staff and of groups outside of the organisation.

Zhu and Kleiner (2000) noted that organisations that initiate diversity training from a reactive standpoint (i.e. in response to outside pressures) may be most likely to benefit from an emphasis on skills training. This is because employees who lack the critical behavioural skills needed to avoid unlawful discrimination against other employees may learn little from a training program with an awareness focus. Furthermore, employees who are unhappy with the current organisational climate and its emphasis on diversity are also more likely to view awareness training as window dressing, i.e. as being done for appearance's sake only, which is likely to lead to resentment.

In view of the above, Zhu and Kleiner (2000) criticize awareness training when it is used as the primary method of reducing discrimination and harassment in the workplace. Lubove (1997), similarly, discusses the limitations of awareness training when it is a court-ordered remedy for discrimination. Many authors have thus called for an evaluation of diversity training (Rynes and Rosen, 1995; Thayer, 1997), and some studies have now been published (Moore, 1998). These studies have attempted to provide an overall assessment of the effectiveness of diversity training either by using a pre-test/post-test training design or by contrasting trained participants with a non-trained control group.

2.1.2 Reasons for Diversity Training

There are a number of reasons as to why organisations adopt diversity training in the first place. Amongst others, the literature emphasizes the desire of organisations to have a representative group of minorities in the overall work population, demographic trends and workplace discrimination (Cox, 1993). For organisations that subscribe to a creed of equal opportunity, investing in the implementation of diversity initiatives is morally and ethically the right thing to do. Such organisations subscribe to the original paradigms of the Golden Rule. Irrespective of whether the justification for implementing diversity or sensitivity training programs is a moral or professional decision, the important point is that it must be skilfully implemented if companies are to become or remain competitive.

In most cases, diversity training is focused on fulfilling organisational diversity goals to create equity in the workplace. Diversity as such, though, goes beyond just equal opportunities. The crucial purpose of celebrating diversity is to benefit from the strengths of a diverse workforce, while at the same time making the diverse workforce feel valued and heard. Ann Perkins et al (1993), in Baytos, (1995) outlines the following seven guidelines for developing a successful diversity program for staff:

- To distinguish between education and training: education provides a framework for actions, whereas training involves activities aimed at building usable skills.
- To position training in the broad diversity strategy, because it is imperative that a definition of diversity is developed first; then a program motivation must be established and specific diversity issues must be examined. It is vital to determine the role of training in the strategy. Training should not be started / initiated prematurely. It is important to determine the objectives carefully first, before designing the program to fulfil the chosen objectives.
- To execute a systematic needs analysis (assessment) by asking questions and conducting focus groups, etc.

- To use a participative design approach, which involves input from as many individuals as possible.
- To first conduct a test or pilot program to determine the areas that could cause problems or that need to be improved, as well as to gauge the efficiency and effectiveness of the program.
- To provide a balance between using outside consultants and in-house trainers.
- To incorporate diversity education and training into the core businesses so that it becomes an integral part of the organisation.

Carnevale and Stone (1994) recommend that training should be provided at consistent intervals and not just on a one-time basis. They recommend that follow-up and evaluations be conducted to monitor changes in behaviour. It is also important that the organisation's leaders are committed to diversity training and that they recognize the strengths of the staff, providing training or utilizing outside resources accordingly.

2.2 DIVERSITY TRAINING MODELS

2.2.1 Diverse Learning Model

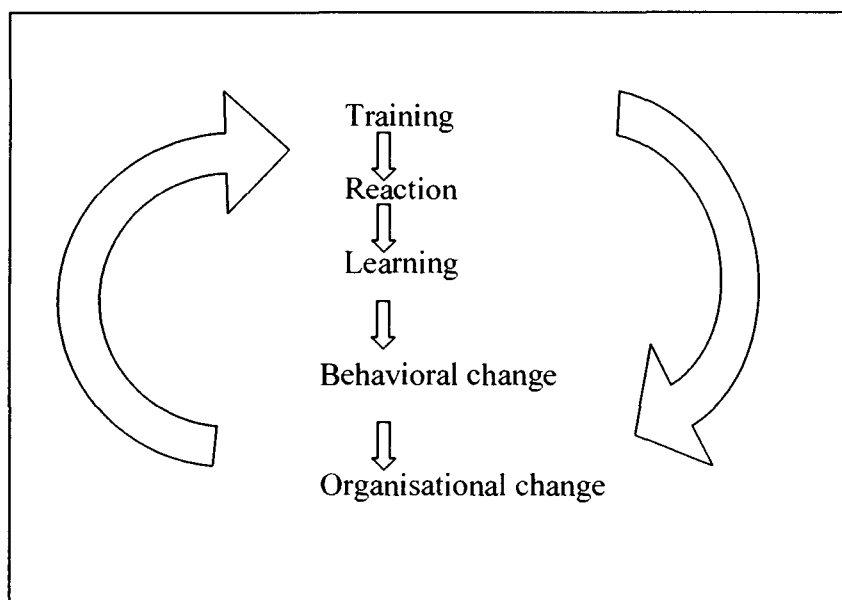
The diverse learning model emphasizes productive diversity (PD). This concept refers to managing a diverse workforce in a manner that leads to productive economic and social outcomes for both employers and employees (Cope and Kalantzis, 1997). It is a dual approach, which suggests that employers can gain from recognising the potential of human diversity as a vital resource for the organisation, while at the same time meeting the social justice objectives of providing equal opportunities.

2.2.2 Training and Evaluation Model

The training and evaluation model emphasizes the importance of conducting evaluations to ensure the success of any training programs. Kirkparick (1995) provides four major frameworks for this approach:

- Reaction evaluation: This examines how interesting, relevant and clear the trainees found the training to be.
- Learning evaluation: This ascertains the facts, principles, techniques and skills that the trainees learned or memorised in the training.
- Behaviour evaluation: This assesses the behaviour changes in the workplace after the employees received training.
- Results evaluation: This approach measures training success in terms of the achievement of organizational goals and objectives, for instance, increased productivity and employment equity balance (Kirkpatrick, 1975). This model is illustrated in Figure 3 below.

Figure 3. Kirkpatrick's Model for Training and Evaluation



According to Figure 3, training leads to reaction, learning, behavioural changes and organizational changes, in that order. Alliger and Janak (1989) have elaborated on Kirkpatrick's model, reporting that it is more important to measure learning than to measure reaction, because the proposed levels of learning measurements are interrelated. Physical hindrances, such as the lack of resources in an organisation, should not be used as a criterion for evaluating training. Alliger and Janak (1989) noted that financial gains may not be an appropriate measure for training that is aimed mainly at instilling company pride.

2.2.3 Course Content and Design Approaches

The composition or design of the training course content is very important. Gardenschwartz et al (1993) have advanced three major theoretical approaches to the content and design of diversity training courses, namely the legal approach, the anthropological approach and the socio-psychological approach. Each of these has different implications with regard to course content and design, but they can be combined to create a broader range of learning opportunities.

2.2.3.1 The Legal Approach

The legal approach is concerned with individuals' and organisations' knowledge of the law, specifically with regard to the history and content of affirmative action, equal employment opportunities, gender, disabilities, and so on, (Higginbotham, 1978). In contrast, Lynch (1989) maintains that the validity of some of these policies is being contested by the argument that such laws discriminate against white males.

2.2.3.2 The Anthropological Approach

The anthropological approach focuses on cultural awareness (Fernandez, 1991; Lamphere, 1993; Locke, 1992). The course would thus be designed in such a way that trainees are challenged to 'walk a mile' in another person's shoes in order to develop an empathic understanding of others. The course would thus explore why the different cultures have adopted their particular traditions to support their ways of living, and encourage an understanding of such cultural differences.

2.2.3.3 The Socio-Psychological Approach

The socio-psychological approach is an interactive approach in which people are encouraged to examine their own beliefs and values, knowledge and behaviour. This type of course focuses on developing skills for dealing with individuals from diverse backgrounds, and on analyzing group and organizational dynamics (Kavanagh and Kennedy, 1992).

2.3 THEORETICAL APPROACHES

2.3.1 Critical Theory

Critical diversity theorists agree that diversity training should be complemented by skills training (Gardenswartz and Rowe, 1997). Skills training should be inclusive of different levels of skills that are needed to function in a competitive and diverse environment; the training should thus be supportive of all participants and ensure equitable opportunities for development. EE practice and skills training are guidelines for accomplishing this. Workplaces should support these practices because the growth and success of organisations relies on their diverse workforces. Employees may have received training on diversity issues, but if the workplace environment does not work positively with diversity, the training will not have any positive impact.

It may also be argued that a critical approach to diversity training may facilitate the development of a more positive form of understanding and a greater sensitivity towards the complexity of issues by employees, and especially by management. If the management of an organisation is informed and has adopted a critical approach towards training, it will be in a better position to contribute to building productive forms of workplace diversity.

2.3.2 Social Judgment Theory

The social judgment theory maintains that the societal or communal verdict or conclusion about an issue will determine the commitment and reaction of that community or social group towards the specific issue. Likewise, the commitment of individuals to their diversity beliefs would determine their reactions to an issue, as well as determining the level and type of attitudinal and behavioural change that would result (Nemetz and Christensen, 1996 in Sherif and Hovland, 1961).

2.3.3 Social Inclusion Theory

The social inclusion theory maintains that the challenge of managing diversity in organisations involves addressing issues of social inclusion and exclusion as these will affect the work results and level of productivity in the organisation. Mechanisms must be put in place to redress exclusionary practices that may affect the opportunities of diverse individuals. Patterns of exclusion in organisation systems have not been fully determined. As people have joined organisations, they have continued to encounter new obstacles in moving up or attaining organisational rewards on equal terms. Issues of organisational justice and fairness have thus become important in conversations about workforce diversity (McMichael, 2000).

The urge to improve and increase social inclusion will continue, which will in turn motivate organisations to address this issue. Community service organisations in particular are places where societal resources are disputed and distributed. As a result, they are more susceptible to the constant pressures associated with social and individual exclusion. As new types of employees claim their right to enter the workplace on equal terms, the diversification of the once homogeneous workforce, and the changing composition of the new workforce, will continue to require changes in human resource practices and organisational cultures so that bureaucracies do truly welcome the newcomers. In such a complex situation, it is clearly not sufficient to provide diversity training on its own. Training should be accompanied and followed by encouraging employees, who have received diversity training, to take action and to put the concepts they have learned into practice.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research design and methodology used in this study. It focuses on the theoretical purpose and justification of the methodology chosen, looks at the ethical considerations, summarises the informal and formal data gathering techniques and, lastly, explains the data analysis method used.

3.1 DEISA PROJECT

The methodological design of this study has been guided by and adapted from the methodology of the Diversity and Equity Interventions in South Africa (DEISA) project. This project's overall aim is to evaluate diversity interventions taking place in South African organisations. These interventions are approached through research, in collaboration with service providers, to elicit best practice models. This is where the present study fits in with the DEISA project's objectives. After the existing interventions have been identified, they are catalogued and evaluated / assessed, thereby creating a database of service providers, DEISA's next aim is to produce guidelines for best practice strategies on the basis of the research findings. The research is being conducted nationally, and is coordinated by the Institute for Intercultural and Diversity Studies of Southern Africa (iNCUDISA) at the University of Cape Town, in collaboration with associates from the Graduate School of Business at UCT, the Graduate School of Business Leadership at the University of South Africa, Pretoria, and the University of Amsterdam in The Netherlands. The national research project is funded by the Dutch government through their (SANPAD) program.

Although this study forms part of a large-scale nation-wide analysis of diversity interventions in South Africa, this current work is the sole product of the researcher herself. The data collection and analysis for this thesis was conducted by the researcher herself. The researcher's participation in the project is due to the fact that she is a Diversity Studies Masters student and because undertaking a case study under the auspices of the project is an excellent opportunity for her.

3.2 RESEARCH DESIGN

Kerlinger, (1986) observed that a research design is a plan, structure and strategy of investigation that is conceived to obtain answers to research questions or problems. It is a complete scheme or program of the research. The design describes the procedures for conducting the study, including when, from whom and under what conditions data is obtained (Kerlinger, 1986). Its purpose is to provide the most valid, accurate answers possible to research questions (McMillan and Schumacher, 1993).

A research design may be qualitative and/or quantitative. According to Creswell, “qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting” (Creswell, 1998: 15). A quantitative research design, in contrast, adopts a positivist philosophy, emphasizing objectivity by using numbers, statistics and experimental control to quantify phenomena (McMillan and Schumacher, 1993).

A qualitative research design was preferred to a quantitative design for the purposes of this study, because “the researcher had little control over the events and the study required a contemporary focus within a real life context” (McMillan and Schumacher, 1993: 376). Furthermore, qualitative research contains features that enable the researcher to obtain so-called ‘thick descriptions’ and a depth of information, which ensure a better and more in-depth understanding of the phenomenon under investigation.

Qualitative research methods have been applied in the social sciences disciplines, such as sociology and anthropology, for decades. Banister et al (1994) maintains that concepts of qualitative research are context bound and thus work with the research situation by theorizing the contextual issues. The researcher’s role is accepted as central in determining the knowledge produced in the social context of the research. Qualitative research also accepts that knowledge produced is by nature interpretive and open to alternative readings.

Qualitative methods enable the researcher and the participants to discuss and describe the situation and experiences far more than quantitative methods do (Kerlinger, 1986). The research and the researcher thus interact with the individuals or situations being studied (Banister et al, 1994).

3.2.1 Design of this Study

It should be noted that the design of this study complies with the requirements of the DEISA project. The specific methodology for this study has been adapted from the DEISA methodology to suit the constraints and requirements of this thesis study.

The research question of this study (which is formulated in Chapter One) is to explore the impact of diversity training on a specific community service organization. Based on this premise and on the features of an exploratory qualitative research design, a case study design was considered the most suitable approach to use for the purposes of this study.

A case study by nature focuses on a single specific case. According to Stake (1995), a case study is defined by an interest in individual cases rather than in the method of inquiry in general. In this study, then, the interest is to focus on diversity training in a community service organization.

3.2.2 Strengths and Weaknesses of Case Study

According to Nisbet and Watt (1980), case studies provide a systematic method for interpreting cases, and the methods of inquiry are more user-friendly than other methods, which require a research team. A case study draws on techniques of observational studies with the aim of portraying specific situations in a way that illuminates a more general principle. Nisbet and Watt (1980) argue that specific evidence is provided by the researcher to allow the reader see how the conclusions were reached. They further maintain that observations, interviews and the selection of documents are most likely to be influenced by individual bias.

Case study results are furthermore easily understood by everybody, and not only by other researchers or academics. Case studies are flexible in nature, and they can be adapted to suit sudden changes that may occur at the time of the study. However, like other qualitative methods of inquiry, case study results cannot be generalized. Case studies also require more intensive dedication of time and resources, which could prove challenging for the researcher.

3.3 RESEARCH METHODOLOGY

Table 1: Timeline of this Study in terms of the Instrument used, its Purpose and its Timeframe (adapted from Cherry, 2000)

Instrument	Purpose	Apr-Sept 2005	W e e k			
			1	2	3	4
Negotiation of access	Meetings to seek access to organization for study	Apr-Jun				
Preview documents	To ascertain policies by reading through training manuals, policy documents, finance folder, staff list etc. To study staff list & prepare to schedule interviews	Jun				
Planned observation	To witness, experience and record participant interaction and behaviour in certain situations. To liaise with coordinator to verify selected samples and schedule interviews	Jul				
Individual interviews	To gather information about individual perceptions of diversity training	Jul-Sept				
Data transcription		Sept-Oct				

3.3.1 Negotiation of Access to the Organization

Permission for the researcher to gain access to the organisation was obtained telephonically by the DEISA project manager and the researcher herself. During these negotiations for access, two meetings were held with the organisation's managers, the DEISA project manager and the researcher with the aim of seeking permission and explaining the purpose of the research. When permission was granted, an informal letter of agreement to study the Comm Serve Org was drafted and signed by the organization's managing body and the DEISA project manager in the presence of the researcher. A second meeting was then held with other managers of the organisation who had been absent at the first meeting, to explain further what the study was about and also to guide the researcher on how to navigate her way through the organization and to identify whom she could contact for assistance. At this second meeting, the department/section to be studied was identified. The researcher also found out what types of diversity practices were already in place at the organization and chose the specific one that would be studied.

It was thus decided that the study should focus on the impact of diversity training in the finance department for the following reasons:

1. Diversity training is still new in the organization and thus no evaluations have been carried out thus far. The facilitator of the training was keen for this study to proceed, as it would give relevant feedback to him/her.
2. Comm Serve staff members are enrolled for the diversity training in phases, and the finance department had the greatest number of staff who had already attended the training as compared to other departments.
3. Most of the head offices for the finance department are confined within one geographical area, which would simplify the study process.
4. The strong desire of the finance leaders to see what the results of the training were was another reason that motivated the researcher's decision to focus on this department. As the study was to examine the impact of the training that had been received by the staff of this department, and as it moreover would be the first to do so, it was particularly welcomed by the department.

3.3.2 The Research Site

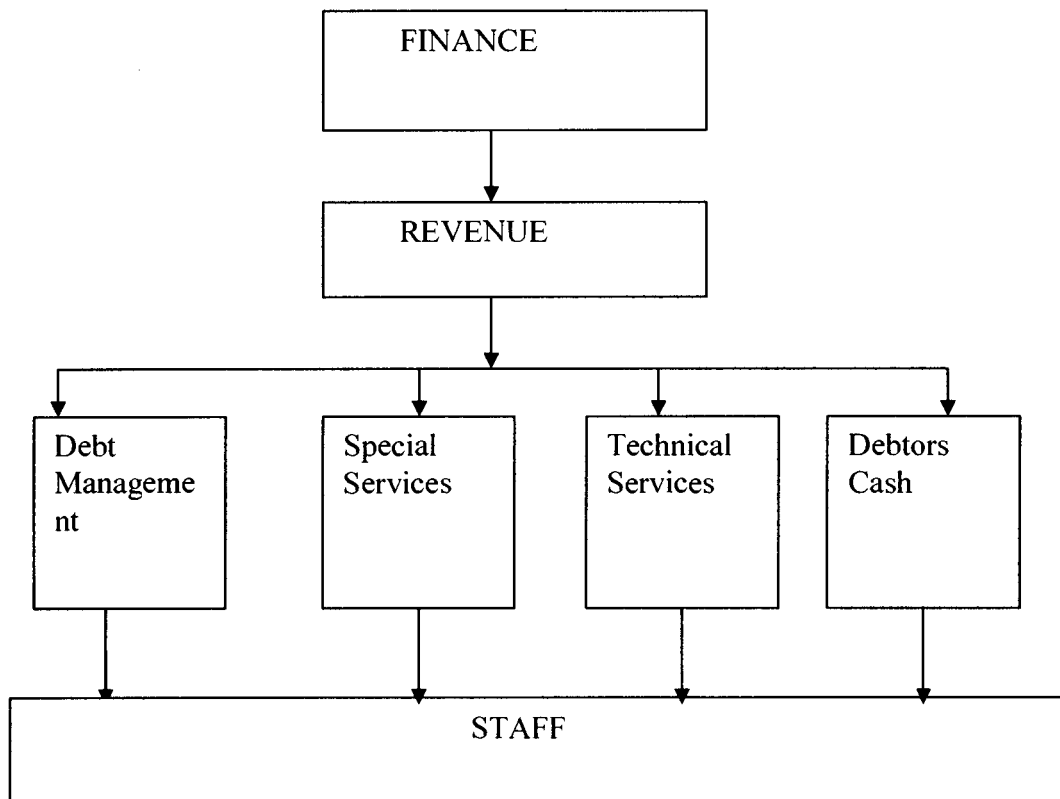
The site of the study is thus located within the Finance department of the Comm Serve Org at its head office in the Cape Town city centre. The Comm Serve Org authorities had recommended that the researcher focus on this department, because most of its staff had already undergone diversity training, whereas many other departments in the organization had not yet done so. It is roughly estimated that there are more than 1,000 employees working in the Finance department, who are distributed among all the offices in Cape Town. Each section consists of divisions and sub-divisions, and each division is estimated to have approximately 60 to 300 members of staff. My study focused only on the estimated 300 staff members in the division at the head office. This was done to narrow down the sample to a manageable size, given that qualitative results had to be obtained within a limited period of time.

Because the section as a whole was too big a sample to focus on within the stipulated period of time, I further narrowed down my study to focus on the revenue division from the Finance department. This division is itself sub-divided into five different sections:

- Debt Management
- Special Services
- Technical Services
- Debtors Cash
- Valuation

This structure is illustrated in Figure 4 below.

Figure 4: Illustration of Area of Focus for this Study



3.3.3 Selection of Sample

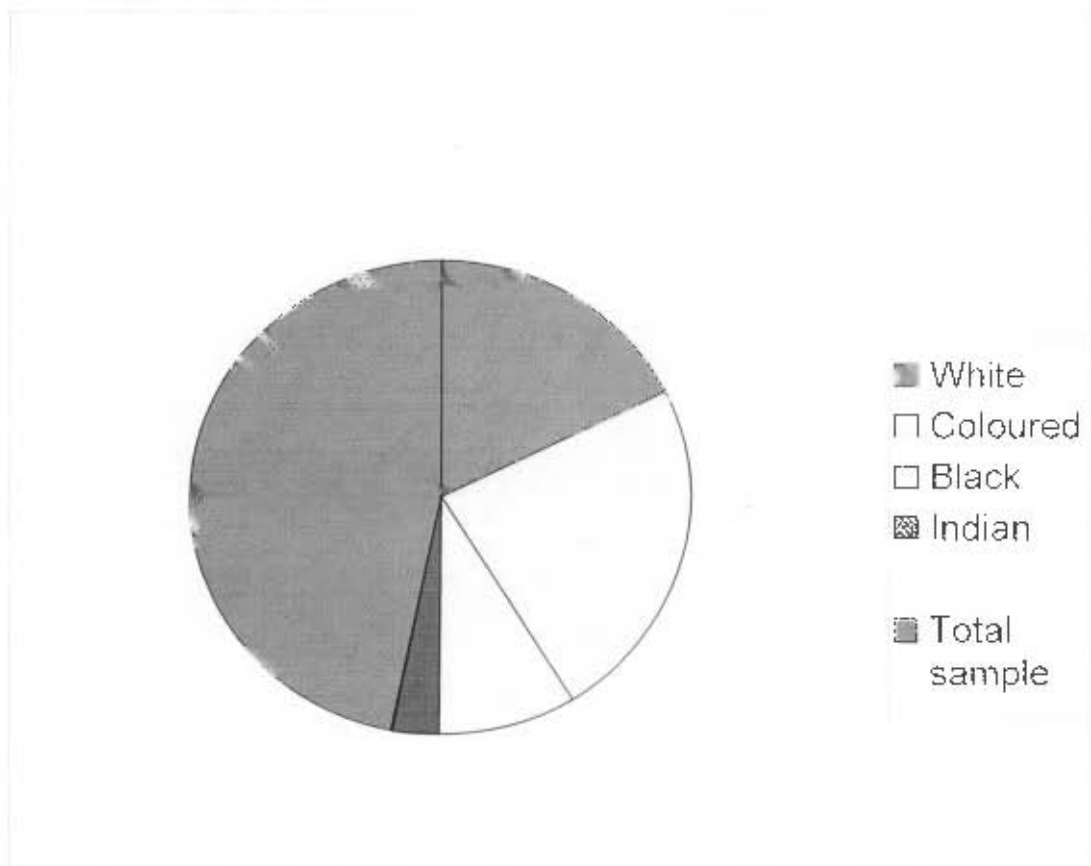
According to Cherry (2000), there are two types of approaches to qualitative sampling, namely, the traditional social science approach and the phenomenological approach (2000). In this study, a phenomenological approach was used, which employed a theory-based data selection process during which strategic decisions were made about who should be included in the study. A purposive sampling method was used (Burns and Grove, 1987), as this was an appropriate way of “selecting information rich cases for study in-depth” (Patton, 1990: 169, cited in McMillan and Schumacher, 1993: 378). The sample was thus purposively and strategically selected to ensure that variables such as race, gender and disability across all the divisions were represented. The statistical representation of the sample distribution is summarised in Table 2 below:

Table 2. Representation of Samples across Race and Gender in the Division of Study

By gender and race	White	Coloured	Black	Indian	Total
M	6	8	3	1	18
F	3	2	7	1	13
Total	9	10	10	2	31
%	29.03	32.26	32.26	6.45	100

The sample consisted of 9 employees who had not yet attended the diversity training and 22 who had attended the training. It was important to include both those who had attended and those who had not yet attended the diversity training, because all employees do after all work together in the same environment. Employees who have not yet attended the training are in position to comment whether there have been any observable changes among the employees who have attended the training.

Figure 5. Pie Chart Representation of total Sample according to Race



3.3.4 Ethical Measures / Ethical Considerations

Ethics deal with beliefs about what is right or wrong, proper or improper, good or bad (McMillan and Schumacher, 1993). Similarly, according to Gillespie, “ethics emerge from value conflicts among those in a profession. These conflicts are expressed in discussions and decisions that relate to individual rights. For example, when conducting a research study, the researcher tries to minimize the risk to individual rights. However, there may be conflict between a person's rights to privacy versus the researcher's need to know. Researchers must try to minimize risks to participants, colleagues and society while attempting to maximize the quality of information they produce” (Gillespie, 1995: 884).

Qualitative researchers need to be sensitive to ethical principles because of the nature of their research topic, because they use face-to-face interactive data collection methods, because the design of their study usually emerges during the course of the study itself and because there is so much interaction and reciprocity with the participants (McMillan and Schumacher, 1993). The criteria for such a research design involve not only the selection of information rich informants and efficient research strategies but also adherence to research ethics (Kumar, 1999).

Consequently, a general and an individual consent forms designed by (Mikki van Zyl 2005) were drawn up for the purposes of this study, and an agreement was made between the researcher and the representatives of the Comm Serve Org. The following aspects formed the code of ethics and confidentiality employed in this study:

- The interviewee’s personal details would not be revealed in the data,;
- The organization’s real name would not be disclosed;
- Information about the study was provided to participants first, before asking them whether they were willing to participate in the interview;

- Individual consent forms were provided for each interviewee to sign if they agreed to participate in the interviews out of their own free will to take part in the interview;
- There was also a mutual agreement between the organization's head authorities and the DEISA project manager, granting the researcher permission to study in the organization;
- The researcher personally transcribed the interviews to maximize confidentiality.

3.3.5 Informed Consent as Dialogue

Participants were initially contacted by means of a telephone call on behalf of the researcher. They were "informed of the purpose of the study and were assured of confidentiality and anonymity" (McMillan Schumacher, 1993: 398). In addition, the time anticipated for their participation and my research role was explained to them. In this regard, Christian mentions that "subjects must agree voluntarily to participate, that is, without physical or psychological coercion" (2000: 138).

3.3.5 Arrangements with Participants to receive Information

Participant permission to audiotape the interviews was requested because this was the best method of obtaining accurate information. Participants were thus informed that they would be taped and asked for their consent. With these ethical measures in place, it was hoped that participants would feel comfortable about sharing their experiences and perspectives openly and without fear of any repercussions.

3.3.6 Confidentiality and Anonymity

Codes of ethics are an essential way of providing safeguards to protect the identities of participants in the research as well as the identities of research locations (Christians, 2000). Consequently, all personal data have to be secured or concealed and only made public behind a shield of anonymity (Christians, 2000).

3.3.7 Participants' Right to Decline

Each participant was informed of their right to decline to participate in the study, and assured that their decision would be respected at any time and for any reason. A statement relating to this right was also provided on the consent forms.

3.4 RESEARCH METHODS

3.4.1 Data Collection

In this research, there were three main sources of information: document analysis, observation and in-depth-interviews.

3.4.1.1 Document Analysis

Wentling and Palma-Rivas (1997) argue that a researcher can achieve a better understanding of present practices and issues by studying past practices. Documents can also be accessed at a time that is convenient to the researcher and they save time and expenses in transcribing.

The following documents that were relevant to this study were collected:

- The organisation's organogram,
- The EE report,
- The language policy,
- Various analysis reports,
- Staff list,
- Newsletters,
- Minutes of meetings, and
- The organization's calendar

3.4.1.2 Observation

Cooper and Schindler (2003) argue that observation should be planned ahead of time and executed and that controls should be used to ensure that it results in a reliable and valid account of what happened. Consequently, observations are a crucial primary source method, as well as a supplement for other methods. Observation may encompass a range of techniques for monitoring behaviour. Observation as a method of data gathering has the following advantages:

- It is the only method available for gathering certain types of information such as, group dynamics, body language.
- During observation, original data is collected at the exact time it occurs.
- An alert researcher can obtain information that most participants would ignore, either because they feel that it is commonplace and routine, or because it is not seen as relevant to the study.
- Observation captures the whole event as it occurs in its natural environment. (Cooper and Schindler, 2003).

The observational method does, however, have some limitations:

- The observer should be at the scene of the event when it takes place, yet it is often impossible to predict where and when some events will occur.
- Observation is a slow and expensive process that requires either the presence or cooperation of human observers over a long period of time, or costly surveillance equipment.
- Results are restricted to information that can be learned by overt action and surface indicators.
- The research environment is more likely suited to subjective assessment and recording of data than to controls and quantification of events.
- Observation is a limited way of learning about the past.

3.4.1.3 In-depth Interviews

The in-depth interview method was considered a suitable instrument for this study because it centres on the interviewee's life world, and because it seeks to understand the meaning of phenomena for the participant (Kvale, 1983). Furthermore, an interview usually focuses on certain themes, is open to ambiguities and changes and is an inter-personal interaction (Kvale, 1983).

The purpose of the in-depth interview conducted during this study was to gather information about the perceptions held by the staff and management who participated in the study with regard to the diversity training being provided at the Comm Serve Org. Interviewees “would be given latitude to talk about issues which were relevant to themselves and which related to their own, often unique experiences” (Pole and Lampard, 2002: 136). In addition, the individual interview provided a basis for discussion, gave a structure to the data gathered, and allowed for triangulation between the various research instruments used.

3.4.1.5 Journal

After closely reading through and studying the documents in preparation, the researcher scheduled interviews. The process of observation continued throughout the period of data collection. During the field work, the researcher furthermore kept a journal, in which she recorded events that happened during the study. Information in the journal was also used as an important source of information during the subsequent data analysis.

3.4.2 Transcription

Transcription was done in two parts:

1. Memos were taken both during and after individual interviews.
2. The researcher personally transcribed all the interviews.

The data was evaluated holistically in an attempt to identify the major categories represented in the data. The management of data according to biographical information, major categories and sub-categories formed the basis for organizing the data obtained in terms of the aim and objectives of this study.

3.4.3 Data Analysis

Data analysis was conducted in three phases: the first stage entailed initial coding, the second stage consisted of focused coding, and the final stage involved analytical writing. While these may seem to give an impression of being separate and independent activities, there was always some degree of overlap.

The initial coding used existing guides provided by Miles and Hubberman (1984), Glaser and Strauss (1967) and Strauss and Corbin (1990), and was done with the aid of a computer assisted data analysis method (Nvivo). Most of the data was available on disk and a separate coding folder and file was created for each code. As coded text was produced, the files were transferred into the coding folder. During the coding process, memos (notes) were recorded for ideas that emerged during initial coding, and these notes then formed the basis for initial analysis.

After the coding files had been completed, each code was critically examined and analyzed. During this process, the data source was frequently consulted to create more focused coding. The term 'focused coding' simply refers to a systematic focus on specific information. For example, during the analysis of the impact of diversity training in terms of its limitations, it became clear that gender might play an important

role in determining the outcome of the training. In this way, aspects of each category were progressively identified and described.

Strauss and Corbin (1990) maintain that grounded theory is “one that is inductively derived from the study of the phenomenon it represents” (23 and 498). The constant comparison method and the exploratory process develop concepts generated from the data by comparing coded categories. Data collection, data analysis and theory are thus in a reciprocal relation to each other (Strauss and Corbin 1990: 23, in Babbie and Mouton 2001: 498).

The method used to analyse the data in this study was the one advocated by Glaser and Strauss (1992). They recommend using a step by step procedure that consists of six major steps to analyze a transcript of an in-depth interview:

- Familiarising oneself with the interview. In this stage, any initial thoughts, ideas should be recorded (memos);
- Labelling the data as one takes note of recurrences and patterns;
- Categorizing data segments by grouping conceptual labels into categories or groups of similar concepts and phenomena. Developing these categories is central to grounded theory and allows one to keep track of the development of theoretical understanding (which are summarised in memos);
- Clarifying and comparing the categories to facilitate a rigorous definition of categories by looking at the ‘properties’ and ‘dimensions’ of these categories; this leads to re-defining the categories by linking them and determining the relationships that exist between them.
- Linking and integrating categories to generate themes, which ultimately results in the formulation of a theory;
- Reflecting on the detailed processes and procedures by describing the development of the process ‘memos’, codes, theoretical notes, operational notes, contextual notes and critical analysis of the process, which includes a statement of what was not in fact done.

CHAPTER FOUR: RESEARCH FINDINGS

This chapter is divided into four sections. Section one is the outline of the diversity training workshop, section two is analysis of the policies that are relevant to this study, section three presents the findings of the observations. Section four contains the findings of the in-depth interviews.

4.1 SUMMARY OF THE DIVERSITY TRAINING AT COMM SERVE.

The diversity training at Comm Serve is a formally organized three day workshop on full time continuous basis. Usually the training is done on Mondays, Tuesdays and Wednesdays every week. Thursdays and Fridays are used by facilitators to record feedback from the evaluation forms and follow up on how the trainees are feeling and to conduct some other one on one interaction between the trainee and facilitator- if need be. Every week there are new groups of Comm. Serve staff that have been scheduled to attend the workshop. The workshop is attended in groups of approximately 20 trainees per session, comprising of diverse groups of males and females from the different departments.

An informal interaction between the researcher and one of the diversity providers highlighted that: The training is designed as experiential learning where relevant issues come up within the learning space. The trainees draw on their own practical experience and take new learning for themselves back with them. For example, the issue of having more than one “parent” in some African cultures and the lack of understanding of these practices. The other methodology that is employed is action planning. When doing the action planning, trainees are put into similar groups to work. For example, administrators are grouped to work together or health people work together, firemen work together, etc. Groups are asked to think about values that they think facilitators should centre more focus on. Issues that come out of this session are taken seriously and acted upon.

PROCEDURES OF THE DIVERSITY TRAINING WORKSHOP

The Diversity training workshop in Comm Serve takes three full days starting from 9:30- 4:00. Day one is opened with registration and introduction. During introduction, trainees are engaged in a role play activity called “*the name game*”. In the name game, trainees are asked to get into pairs and asked to introduce one person by giving their. Full names, occupation, where they live and the name they prefer to be called. The name game is viewed as a way for trainees to get to know one another, but the very core message is also the importance of using a name that someone prefers to be called by as a way of

Respecting that person try to pronouncing their name correctly.

After the name game, trainees are then asked what their expectations are. This is viewed as a way of making the workshop a safe space for trainees to speak freely and confidently. Some common responses that mentioned were:

“I want something I could take back with me”,

“I want something that I could use back in the workplace”,

“I would like to see a better understanding of where people are coming from”.

The nature of the workshop is meant to be experiential for the trainees. Therefore, the learning comes from the group and the conversations in the discussions that take place. Trainers then unpack the concept of diversity and come up with differences and similarities the participant’s name. They collate the talk about what managing diversity means at three levels:

- Personal level,
- Interpersonal level and
- Organizational level.

They discuss why it is critical to manage diversity in South African work place. Then facilitators also bring in EE, gender in a workplace and issues of stereotypes. Women and men are then asked to group up and discuss certain issues. When the groups come back, those issues are unpacked and discussed in detail. They also look at the concepts around “glass ceiling”, sexual harassment and sensitive language in a workplace.

The first day is therefore focused on introducing the training workshop and setting a foundation to create a safe space for the next two days.

On the second day facilitators look at the issue of racial stereotypes. This is done in the of telling a story about the early messages received about the different racial groups while growing up and if they have changed and where they are at now. The stories are told without any interruptions until every trainee has had a chance to tell his or her story. Trainees are discouraged from taking each and every story told by their colleagues as absolute truth because that's that person's story. It's always very inspirational and a turning point for the trainees. After the story game is complete, the next issue of discussion is cultural exchange and usually trainees get deeply immersed into this topic to the point that they struggle to end the discussions and facilitators encourage them to carry on.

On the third day, the issue of diversity and ability is unpacked in the form of a physical interactive exercise. Trainees are then asked to work in groups and think of jobs that a visually impaired person and person on a wheel chair could do. Each group is asked to volunteer one person to be put on a wheel chair and be blindfolded. This form of exercise is referred to as the "mine field". The team then has to guide their blind folded person on a wheel chair through a mine field based on verbal instructions.

After the action field exercise is action planning. Action planning is tangible and trainees get to take it back with them. Facilitators do not dictate for trainees their action plans but let them decide for themselves as they (facilitators) listen and do the evaluation forms.

The training workshop is then closed off with the "guess plan". In groups of 2, 3 or 4 facilitators give each trainee a gift and acknowledge that they (facilitators) realize that trainees have been facing certain challenges and this is the right moment and space to speak about it from the bottom of their hearts as each one of them picks his/ her gift. The training workshop is then officially closed when the last trainee has spoken and picked a gift.

4.1 POLICY ANALYSIS

The Comm Serve Org is well provided with most of the basic guiding policies for organizations, for codes of good practice relating to EE, with recruitment policies, and language policies, and with training policies, among others. Some of these policies are analysed below.

4.1.1 Diversity

The vision and mission of the Comm Serve Org is geared towards achieving equal opportunities for previously disadvantaged population groups. The organisation thus acknowledges diversity in various ways, including in its appointment processes. The senior management team, the middle management team and the staff comprise a diverse workforce, which is representative of the different races, gender and disability levels. The organisation also reflects diversity in terms of the demographic representation of its staff, which is also a heterogeneous group. All the departments of the Comm Serve Org have configurations of people who can positively address working with diversity. Diversity initiatives in are being developed in the areas of leadership and management, training and education, community relations, communication, performance and accountability, work-life balance, and career development, amongst others. The area in which there has been the greatest effort is leadership and management.

4.1.2 Employment Equity and the Demographics of the Western Cape

The South African EE policy requires an organisation to ensure that its employee profile reflects the national profile rather than the provincial one. In the Western Cape, the majority race groups are Coloured (65%) and White (13%). Nationally, however, approximately 70-80% of the population is Black. The implication of this is that, although black South Africans are in the majority nationally, they are in the minority in the Western Cape. This might lead to a problem in applying EE so that the employee demographics are reflective of the national demographics because there are very few black local people to fill the positions. Nonetheless, the organisation believes that it is steadily creating a more diverse workforce through implementing

EE laws, although it is hampered by the legacy of apartheid. During apartheid, some groups (primarily Blacks) were denied quality education, which in turn created a gap in the levels of education and skills between previously disadvantaged groups and those who had not experienced such disadvantages.

4.1.3 Recruitment Policy

The Comm Serve Org's recruitment policy is clearly stipulated. It emphasizes recruiting a more diverse workforce by prioritising previously disadvantaged groups. The training and development of existing employees is a strategy that Comm Serve uses to retain these employees. In this way, employees are equipped with the required ability to fill higher positions in future when promotional opportunities arise.

4.1.4 Language Policy

The Comm Serve Org has an inclusive approach to its language policy, as a result of which all documents are translated into three major languages of the area, viz. English, Afrikaans and Xhosa. Staff working in the Customer Care Department are able to speak these three languages. It is not clear, however, whether the language policy may be adjusted to include other languages not included, especially sign language to aid the Deaf.

4.1.5 Training

The Com Serve Org believes that they are the leaders in the council in addressing diversity issues through providing diversity awareness training to all their staff. They have furthermore recognised the need for an integrated approach to employee development through skills development. Employee training is also stipulated in the Skills Development Act No. 97 of 1998, which stresses the need to address inequality through compliance measures, such as EE policies, to ensure that "people from disadvantaged groups" are represent for development.

4.2 OBSERVATIONS

This section comprises the observations made about the appearance of the Comm. Serve Org, its communication patterns, social groupings, and dress codes.

4.2.1 The Main Entrance

The Comm Serve Org appears to be a generally busy place with a great number of people moving in and out as one enters or exits from the building. It has an open and clear entrance, but as one proceeds further and further into the different offices, there is an “intimidating” feel. In the foyer and entrance halls, there are also various small coffee shops and places that sell food and beverages.

4.2.2 Offices

From the outside, the building creates an impression of being very uniform. This is not the case, however. Some of the offices are hidden inside the building and have a “bank-like” appearance, with tellers behind the till and the main bosses’ offices inside behind closed doors and with very tight security at the entrance. This creates a very quiet environment that differs markedly from the vibrant public areas downstairs. Other offices are open-plan with staff walking about freely and talking with their colleagues and with clients. Soft music plays in the background, and there are often pictures (perhaps of close relatives or family members) on staff members’ cabinet walls. This office setup suggests a level of openness and freeness of the working environment.

Depending on the department or office the researcher entered, security checks range from less strict to very strict. In some offices, interviewees had to sign a guest book each time they went inside, and they were thoroughly searched before entering. In others, the researcher only had to mention where she was going, and then she was simply given a visitor’s card to proceed. The seating arrangements in some offices were open plan, whereas others consisted of cubicles with counters.

4.2.3 Possible Reasons for the Differences in Office Setups

The researcher concluded that the office setups varied according to the department and the kinds of tasks they carried out. For instance, the revenue department dealt with the handling and management of money and thus the offices had to be designed in security sensitive way. In the open plan setup, where only the managers' offices had doors, free and open spaces were created for the staff. This made them feel less like they were being monitored all the time. At the same time, a boundary was created between staff and management, according to their different roles and duties, accompanied by privileges, by giving the managers offices with doors and thus granting them more privacy.

4.2.4 Communication Patterns

There seemed to be clear patterns of communication. In the main foyer, where mainly Black African females and Coloured females were selling art and craft pieces and tablecloths, isiXhosa was the commonly heard language of conversation, with Afrikaans present on a smaller scale. Afrikaans dominated in the canteens and coffee shops, with English mainly heard inside the offices. Phone calls (both landlines and cell phones) were answered in English. Written communication on notice boards, in the newspapers and in the recorded minutes of meetings was translated into three languages, i.e. English, isiXhosa and Afrikaans. It appears that the organization recognizes the diversity of languages that exist among its staff, but that these three identified languages are in fact not the only languages spoken by its employees, nor are they spoken by all employees. It can be argued that the three languages chosen by the Comm Serve Org are representative of the majority and that is why they were prioritised. Although the organisation is better than most others in using African languages, it still leaves many of the total number of eleven national languages unrepresented.

4.2.5 Social Groupings

Even at a cursory glance, it is clear that the Comm Serve Org employs and accommodates a diverse group of people, with Coloureds appearing to be in the majority. Social groupings are evident through the manner in which people would form physical groupings during break and lunch hours. It was common to observe homogeneous groups seated at the same table chatting freely with each other

4.2.6 Dress Code

The dress code ranged from formal to casual, depending on the department and the location in the building. For example, in the main foyer, at tea time, lunch time and in between the breaks, there was a mix of people, wearing a range of clothes. In offices with counters, the staff behind the counters appeared to be smartly dressed. In the meetings, everybody appeared to be formally dressed, and the cleaners and security men were always in uniforms.

4.3 INTERVIEW FINDINGS

This section presents the analysis from the in-depth interviews conducted with members of staff. Direct quotes are presented to illustrate points made by the interviewees. Findings are grouped into three major themes, namely:

- The training process
- The achievements of the training
- The limitations of the training

4.3.1 THE TRAINING PROCESS

The findings of this theme are discussed under the following headings:

- The aims of the training,

- Strategies to leverage with diversity and
- Measurement of the success of the training.

4.3.1.1 Aims of the Training

The major indicator behind the initiation of diversity training in this particular Comm Serve Org was to improve the coping mechanisms of its staff in response to an increasingly diverse workforce, and to help staff work together more effectively. The training also hoped to provide them with a platform for speaking about their own cultures, religions and backgrounds, and at the same time giving them an opportunity to learn about other people's backgrounds and thus get a better understanding of how other people live. As a senior manager commented:

“The city is trying to get people to understand and move on from where we came from. The city aims at equipping staff with skills to deal with diversity....” (Coloured male/senior manager)

Based on the highlighted aims of the training, the type of diversity training initiated by the Comm. Serve Org is what Rynes and Rosen (1995) refer to as generic diversity-awareness training. Awareness training is the most common type of diversity training implemented by most organizations, according to a survey conducted by Rynes and Rosen (1995). The majority of organizations they surveyed (i.e. 66%) had diversity awareness as the primary focus of their diversity training. Diversity-awareness training aims to make staff aware of social issues, such as stereotypes, and of all the “isms” (e.g. racism, sexism, ageism) to increase employees' sensitivity toward the beliefs and feelings of people from other cultures and thus to improve the level of interaction between them.

4.3.1.2 Strategies to Leverage with Diversity

The Comm Serve Org regards itself as having a strong focus on diversity management and on giving its employees the necessary skills to cope with it, which is why the

diversity training was initiated. According to management, the training was regarded as the major strategy for overcoming social imbalances:

*“We (management), as management have enrolled for **diversity management training**, we also have preferences for identified groups of people within the organization, which were thought that needed the training most through a process called fast tracking. Together with the training, we have also applied EE guidelines” (Indian male/senior manager).*

*“We (management) have got our **diversity management session** that our staff should enroll for. It tries to make staff understand the existence of difference and recognize the different ways that people act and react. The best thing that one can do at this point of time is to talk about things openly but not bring up things that people are uncomfortable to talk about – like this morning, I was very uncomfortable at certain stages of the training, and the reaction was yes it could be uncomfortable but recognize what is happening and that to me is the most important thing, if you can recognize it, you can deal with it” (White male/senior manager).*

*“It (Comm Serve’s) **strategy is to train all its staff**, it’s started by training the senior management from the director and all the staff is currently going through diversity training program (Coloured male/middle manager).*

Diversity strategies in the Comm Serve Org are the organization’s objectives in line with government policies, such as EE and affirmative action. As elaborated on by a senior manager:

“I think I have taken the lead in diversity from our EKWEZI charter. I believe in it and I got most of my senior staff sign the EKWEZI charter that they accept it and that is how we will operate. I think diversity strategies fit in 100% because this what they asked me and we are implementing these strategies as a team...” (Coloured male/middle manager),

It is apparent that diversity is closely linked to employment equity and that it is in fact often perceived to be the same issue. Thus, most of the senior managers who talked about diversity made references made to EE:

*“I think it (diversity) fits in the organization aims and objectives **in terms of EE**. I think in general there has been a major contribution towards achieving EE in terms of promotional opportunities as well as training of staff”*
(Coloured female/middle manager).

*“The things that we do is we have **EE to recognize diversity**”* (Black male/staff).

*“My strategy is part of the corporate HR strategy to achieve **equity in a workplace**”* (Black male/senior manager).

4.3.1.3 Measuring the Success of the Training

There is no standard measurement of success of the diversity training program currently provided by the Comm Serve Org. Opinions varied on the statistics, on how the staff deals with the members of the public, on the implementation of the EE, on feedback from peers, to the manner in which decisions are taken:

*“We have got **statistics** in place and that’s what we refer to see how far we are from the target”* (Coloured male/senior manager).

*“Measurement of performance is done **in terms of how staff deals with members of the public**”* (Black male/senior manager).

*“Look at the organization **in terms of the EE**”*(Indian male/middle manager).

*“I haven’t got a scientific way for measuring performance but I measure it through feedback that I get **from my peers**”* (White male/senior manager).

*“Equity and diversity are part of the balance forecast for **performance benefit** for managers, and that is wherever we got our managers forum and things like that, we invite speakers from outside to come and talk subject matters relating to diversity”* (White male/senior manager).

From the interview above, it seems that there is a performance measurement for the diversity strategies that are in place but it also seems that most staff and managers were not sure or did not know that there was any kind of performance measurement in place. This was expressed by the following:

*“Am **not sure** Comm Serve is currently doing to measure performance but I know they have a system particularly with revenue where they measure their performance”* (Coloured male/middle manager).

*“I **am not sure** whether there is a performance measurement apart from seeing to it that all staff attend the training, whether there is any other real measurement on what we are doing regarding diversity, I don't think so”* (Coloured male/middle manager).

*“Comm Serve is still in the process of change and **there is not really a form of support base.**”* (Indian male/senior manager).

The fact that staff members are not aware of the performance measurement that is in place for diversity management could imply either that the measurement is not working as it is not recognized by staff, or that there really is nothing in place.

In terms of measuring the impact of the training, the results seemed to suggest a preference for practical training over theoretical training because practical training was more easily measurable than theoretical training:

*“I think all trainings have got limitations. Personally **I think I prefer practical training because in that way you can measure it better**”* (White male/staff).

With regard to the quality of the actual training process, almost all the interviewees agreed that the training in itself had been skilfully done. There were not many suggestions about what they would change or improve:

“About the most successful outcome of the training itself, nothing much but the outcome in the training, I think people do understand each other and we are now talking about issues” (Coloured male/staff).

“The training was good and the presenters were excellent, so I wouldn’t say that there is a part that I would change I would just encourage them to carry on doing what they are doing” (Black male/staff).

“I don’t think that there is something that I can change except that everybody to attend that training because I don’t know why some of the people doesn’t want to go there” (Black female/staff).

4.3.2 ACHIEVEMENTS OF THE TRAINING

The findings under this theme are discussed under the following categories:

- Confidence, awareness, understanding each other and acceptance
- Sensitization, and
- Behavioural change.

4.3.2.1 Confidence, Awareness, Understanding Each Other and Acceptance

From the information obtained in the in-depth one-on-one interviews, it seems that the training has created the perception of increased confidence, awareness, greater understanding and acceptance of one another amongst staff. Talk about the training also forms the subject of conversations amongst staff. As interviewees report:

*“The training has created **confidence**. Personally for me if you are trained you feel more comfortable on the type of work you are trained for, and **if you***

have confidence, you perform better, if you don't have that confidence then the training is actually not good....”(Coloured male/staff).

*“I think the training has just **created awareness** you know. I actually feel like it could, it can do more in terms of addressing differences in terms of the simple things, for example people's emotions. I found it to be a very emotional experience and that is the essence that I thought that it should have highlighted, I actually thought that it should have highlighted the most supporting differences that you find in most different race groups....”*
(White male/senior manager).

*“Yeah is **to understand all other people's opinion and understand their perceptions** and which makes it easy because you see sometimes if you don't say what you feel no one can help you but now after the diversity management the way in which people feel we managed to **understand each other**....”*
(Black female/staff).

*“**We understand each other** ... it was very good very helpful am sure there is a lot of things we would not even think about especially in circumstances where people most of the time not consider at work... ”*(White female/staff).

*“I haven't really been on the training, but the staff that has been you can actually see that there are more compromising **acceptance**, you could see it it's slow but you can see it, it will take a while but slowly by slowly. I think it's difficult for us management but that's what we do, we change people lives....”*
(Coloured female/middle manager).

*“It's a tough one, amm I think that **the fact that people have gone on the training** is an achievement. Staff from different cultural backgrounds attend the course and from what I hear, **people talk** about how good the training was....”* (White female/staff).

4.3.2.2 Sensitization

Those respondents who answered positively to the question of what they regarded as the most successful outcome of the training responded that it was sensitization:

*“I think that one of the things that came out of the training was **sensitizing oneself**. People came in the training suspicious of each other but in the end they can do anything for one another....”* (Indian female /staff).

4.3.2.3 Behavioural Change

Many respondents felt that the training had brought about a change for the better at different levels. The main reasons highlighted are changes in attitude to self and perceptions among managers and staff, with some acknowledging that:

*“As I said before that the training **changed me**....”* (Black female/staff).

*“The training **changed my perception** about whites. Just when you mention white, it just didn't add up with me but now after attending that training, it was the most successful part because it made me see things in a different perspective....”* (Black female/staff).

*“The greatest achievement is to **change people's minds**....”*
(Black male/staff).

While some staff and managers acknowledge that the training has helped them to change themselves, their perceptions, minds and attitudes, others speak about how others have changed:

*“Oh, definitely. I have **seen people change** and again I want to use the pre-1994 mentality so **definitely there has been change**.”*

(Indian male/senior manager).

*“The course itself is good for people to **change attitudes**....”*

(Coloured male/senior manager).

The quotations above suggest that some staff and managers believe that it is not they who have a problem with diversity and that they thus need to change in any way, but rather that “others” have a problem and need to change. There is evidence of visible behaviour change amongst staff as a consequence of the training, but the effects are clearly perceived as being uneven. While some staff members acknowledge that they have changed and have seen others change, others insist not only that they have not changed but also that they have not seen how others have changed. Some are not sure whether they have changed or not:

*“Before I had this perception I grew with about white people, always I knew that they are bad people but **it made me realize that people are different and there are stereotypes out there but we are to deal with the situation**” (Black female/staff).*

“As a Christian, you must respect people, understand them better, communicate better, you know it’s makes a lot much easier for you to understand the next person if you know where they are coming from or what they have gone through and you respect them a lot” (Coloured female/staff).

*“Humm, **not really**, am still the same, everything is still the same, nothing has really much changed” (Black male/staff).*

A good number of staff members were not confident enough to comment on what the training has achieved, yet others “could not say” that it had changed anything at all. Such answers seem to suggest some resistance to the process of training:

*“The people I am dealing with we are of the same culture and race except that maybe in the department that I work for, **gender needs to be addressed**, we are twenty females and only four men” (Black female/staff).*

*“There is this one guy that said to me that **I can tell you now that this training is a waste of time** because most of the people didn’t go through what*

we went through so that's he said it's a waste of time" (Coloured female/staff).

"I can't say that I have seen changes but what I would love to say is that the section that we work with, we all got different backgrounds we get along and respect each other. Maybe it's because we are a small department as well" (White female/staff).

*"Amm yeah some people in our workplace feel that it's a waste of time but what they basically coming down is that aha, we all had our problems and the only way is you have got to **change from inside-out and not from the outside, I have changed**, it has got to be a real change from the heart" (Coloured female/staff).*

It needs to be noted that at the time of the study, some employees had not yet undergone the training process, which may explain some of the hesitation.

4.3.3 LIMITATIONS OF THE TRAINING

The findings under this heading are discussed under the following categories:

- lack of follow up after training,
- The time factor ,
- White male focus, and
- Physical factors.

4.3.3.1 The lack of follow up after training

Most of the interviewees expressed the opinion that, although the training was successful to some degree, the greatest limitation was the lack of follow up. This is evident from the following comments:

*“I must say that on the ground, **there still needs to be follow ups....**” (White male/middle manager).*

*“The limitations is that people are trained but there is **no follow up** and for me the limitation is the problem” (Coloured male/senior manager).*

*“I think the limitations of the training is from the, **that we need to have what we call follow up session, feedback sessions, you know where you actually come back and follow up with the people which will then assist them to managing diversity brain force**” (Indian male/senior manager).*

4.3.3.2 The Time Factor

Some interviewees were concerned that the time allocated for the training was too much and should therefore be reduced since the sessions were too long. By the end of the day, people would be tired, as the interviewees expressed below:

*“**I think 3 days was too long** and there were long hours we sat before we had a break but I think they should have shortened it for 1 and a half days or two days” (Coloured female/staff).*

*“I don't know what the least successful part of the training was, **except for the time because it would start from 9 until 4:30 and we go back tired**” (Black female/staff).*

It is interesting to note that it was only female employees who felt that the time allocated for the training was too long. This seems to suggest that gender may influence the reaction to the training to some extent. For example, in a patriarchal society where most chores are executed by women, such training may be perceived by female employees as an additional responsibility, on top of the many expectations of women's roles in society.

4.3.3.3 White Male Focus

The fact that employment equity is an element of diversity seems to give some staff an impression that there is not much difference between diversity and employment equity, whose alleged “target” is mainly white males. Some staff feels that the focus on white males is misplaced. They maintain that the training could be better if it focused on crucial issues other than white males.

*“No. the one thing for me is that **we put diversity into EE** and the focus is on white males. I think that is wrong, I think **diversity is not a white male based thing**, it’s for all people to work together. in the course you don’t put people of the same positions together, mix all people of all walks of life and ranks, it should open for interaction” (White male/staff).*

4.3.3.4 Practical Factors

The diversity training at the Comm Serve Org still faces major practical challenges, for instance with regard to the limited number of facilitators to represent the diverse groups of trainees, and the limited space available for accommodating trainees. This is because the majority of the employees still have to undergo training. This has resulted in a great deal of stress and strain on the facilitators who provide the diversity training. As a senior manager and facilitator comments:

*“The limitation we are facing is that because we are have 23,000 it’s impossible but may be there is a branch that we have internally is too small to get to everybody in Cape Town, we are only limited by the **space** for people to go in through fast enough the only way to look at that is to use outside companies. To do it, is the only way we can get there faster”*
(White female/provider)

*“Well there are 24,000 staff to reach and there is 6 facilitators, so that’s a **big problem** you got. For me at the moment as an individual and I could worry about and could also burn out is to getting a number of people through the workshop every week and maybe we are not giving it a lot of time to the **follow***

*up and you know, yeah and then we **loose our voices** at the end of the week, can't be there and did not happen, but the idea eventually that we each sort of running a workshop and I worry that we are working on the charging that we want **quantity and not quality**" (White female/provider).*

*"Amm I've spoken to our director about it and the other facilitators are saying it's very difficult to say because **we aren't there yet** other challenge... is **time** is a big factor I would like to see and the other challenge is **how do we measure the impact of the training**. And then also **staff budget and time**" (Coloured male/senior manager).*

4.3.3.5 Facilitators not a diverse group

The findings uncovered that some of the staff were concerned that the facilitators of the diversity training were not "practicing what they preach". Their main concern was that the people facilitating the training were not representative of a diverse group:

*"Yes, I think from what I can gather and saw, with the **facilitators who are facilitating, that's not a diverse group**, you only find one group e.g. let's say (facilitator's name) is a white woman, there isn't a coloured male facilitator, **there isn't a white male facilitator** so I think that need to be there, so that is important, that shows that leading only in terms of our lectures but also leading from the point is seeing it, i.e. practice what you preach because ultimately it's not about the course, it's not about going through diversity stuff but it's the implementation that is a practical case" (White male/middle manager).*

5. CHAPTER FIVE: CONCLUSION

This chapter is divided into two sections. The first section summarizes the discussions in the preceding chapters and outlines the implications of the findings. The second section outlines the importance and value of this study, identifies its limitations and makes recommendations.

Organisations have only recently adopted diversity issues, but it has become imperative for organizations to adapt in order to manage and cope with the growing complexities of diverse workforces. This is necessary for organizations to compete effectively in the globalised economy. Good diversity practices are furthermore important to organizations in terms of personal effectiveness and communication, and responsiveness to social and demographic changes, which in turn also favours an organization's competitiveness. Diversity is also crucial for organizational transformation. Badly managed diversity may, however result in a backlash, which was already mentioned by the literature reviewed in Chapter 2. When adopting diversity training, whether it is awareness training or skills training, systematic procedures should thus be followed. This study has examined one major attempt in a public service organization to enhance the ability of its workforce to manage its individual diversity more effectively.

5.1 SUMMARY OF MAJOR FINDINGS

Diversity training was introduced at the Comm Serve Org studied herein as a result of its recent merger from 39 different councils into a community that operates as one single body. The implications of the merger were amongst the major reasons for the demand for diversity training. The actual diversity training is also perceived as a safe space for some staff to express their fears with regard to changes to the old order, as such changes are sometimes perceived by those who were previously "privileged" in terms of appointment and promotion opportunities based on gender and race. For instance, a group that is less represented at the top of the hierarchy has an advantage over the group that is most represented at the top in terms of responsibilities for appointment and promotion. This might have been the reason why one interviewee was upset that she had been classified as belonging to a racial group from which she

wanted to dissociate herself, as her chances of being appointed for the post she applied for had been dramatically reduced as a result.

5.1.1 Definition of Diversity

The participants in this study defined diversity in very broad terms. This definition meant that everyone in the organization was included. This ensures inclusively of all demographic groups, which is a good thing. Certainly, superficially, the Comm Serve Org was acknowledging the differences among all its employees and regarding these as assets. At the same time, though, the problems experienced as a result of these differences were also experienced by employees both at an individual interpersonal and an organization level. This clearly shows that there is still some ambivalence within the organization with regard to the actual implementation and integration of diversity.

5.1.2 Diversity Practice in the Comm Serve Org

The Comm Serve Org regards the implementation of diversity as a necessary component of human resource management. This is in agreement with the position held by theorists, such as Cox (1993), who maintain that workplace diversity has increasingly becoming a principle of human resources management. At the same time, though, this may leave the management of diversity in the hands of employees with very little power or authority to manage its implementation across the entire organisation.

The principles of diversity are also being incorporated by the Comm Serve Org in order to bring it in line with the guiding legislation governing the organization. As has been noted in other cases, however, diversity training may be used by some managers to protect their employees from discrimination and harassment and has as a result become almost identical with affirmative action (Overmyer Day, 1995). Businesses in general, however, are starting to regard diversity as a strategic tool to gain an advantage through increased resource acquisition, marketing creativity, and problem solving (McCune, 1996). Regardless of the objectives for implementation, however,

the bottom line is that compliance with existing legislation is a requisite and that the Comm Serve Org studied herein is taking the required steps.

5.1.3 Aims of Diversity Training in the Comm Serve Org

The primary aims and objectives of diversity training in the Comm Serve Org are to sensitize staff (by creating awareness) in order for them to learn how to value each other and to recognise each other's strengths and weaknesses. As it is an organization that serves a big community, it is important to have a workforce that both reflects and celebrates a good level of diversity that is representative of the demographics of the rest of the community. The important question is, in other words, if the staff members of the organisation are not able to deal with diversity amongst themselves how will they be able to serve a diverse community? The awareness training conducted at the Comm Serve Org must therefore help staff to deal with problems relating to diversity and all types of differences – cultural, racial, gender, etc. The organisation thus seeks to develop diversity management and increase awareness by enrolling all staff in different courses and workshops, including diversity training. Its vision is in line with the national constitution, and its policies come in line with its own mission and vision.

5.1.4 Reflection on the Interview Findings

As the preceding chapter has shown, the ultimate score card for the diversity training, based on self accounts by participants and non-participants of these courses, is very mixed. It would seem that diversity training has made some difference, though; for example, some participants felt that it improved their awareness through sensitization towards other demographic groups, and that it increased their acceptance of difference and diversity, as well as their confidence in dealing with members of other demographic groups. The training has also resulted in attitude changes and observable behaviour changes amongst staff. These attitudes and behavioural change may in fact have significant implications for the Comm Serve Org, and specifically for its goals of achieving a well-integrated workforce. There do seem to be some differences in gendered perceptions, however, and such discrepancies should be examined to establish whether the workplaces themselves are perhaps not sensitive to diversity.

Although the training has had a positive impact on some staff, not all share this experience. In fact, some feel that the diversity training has made no difference at all, and a few even stated that, in addition to other constraints and problems encountered with the training, it was focused on white males, and trainees were not given enough opportunities to discuss issues that arose during the training. Others reported that they had heard other members of staff complaining that the training was a waste of time, and yet others complained of emotional damage.

The findings thus revealed that, in general, the diversity training conducted at the organisation has created some knowledge and awareness of diversity-related issues. The literature maintains that such training should act as a catalyst to achieve or induce a positive change in staff's behaviour. In other words, the awareness gained through diversity training should lead to changes in behaviour towards culturally different individuals. Rasmussen (1996) pointed out, "It's not the workshop that's important, it's what people do afterwards that counts" (1996: 7). The effect of the training is to help people to become more open-minded and flexible and to embrace new ideas and other ways of doing things. This is a step in the direction of helping the Comm Serve Org to develop new patterns of behaviour. In this regard, too, the results were mixed.

For there to be real impact, it is imperative that the Comm Serve org consistently utilize the training workshops in order to equip staff with a much more confident approach to embracing and working with diversity. These changes need to be integrated into how the Comm Serve Org conducts all its core businesses. Organizations that do not learn to respect, value and utilize individual differences will continue to be on the receiving end of discrimination and harassment lawsuits, and to experience low morale, high recruitment costs, high turnover, and a lack of creativity, to mention but few (Mobley and Payne, 1992).

The literature on the subject of diversity and diversity training stipulates / recommends that, as diversity training continues to impact on the organization, diversity training providers or facilitators, managers and staff must accept the challenges that come with building and managing diversity in an organization. Exposing employees to workshops is only an important first step to empower them to

work in a diverse workplace, given that this is a common phenomenon in the 21st century where countries around the world are experiencing globalization.

In conclusion, it may be that all the training is applied in the best ways and that the best approaches are used, but if the environment to which the trainees are returning is not a continuous role model that supports the issues dealt with during the training, then the training may have been in vain. In other words, the Comm Serve Org needs to implement the attitudes, skills and behaviour changes taught by the training programs in a practical manner and to ensure that the environment is an extension of the training space to continuously encourage and motivate trainees (the staff) to work towards transformation.

5.2 VALUE, LIMITATIONS AND RECOMMENDATIONS

5.2.1 Value of this Study

Although this project was modest in scope, it does have some implications for diversity training and policy design and for the formulation of codes of good practice in a post-apartheid South African organization. The Comm Serve Org that formed the area of study has been facilitating their diversity course for two years now. Despite this, there has not been any follow-up in the form of feedback to assess the outcomes of the training. This study has therefore provided the first type of feedback for the Comm Serve Org on the outcomes of the training. As such, this study is particularly valuable for this organisation.

5.2.2 Limitations of this Study

There is a general perception among members of staff (both those who have attended the training and those who have not) that diversity training has had both positive and negative effects on the organization. The evidence in this regard is not very clear either way though. Although most respondents reported that their attitudes towards others had changed and that they also found the training useful in changing their behaviour, there were no objective measures used to determine behavioural change except by relying on the reports in the interviews.

The findings for this study may not necessarily be used to generalize about the impact of diversity training in the Comm Serve Org as a whole, but they can be used as guidelines for gauging what employees really think about the training. Of course, the situation in the organization is not static, and the particular timeframe and the stage at which the organization is situated all serve as variables that may affect the research findings (Stake, 1994).

A similar study should be carried out at a later date to see if the effects have changed and if the balance between positive and negative comments has shifted. Moreover, this study was carried out in one sub-division within the finance department, which means that the findings are limited to this sub-division. More research thus should be carried out in all the other departments of the Comm Serve Org.

Interviewees were purposively selected to include only English speaking staff and therefore excluded non-English speaking staff members, and especially the floor workers. This was done because the sample for this study was to focus on a limited number of staff from a particular department due to the time constraints and because the scope of this study had to be manageable. Although this study forms part of a bigger study project (under the auspices of DEISA), this thesis is only based on the impact of diversity training at this particular site. The selection of the site and sample was furthermore guided by the employees' willingness to participate.

It is possible that the participants' support, interests and concern for the diversity training could have exaggerated the real interests and concerns of the organization. The current emphasis for diversity training may have led the researcher to overlook other kinds of awareness approaches that could be used to address the same issue. This gap may be addressed by identifying common controversies involving decisions of training design.

Given that interviews rely on the relationship established between the researcher and the participants, there is always the limitation that the research may be influenced by the researcher's characteristics. In this project, the participants might have regarded the researcher as an outsider. As the top and middle management group is perhaps the most influential and fairly broad, more members of this group were invited to participate than members of staff. It is thus possible that their views are over-represented in this study. However, the range of views they cover is not dissimilar to the range of views expressed by the staff.

The in-depth interviews were an effective research tool, but it is also possible that they may have been too structured for some participants. A larger sample size might have provided a more representative picture of the impact of the training on the organisation. The interview data might have been usefully triangulated with a questionnaire for additional depth. Participants were assured of confidentiality and that their responses would be presented in such a way that no link could be made to any individual or organisation. Despite this assurance, the lack of opportunity for completely anonymous comment may have meant that participants only gave what they perceived to be acceptable responses.

5.2.3 Recommendations

The recommendations for this study are in line with its limitations. The successes and limitations of this study point to substantial opportunities for future research, and to the need for training evaluation through follow-up and giving feedback. The literature supports the idea that follow-up and feedback are an essential part of the training process to determine whether the training will achieve or has achieved the set objectives. Tan et al (1996) maintain that follow-up and feedback can enhance the effectiveness and outcomes of diversity training. Follow-up is also important for monitoring changes in behaviour. In order to ensure the lasting effect of the training, the Comm Serve Org should consider ways of continuing the process of learning after the completion of the workshops, and it should continue such process even after all staff have completed the training.

Furthermore, to accommodate the different positioning of participants, it may be necessary to be more flexible in course content, thus minimizing the impression that it is only white men who are targeted by the training, and hopefully curbing some of the backlash.

The number of facilitators should be expanded and the size of the physical accommodation should be improved. The Comm Serve Org may consider developing a best practice forum with regard to specific issues, i.e. disability, HIV/Aids, diversity, etc., and should adopt other forums in the workplaces.

Some structural changes are also called for. For example, a division that concentrates on diversity issues may need to be established. At the very least, the Comm Serve Org must integrate diversity issues into its core businesses and into its organizational objectives rather than attaching it to Employment Equity and affirmative action. Although these are related procedures, the issues are not identical to those raised by diversity as such.

Other specific recommendations are the following:

- There should be continuity in the training process. The training should stop after all staff has participated in these courses.
- Training should be more flexible in course content.
- More resources should be allocated to training.
- More support should be given to diversity training facilitators to encourage their professional development and stimulate course revisions.
- A “Best Practices” Forum on Diversity should be established to highlight the benefits and gains of utilizing good diversity practices to individuals, groups and the organization as a whole.
- Other techniques for diversity awareness should be adopted, other than training, e.g. a website and/or a brochure that enlightens staff about diversity in the workplace could be used in addition.
- The number of facilitators should be expanded.
- Bigger rooms should be made available for the actual courses.

- Diversity issues should be integrated into the organization's objectives rather than attaching it to EE and affirmative action.

In conclusion, diversity training is an important tool for, amongst other things, equipping staff to address and deal with diversity and to increase their sensitivity. Developing and maintaining a quality diversity training program is a first step in managing diversity effectively. But for this to be a success there should be continuous evaluation through follow-up and giving feedback after training, if the success of such courses is to be measured and if the gains are to be sustained. This will be the challenge facing the Com Serve in the future.

References

- Alderfer, C.P. (1992). *Changing Race Relations Embedded in Organizations: Diversity in the Workplace*. New York: Guilford.
- Alliger, G.M. and Janak, E.A. (1989). *Kirkpatrick's Levels of Training Criteria: Thirty Years Later*. New York: Oxford University Press.
- Babbie, E and Mouton, J. (2001). "Qualitative Data Analysis." In: *Practice of Social Research*, South African Edition. Cape Town: Oxford University Press.
- Banister, P. (1994). *Qualitative Methods in Psychology: A Research Guide*. Philadelphia: Open University Press.
- Barak, M.E. (2000). *Beyond Affirmative Action: Toward a Model of Diversity and Organizational Inclusion*, Thousand Oaks: Sage Publications.
- Baytos, L. (1995). *Designing and Implementing Successful Diversity Programs*. Englewood Cliffs: Prentice Hall.
- Berman, E.M, Bowman J.S, Jonathan P.W, and Montgomery V.W. (2001). *Human Resource Management in Public Service: Paradoxes, Processes and Problems*. Thousand Oaks: Sage Publications.
- Burns, N., and Grove, S.K (1987). *The Practice of Nursing Research: Conduct, Critique and Utilization*. Philadelphia: Open University Press.
- Carnevale, A.P. and Stone, S. (1994). Diversity: Beyond the Golden Rule. *Training and Development*, 48 (10): 22-39.
- Cherry, N. (2000). *Action Research: A Pathway to Action, Knowledge and Learning*. Melbourne and New York: Routledge.

Christian, M. (2000). *Multiracial Identity: An International Perspective*. Basingstoke, Macmillan.

Cooper, D.R. and Schindler P.S. (1998). *Business Research Methods*. 6th Edition, Singapore: McGraw-Hill.

Cope, B, and Kalantzis, M. (1997). *Productive Diversity: A new Australian Model for Work and Management*. Australia: Pluto Press.

Cox, T. (1993). *Cultural Diversity in Organizations: Theory, Research and Practice*. San Francisco: Berrett-Koehler.

Cox, T. jnr (1991). The Multicultural Organization. *Academy of Management Executive*, 5 (2): 34-47.

Cox, T., Lobel, S.A., and McLeod, P.L. (1991). Effects of Ethnic Group Cultural Differences on Cooperative and Competitive Behavior on a Group Task *Academy of Management Journal*, 34 (4): 827-847.

Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks: Sage.

Evans, S. (1992). *Developing a Strategic Vision: Challenges of a New Diversity Manager*. Cambridge: Icon Books UK.

Fagenson, E.A. (1993). *Women in Management*. Newbury Park: Sage.

Ferdman, B.M.(1994). *A Resource Guide for Teaching and Research on Diversity*. St. Louis.

- Ferdman, B.M. and Brody, S.E. (1996). Models of Diversity Training. *Handbook of Intercultural Training*. 2nd edition. Thousand Oaks: Sage.
- Fernandez, J.P. (1991). *Managing a Diverse Work Force*. New York: Lexington Books.
- Fernandez, J. P. (1999). *Race, Gender, and Rhetoric*. New York: McGraw-Hill.
- Fielding, N. and Lee, R. (1998). *Computer Analysis and Qualitative Research*. London: Sage.
- Flynn, G. (1998) *The Harsh Reality of Diversity Programs*. London: A and C Black. 77 (12): 26-33.
- Fontana, A. and Frey, J.H. (2000). Interviewing: The Art of Science. In: *Handbook of Qualitative Research*. Second edition. Thousand Oaks, London, New Delhi: Sage.
- Gaertner, S. L., Dovidio, J.F., Anastasio, P.A., Bachman, B.A., and Rust, M.C. (1993). *The Common Ingroup Identity Model: Recategorization and the Reduction of Inter group Bias*. PA Psychology Press.
- Gardenswartz, L. and Rowe, A. (1993). *Managing Diversity: A Complete Reference and Planning Guide*. Homewood, IL: Business One Irwin.
- Gentile, M. (1996). *Managerial Excellence through Diversity*. Prospect Hills: Waveland Press.
- Gilbert, J.A., and Ivancevich, J.M. (2000). *Valuing Diversity: A Tale of Two Organizations*. Chicago press.
- Gillespie, M. (1995). *Television, Ethnicity and Cultural Change*. London: Routledge.
- Glaser, B. (1992). *Basics of Grounded Theory Analysis*. Mill Valley: Sociology Press.

Glaser, B. G., and Strauss, A.L. (1967). *The Discovery of Grounded Theory*. Chicago, IL: Aldine Publishing Company.

Hayes, V.R. and Russell, A.M. (1997). *The Diversity Directive: Why Some Initiatives Fail and What to do about it*. New York: McGraw Hill.

Higginbotham, A.L. (1978). *In the Matter of Color*. New York: Oxford University.

Jackson, S. (1992). *Diversity in the Workplace*. New York: Guilford.

Jackson, S. and Schuler, R. (2000). *Managing Human Resources: A Partnership Perspective*. South West College Publishers.

Kahn, R. and Cannell, C. (1957). *The Dynamics of Interviewing*. New York, Oxford University Press.

Kavanagh, K.H., and Kennedy, P.H. (1992). *Promoting Cultural Diversity: Strategies for Health Care Professionals*. Newbury Park: Sage.

Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. New York, Winston CBS Publishing Japan Ltd.

Kirkpatrick, D.L. (1995). *Evaluating Training Programs*. Northampton, MA: Edward Elgar Publishers.

Kleiner, C. (2000) *Wanted: Peacemakers*. Cambridge: Belknap Press.

Kumar, V. (1999). *Essentials of Marketing Research*. New York: Oxford University.

Kvale, S. (1983). The Qualitative Research Interview: A Phenomenological and Hermeneutical Mode of Understanding. *Journal of Phenomenological Psychology*, 14(2): 171-196

Lamphere, L. (1993). *Structuring Diversity*. Chicago: The University of Chicago Press.

Lubove, S. (1997). *Damned if you do, Damned if you don't*. Cambridge, Harvard University Press.

Lynch, F.R. (1989). *Invisible Victims: White Males and the Crisis of Affirmative Action*. New York: Greenwood.

Nemetz, P.L., and Christensen, S.L. (1996). The Challenge of Cultural Diversity: Harnessing a Diversity of Views to Understand Multiculturalism. *Academy of Management Review*, 21 (2): 434-462.

Mandate Molefi (1995). *Learning About Diversity in the South African Workplace*. City of Cape Town.

Marshall, C. and Rossman, G.B. (1995). *Designing Qualitative Research*. CA: Sage.

Mathews, A. (1998). Diversity: A Principle of Human Resource Management. *Public Personnel Management*. 27 (2): 175-185.

May, T. (1993). *Social Research: Issues, Methods and Process*. Buckingham: Open University Press.

McCune, J.C. (1996). Diversity Training: A Competitive Weapon. *Management Review*. 85 (6): 25-28.

McMichael, P. (2000). *Development and Social Change: A Global Perspective*. 2nd Edition. Thousand Oaks: Sage.

McMillan, J.H. and Schumacher, S. (1993). *Research in Education: A Conceptual Introduction*. New York: HarperCollins Publishers.

Mikki, V.Z (2005). SANPAD Training: DEISA Training Manual. Cape Town South Africa.

Miles, M. and Huberman, M. (1984) *Qualitative Data Analysis*. CA: Sage.

Mobley, M.and Payne, T. (1992). Backlash: The Challenge to Diversity Training. *Training and Development*, 46 (12): 45-52.

Moore, J. (1991). Diversity: Are you Part of the Solution. *National Intramural Recreational Sports Association Journal*, 15 (3): 38-40.

Nisbet, J. and Watt, J. (1980). *Case Study*. Oxford: Nottingham University Press.

Open University (1993). *Unit 17/18 Analysis of Unstructured Data in Principles of Social and Educational Research*. Milton Keynes: Open University Press.

Ospina, S. (1996). Realizing the Promise of Diversity. *Handbook of Public Administration*. San Francisco: Jossey Bass.

Overmyer Day, L.E. (1995).*The Pitfalls of Diversity Training: Training and Development*. Sage Publications, Inc, 49:12, 25-29.

Rynes, S., and Rosen, B. (1995). A Field Survey of Factors Affecting the Adoption and Perceived Success of Diversity Training. *Personnel Psychology*, 48 (2): 247-270.

Stake, R. (1995). *The Art of Case Research*. Newbury Park, CA: Sage Publications.

Stoecker, R (1991). Evaluating and Rethinking the Case Study. *Sociological Review*. 30: 1, 88-112.

Strauss, A., and Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage.

Thayer, P.T. (1997). A Rapidly Changing World: *Training for 21st Century Technology*. DC: APA Press.

The Republic of South Africa (1998). *Employment Equity Act 55*, Gazette No. 19370. Pretoria: Government Printer.

Thomas, R.R. (1991). *Beyond Race and Gender*. New York: AMACOM.

Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. 2nd edition. Newbury Park, CA: Sage.

Pole, C. and Lampard, R. (2002) . *Practical Social Investigation*. Harlow: Pearson Education Ltd.

Rasmussen, T. (1996). *The ASTD Trainer's Sourcebook: Diversity*. New York: McGraw-Hill.

Rossett, A. and Bickham, T. (1994). Diversity Training: Hope, Faith, and Cynicism. *Training.*, 31 (1): 40-46.

Rynes, S. and Rosen, B. (1994). *What makes diversity programs work*. San Francisco : Jossey-Bass.

Rynes, S., and Rosen, B. (1995).A Field Survey of Factors Affecting the Adoption and Perceived Influence of Diversity Training. *Personnel Psychology*, 48 (2): 47-54.

Sherif, M., and Hovland, C.I. (1961). *Social Judgment*. New Haven, CT: Yale University Press.

Sherif, M., and Sharif, C.W. (1969). *Social Psychology*, New York: Harper and Row.

Schneider, S. K.and Northcraft, G.B. (1999). *Three Social Dilemmas of Workplace Diversity*. Oxford, UK: Berg.

Simons, G.F, Vazquez, C.,and Harris, P.R. (1993). *Transcultural Leadership: Empowering the Diverse Workforce*. Houston: Gulf.

Taylor, S. and Bogden, R. (1984). *Introduction to Qualitative Methods: A search for meanings*, London: Wiley and Sons.

Thomas, R. R. (1996). *Redefining Diversity*. New York: Amzon.

Thomas, R.R. (1991). *Beyond Race and Gender: Unleashing the Power of your Total Workforce by Managing Diversity*. New York: Amazon .

Wentling, R.M. and Palma-Rivas, N. (1999). Components of Effective Diversity Training Programmes. *International Journal of Training and Development*. 3 (3): 215-226.

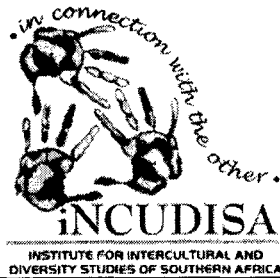
Wheeler, M. (1996). *Corporate Practices in Diversity Measurement*. New York: Conference Board.

Wilber, K. (1998). *The Marriage of Sense and Soul: Integrating Science and Religion*. New York: Random House.

Yin, R.K. (1984). *Case Study Research: Design and Methods*. Beverley Hills: Sage.

Zhu, J. and Kleiner, B. (2000). *The Value of Training in Changing Discrimination Behaviour at Work: Equal Opportunities International*. London: Routledge Curzon.

APPENDICES



Diversity and Equity Interventions in South Africa (DEISA)

Project Office | iNCUDISA | Graduate School in Humanities
University Of Cape Town, Private Bag, Rondebosch, 7701, Cape Town
tel/fax: 021 650 2610 | email: iculture@humanities.uct.ac.za

Appendix A Introduction to DEISA Project

Thank you for your interest in the Diversity and Equity Interventions in South African Organisations Research Project (DEISA). We believe the experience of your organisation will provide valuable input to the goals of the research. The purpose of this letter is to introduce one of our research assistants and to provide you with background information on the DEISA Project. *(Researcher)* is one of our *(degree)* students and a member of the research team. Each research assistant will be working with an organisation to collect the necessary data under our supervision.

As you are well aware, one of the critical challenges for South African organisations during the past ten years has been addressing issues of employment equity and transformation. Yet, there is a lack of a collective understanding of the strategies and practices companies have utilised to achieve transformation. The goal of our project is to develop a body of knowledge of the best practices for diversity management in South Africa.

We are selecting 15 organisations to take part in case studies across South Africa. The case studies aim to investigate how organisations have addressed diversity and transformation as well as the effects of their initiatives, and to assist towards developing standards of good practice for working with diversity.

Researchers will need to be on site for a negotiated period of time (ideally 3-4 weeks). During this time they will need to collect data through interviews, focus

groups, observations and documentation. This requires that the organisation permit negotiated access to various documentation, staff and sites and that someone from the organisation be appointed to help co-ordinate this.

The researchers are contracted and managed by *(institution)*. The research is governed by a Steering Committee and is advised by a Reference Group made up of key stakeholders. In terms of the *(institution)*'s ethics guidelines for research on human subjects, the project team is required to guarantee that no harm or injury to the research respondents will arise as a result of the research. Furthermore, anonymity and confidentiality must be upheld

We need your participation if this project is to achieve its aims. All participants will receive an individual feedback report as well as a summary of the overall results of the research once they become available. We have attached a participation form for your convenience. Please sign both copies and return one copy to *(researcher)*.

If you have any questions or concerns about the DEISA Project, please feel free to contact either one of us. We look forward to working with you on this very important effort.

Sincerely,

(Prof M.Steyn)

(021 650 2661)

Appendix B DEISA PROJECT Organisation Participation Form

I (We) _____ agree to participate in the Diversity and Equity Interventions Research Project (DEISA). I have read a description of the goals of the research and understand its purpose. Participation in the Project will require my organisation to provide information about our diversity and equity initiatives. This information may be collected via secondary sources, interviews and focus groups with relevant organisational members.

The researchers and their assistants agree to be bound by the research ethics of the (your institution) to protect the interest of research subjects including allowing me (us) to review any case studies (prior to publication) of my (our) organisation resulting from the Project. The identity of my organisation will remain anonymous in any journal articles or other academic publications. I understand my organisation will be provided with a feedback report on its initiatives as well as the results of the overall project once they become available.

Authorised Signature and Title

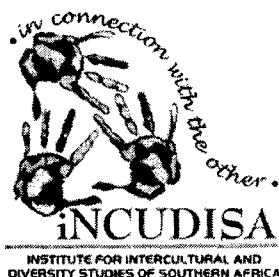
Date

(Assoc. Prof M. Steyn), Director

(Claire Kelly), Project manager

Research Assistant

Appendix C. DEISA Summary



Diversity and Equity Interventions in South Africa (DEISA)

Project Office | iNCUDISA | Graduate School in Humanities
University Of Cape Town, Private Bag, Rondebosch, 7701, Cape Town
tel/fax: 021 650 2610 | email: iculture@humanities.uct.ac.za

DIVERSITY/EQUITY INTERVENTIONS IN SOUTH AFRICAN ORGANISATIONS RESEARCH PROJECT

This national research project is funded by SANPAD (South African –Netherlands Partnership for Alternatives in Development). SANPAD's interests lie in contributing to transformation, especially through inputs to policy-making. It supports the capacity-building of young researchers.

Introduction

For the last ten years we have seen a growing 'industry' in 'diversity' work, where agencies offering consultancy on diversity (and related issues) have mushroomed. There is no proper register of such agents, nor are there any standards by which such work can be categorized or assessed, especially regarding outcomes aimed at 'management of difference' vs. 'transformation'.

The intention of this project is to theorise diversity and transformation from a South African position as well to deepen the discussion around marginalisation, gender, culture and power etc.

Defining *diversity*

There are many types of interventions that would classify as dealing with *diversity*, e.g. race, gender, human rights, employment equity, disability, affirmative action, organisational change, organisational transformation, leadership etc.

There is a need to explore the distinction between diversity as 'difference management' and diversity which aims at transformation of the existing social relations in organisations and institutions. We see this as the difference between changing the masks, or changing the deep structure and values.

Research Aims

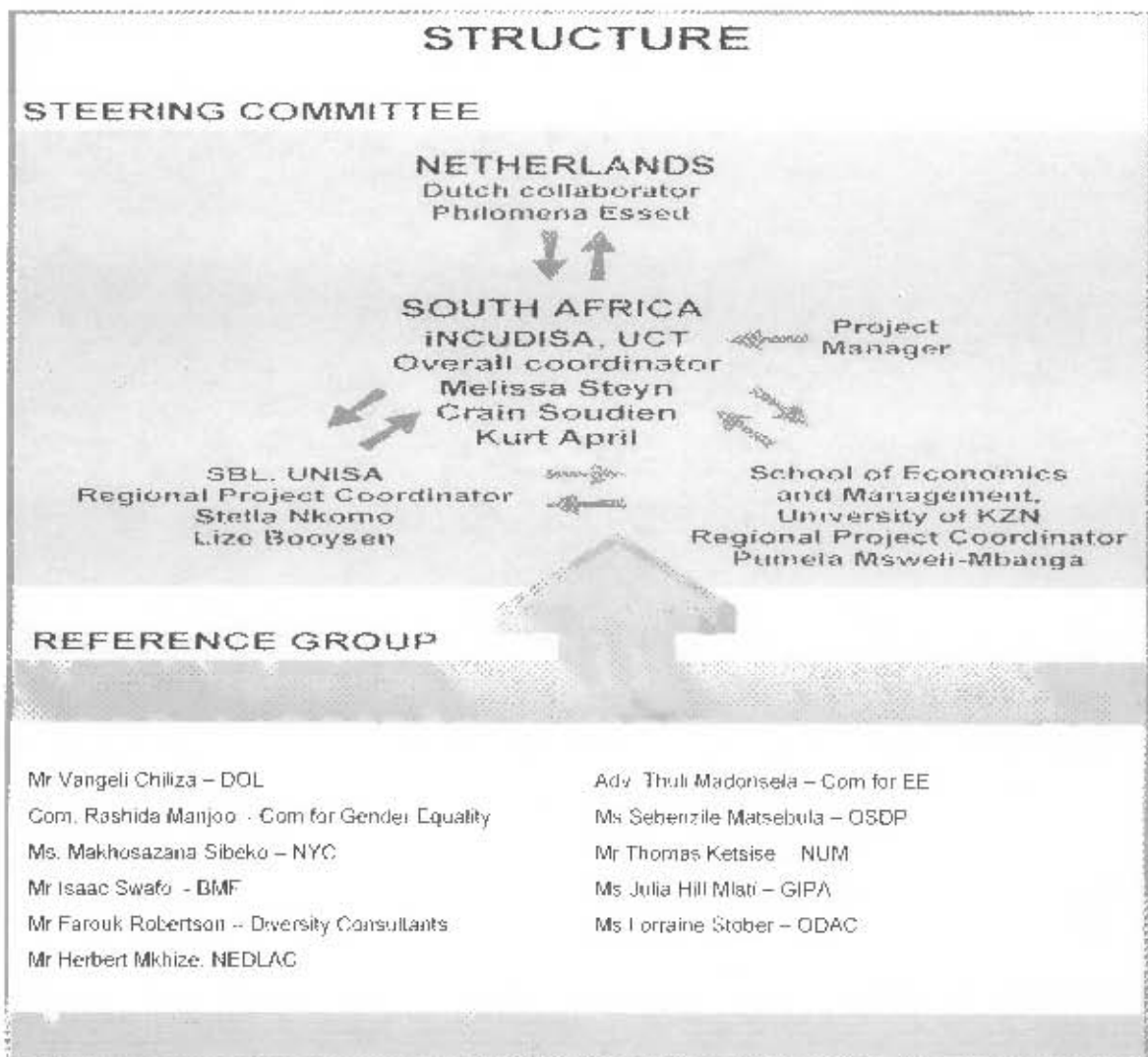
- To create a database of organizations and institutions working on diversity and equity in SA
- To assist towards developing best practice standards for working with diversity
- To feed into policies regarding diversity e.g. the possibility of developing SAQA standards.
- To publicize the findings of the research through articles, materials publications and workshops / seminars.

Participating Research Institutions

The two participating South African institutions are:

- The Institute for Intercultural and Diversity Studies (INCUDISA) at the University of Cape Town (UCT) is responsible for national coordination and researching the Western Cape.
- The School of Business leadership (SBL) at the University of South Africa (UNISA) is responsible for Gauteng

Project Team Structure (See diagram)



Please note that the UKZN is no longer participating.

Steering Committee The SANPAD, all project leaders and coordinators from the participating institutions are part of the Steering Committee. Their role is to oversee the implementation of the research project, to provide vision and cohere the methodology.

The Project Manager is Claire Kelly. She coordinates the project from iNCUDISA at UCT.

Reference Group The Reference Group (RG) is a voluntary advisory body consisting of stake-holders. It will consist of a broad spectrum of representatives from various institutions in government, NGOs and the private sector. The RG's main function is to act as a link between the academic endeavour and the practical experience of diversity in organisations. At strategic junctures the Steering Committee will meet with the RG. There are also instances where the RG will be asked to participate in Focus Groups. They will help identify potential respondents, and form part of the dialogue regarding the development of a best practice model and its applicability. They will also help with the dissemination of the research findings.

Research Process

The project consists of two phases:

Phase I: Database – Creating a national directory

This phase consists of an audit of consultants in the field who are doing diversity work. We will list:

1. Consultants (Who)
2. Products (What)

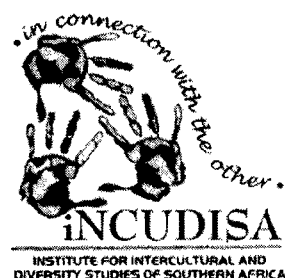
Phase II: Case studies

In the second phase (to start in 2005), we will select 15 organizations' case studies of clients based on the consultancy's self-rating of 'success'. There will be five from each geographical area, and spanning different time-frames. Detailed case studies will be developed. The case studies will be done by Masters students.

Outcomes

Together with the information gleaned from the database, the Case Studies will form the basis for developing criteria and standards for interventions. These will be formulated into guidelines to be presented to the various stakeholders and interest groups, in particular the relevant group for SAQA.

Appendix D Interview Mission Statement and Introduction



Diversity and Equity Interventions in South Africa (DEISA)

Project Office | iNCUDISA | Graduate School in Humanities
University Of Cape Town, Private Bag, Rondebosch, 7701, Cape Town
tel/fax: 021 650 2610 | email: iculture@humanities.uct.ac.za

Diversity And Equity Interventions In South Africa (DEISA)

Diversity Provider Questionnaire

Mission Statement and Introduction

We are delighted to have you take part in our Diversity Interventions Research Project. You have been selected to participate in this interview because we understand that you do diversity interventions/ did the diversity training. We are not here to audit the organization or evaluate the organization but research on good diversity intervention (s), and what interventions are working and what are not working, to establish a database/ codes of good practice for diversity providers. Right now there is no any standard measure in place for diversity providers.

Overall Aim

The overall aim of the research is *to establish the nature and perceived efficacy of the diversity interventions taking place in South African organisations, as well as the orientation and approach of these interventions. We also aim to theories guidelines for best practice strategies on the basis of the findings.* In order to achieve this we are firstly creating a database of service providers in diversity interventions; and secondly doing in-depth case studies in collaboration with service providers to elicit best practice models. *Your participation in this interview will ensure that your organisation's services are reflected in the online database.* Please note that the content of the online details will be cleared with you before being made publicly available.

This Research Project is being conducted nationally, and is coordinated by the Institute for Intercultural and Diversity Studies of Southern Africa (iNCUDISA), University of Cape Town (UCT) with associates from the Graduate School of

Business at UCT, the Graduate School of Business Leadership at the University of South Africa, Pretoria, and in association with the University of Amsterdam in The Netherlands. It is funded by the Dutch government through their SANPAD programme. We believe that this Research Project could influence the setting of standards in diversity interventions, and are in dialogue with several national stakeholders in this connection. Furthermore, we do not think that such work should be conducted without the stakeholders having some role in its design and implementation. As a result we have formed a Reference Group to advise the Research Team during the process of research.

Appendix E Individual Consent Form

Please complete all questions on this form!. Circle your answers. Use the back of the sheet for any additional comments.

Have you read and understood the Information Sheet provided? YES / NO

Do you understand the implications of your participation in this project? YES / NO

Have you had an opportunity to ask the facilitator any questions you have?..... YES / NO

Have you received satisfactory answers to your questions?..... YES / NO

Have you received enough information about the study? YES / NO

Who answered your questions?

Do you understand that the interviews will be audio-taped?..... YES / NO

Do you understand that you are free to withdraw from the group at any time without having to give a reason for withdrawing..... YES / NO

Do you understand that the researchers have no legal privilege and that, while the research team will make every effort to protect the anonymity and confidentiality of the respondents, this cannot be guaranteed in the event of any legal action by persons external to the research team? YES / NO

Do you understand that iNCUDISA will house the tapes and transcripts of discussions? YES / NO

Do you agree to take part in this study? YES / NO

Date: Place:

PARTICIPANT (signature)

NAME IN BLOCK LETTERS

WITNESS (signature)

NAME IN BLOCK LETTERS

Appendix F Profile of Interviewees and Dates for Interviews.

Interview no	Profession/rank	Race	gender	Tape no	Tape side	Dates
1	Provider	White	Female	1	A	Jul 26 th 2006
2	Middle Manager	Coloured	Male	1	B	Jul26th
3	Staff	Black	Female	2	A	Jul 27 th
4	Staff	Indian	Female	2	A	Jul28th
5	Staff	White	Male	2	A	Jul28th
6	Senior Manager	White	Male	2	A	Jul29th
7	Senior Manager	White	Male	2	A	Jul29th
8	Staff	Black	Female	2	B	Aug 1 st
9	Staff	Coloured	Male	2	B	Aug 1st
10	Staff	Black	Male	2	B	Aug 2nd
11	Staff	Black	Female	2	B	Aug 2nd
12	Staff	Coloured	Female	2	B	Aug 3rd
13	Senior Manager	Coloured	Male	3	A	Aug 3rd
14	Senior Manager	Coloured	Male	3	A	Aug 4th
15	Middle Manager	Coloured	Male	3	B	Aug 4th
16	Senior Manager	Indian	Male	4	A	Aug 5 th
17	Senior Manager	Coloured	Male	4	A-B	Aug 5th
18	Senior Manager	Black	Male	4	B	Aug 8th
19		Coloured	Female	5	A	Aug8th
20		White	Male	5	A	Aug 9th
21	Staff	Black	Female	5	A	Aug 9th
22	S M	Black	Female	5	A-B	Aug 10th
23	Staff	Coloured	Fmale	5	B	Aug 10th
24	Staff	White	Female	5	B	Aug 11th
25	Staff	Black	Male	5	B	Aug 11th
26	S M	Indian	Male	5	B	Aug 12th
27	S M	Black	Male	5	B	Aug12th
28	Staff	Coloured	Fmale	6	A	Aug 15th
29	Staff	Black	Female	6	A	Aug 15th
30	Staff	Black	Female	6	A	Aug 16th
31	Staff	Black	Female	6	A	Aug 16th

Appendix G Sample of Interview Questions for Diversity Facilitator (Provider)

1. What is your job title?
2. For how long have you been facilitating?
3. What are your responsibilities with regard to diversity work?
4. How do you use the term diversity in your work place?
5. What is the purpose of the diversity training?
6. Who initiated the training in the organization?
7. Is the training apart of the broader bigger strategy around diversity?
8. Who is involved in the planning of the training?
9. Who was involved in any diversity training and why?
10. What is the typical outcome of the training?
11. What structures exist to support the work done in the diversity training workshops?
12. What has been the most successful outcome of the training?
13. What was the list successful outcome of the training?
14. What are the challenges you face?
15. Is there anything else you would like to add?

Appendix H. Sample of Interview Questions for Senior Managers

1. What is your job title?
2. What is your definition of diversity?
3. How do you define equity?
4. What strategies do you have to leverage with diversity?
5. Are these strategies linked to the EE?
6. How do these strategies fit in the organization objectives?
7. How do you measure the success of these strategies?
8. What are your responsibilities with regard to diversity work?
9. What support is in place for you to function in these responsibilities?
10. What is the city doing to measure the performance of managers and staff on issues of diversity to date?
11. What in your opinion has been the greatest achievement of the diversity training program?
12. What are the limitations of the training program?
13. Is there anything else relevant to my study that you would like me to know?

Appendix I. Sample Interview Questions for Middle Managers

1. What's your job title?
2. What do you understand by the term Diversity?
3. What do you understand by the term equity?
4. What structures do you have in place to leverage on diversity?
5. What strategies does revenue have in place to leverage on diversity?
6. What are your responsibilities with regard to diversity?
7. What support structures exist to assist you as a middle manager to function in your responsibilities?
8. What is the city doing to measure the performance of managers and staff on issue of diversity?
9. What is the role of diversity training in achieving revenue aims and objectives?
10. What in your opinion have been the greatest achievements of diversity training to date?
11. What are the limitations of diversity training?
12. Is there anything else important to my study that you would like to let me know?