POTENTIAL PROBLEMS OF DIVERSITY MANAGEMENT IN MERGING INSTITUTIONS: A CASE OF THE UNIVERSITIES OF NORTH-WEST AND POTCHEFSROOM

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A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Commerce in the department of Industrial Psychology in the Faculty of Commerce and Administration at the North West University.

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October 2005

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DECLARATION

I wish to declare that the dissertation for the degree of Master of Commerce at the North West University hereby submitted, has not previously been submitted by me for a degree at this, or any other university. This is my own work in design and execution, that all materials contained herein, has been acknowledged.

ACKNOWLEDGEMENTS

I wish to thank the following:

- The Lordship of Jesus Christ and God Almighty for strength and wisdom.
- My wife Pulane, for support, encouragement and love.
- My kids Tumisang, Thabang and Gaopalelwe for motivation.
- My colleagues Dorcas Lesenyeho and Mpho Makhubela for all the assistance, and Revelation Mokgele for initiating and sourcing funding for this study.
- My supervisor Prof E.J. Louw for guidance

ABSTRACT

The general objective of the study was to elicit responses of workers on the improvement of diversity management in order to create a conducive working relationship.

The purpose of the study was to assist management of the new institution in promoting a consistent approach to diversity management through the findings and recommendations of the study.

Questionnaire were used as the data-gathering instrument. The data was coded, read into a computer and analysed. The SAS computer program was used for the analysis of data.

There were no surprises findings in this study. The findings show that the majority of the respondents belong to the Christian religion. The new institution need to know that increasing heterogeneity of work population requires greater awareness with regard to work goals and work values.

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND

Diversity management is a planned systematic and comprehensive managerial process for developing an organisational environment in which all employees, with their similarities and differences, can contribute to the strategic and competitive advantage of the organisation, and where no-one is excluded on the basis of factors unrelated to productivity (Grobler, Warnich, Carrel Elbert and Hatfield, 2002).

According to Grobler et al (2002), managing diversity is not a short-term strategy to correct imbalances in the workplace rather a long-term process that demands top management's identification and commitment to set in motion mechanisms to access the potential of all employees. Today diversity refers to all kinds of differences such as age, gender, physical and mentally disabled, racial and ethnic status, religious affiliation, military experience, sexual orientation, economic class, education level, skill level, veteran status, expectations and values, lifestyle, work style, nationality, as well as function or position within the company (Bateman and Snell, 2002).

Bateman and Snell (2002) said in management diversity, one has to recognise the characteristics common to specific groups of employees while dealing with such employees as individuals and supporting, nurturing, and utilising their differences to the organisation's advantage. Managing diversity involves such things as recruiting, training, promoting, and utilising to full advantage individuals with different backgrounds, beliefs, capabilities, and cultures.

Diversity management is a serious problem because one will have to actively be aware of the characteristics common to a group of employees, while also managing these employees as individuals (Swanepoel, Erasmus, van Wyk and Schenk, 2003). In today's world, employers have to compete for the best candidates from a relatively smaller and more diverse labour pool. To compete effectively, employers have to know who these new workers are, and be prepared to meet their needs.

One of the most important developments in South Africa is the growing number of women working outside their homes. For women as well as their spouses, balancing work life with family responsibilities and parenting present an enormous challenge (Greenhaus and Callanan, 1994). The other problem is that of the glass ceiling, that is, an invisible barrier that makes it difficult for certain groups such as women and other previously disadvantaged persons to move beyond a certain level in the organisational hierarchy (Bateman and Snell, 2002).

According to Bateman and Snell (2002), the importance and scope of diversity are also evident in the growth of racial minorities and immigrants amongst the workforce. Therefore, managing diversity means more than eliminating discrimination; it means capitalising on a wide variety of the skills and capabilities of minorities, previously disadvantaged person, and immigrants are severely limiting their potential talent.

The other serious problem is that of mentally and physically disabled people if we are to comply with the Employment Equity Act no. 55 of 1998 (EEA). Individuals with disabilities have found themselves isolated from job opportunities largely because they have lacked access to educational workplace environments. In addition, the attitudes of many employers and those of the disabled themselves have been barriers to employment.

Bateman and Snell (2002) states that age differences could also pose problem, more especially if perceived differently by different ethnic groups.

According to Grobler et al (2002), the causes and effects of diversity in the workplace could be stereotypes and prejudices as one learn to see the world in a certain way based on one's backgrounds and experiences. Our interests, values and cultures act as filters and they distort, block and select what we see and hear. Group members often inappropriately stereotype their different colleagues rather than accurately perceive and evaluate those individual's contributions, capabilities, aspirations, and motivation. Grobler et al (2002) said such stereotypes in turn affect how people are treated. Clinging to negative stereotypes about people different from us results in prejudice. Prejudice consists of processing our stereotypes in such a way as to reinforce one's own sense of superiority to the members of that group.

Bateman and Snell (2002) said diversity could also create a lack of cohesiveness among group members. Cohesiveness refers to how tightly knit the group is and the degree to which group

members perceive, interpret, and act on their environment in similar or mutually agree upon ways (Bateman and Snell, 2002). Because of their lack of similarity in language, culture, and experience, diverse groups are less cohesive than homogeneous groups. Often mistrust, miscommunication, stress, and attitudinal differences reduce cohesiveness, which in turn can diminish productivity.

Grobler et al (2002) state that due to assimilation, diversity management can be a problem. Assimilation assumes that the dominant group's performance and style are superior to those of persons who are not the dominant group. This assumption devalues diversity in an organisation and reinforces the values of homogeneity.

According to Bateman and Snell (2002), the most common negative effect of diversity is communication problems. These difficulties include misunderstandings, inaccuracies, inefficiencies, and slowness.

Grobler et al (2002) state that diversity also increases errors and misunderstandings. Group members may assume that they interpret things similarly when in fact they do not, or they may disagree because of their different terms of reference.

1.2. SIGNIFICANCE OF STUDY

South African higher education institutions have evolved from the separate and unequal provisions of apartheid to three types of universities, namely Historically Advantaged Institutions (HAI's-White) and Historically Disadvantaged Institutions (HDI's-Black referring to Africans, Coloureds and Indians) and Technikons.(ghumphre@tsa.ac.za).

According to The Nation Plan for Higher Education (South Africa, Ministry of Education, 2002) an implementation framework, identifies strategic interventions and provides the necessary levers for the transformation for the transformation of the higher education system in South African. The plan aims to implement the single and differentiated higher education system proposed by the National Council for Higher Education (NCHE) Report (1996) and endorsed in the Education White Paper No.3 (1997).

South African is a country of diverse language, culture, religion, political tradition and world view which makes it to have a diverse workforce (ghumphre@tsa.ac.za). Inspite of this diversity, government system had a type of thinking that led to segregation, known as apartheid and separate education systems.

The Verwoerdian prescription of Bantu Education (Bantu Education Act of 1953) leaves little doubt that the intention was to prevent the development of the African but not enhance diversity. In the words of Verwoerd "When I have control of native education, I will reform it so that the natives can be taught from childhood to realise that equality with Europeans is not for them". Therefore, schools catering for learners of European decent were bets resourced following by those catering for Indians, Coloureds and lastly Africans which led to lack of diversity management.

The National Education Policy Act of 1967 prescribed an education along Christian and national lines for all Whites. Policies that serve to codify segregation in education have been eroded by democracy and replaced by transformative policies.

The launch of the National Plan for Higher Education in April 2001 gave details of the restructuring of the institutional landscape through various strategies including regional collaboration and mergers. Mergers of educational institutions are topical and numerous mergers have occurred all over the world in the last decade (ghumphre@tsa.ac.za).

The apparent inability of institution to adapt to merger policies could be a manifestation of the fear that dissolution of boundaries, such as those between HAI's and HAI's and an increase in competition for traditional catchments (ghumphre@tsa.ac.za). Staff might fear assimilation of institutional culture that they perceive to be inferior, hence the need for diversity management.

1.3. MERGERS

1.3.1 Advantages of mergers

According to Gallagher (2000), there will be:

- An increase in size and financial resources while decreasing building and administration costs,
- Increased productivity, more energy and resources available for mission and vision,
- Making use of the strengths of each party.
- Increase the ability of leaders for building mutual trust and for managing disagreement, tension, and conflict within and between the merging parties.

1.3.2. Disadvantages of Mergers

According to Gallagher mergers:

- Frequently set goals that will not be achieved but the illusion is comforting,
- Are about transferring the assets of one organisation to another without acknowledging it,
- Can result in a merged organisation with an organisational culture marked by denial, mistrust, illusion and a fear or blame cycle, and
- Can result in lost members or employees and stagnation.

1.4. PROBLEM STATEMENT

1.4.1.The impact of merger on the institutions

It is common knowledge that South Africa is in transition after the 1994 democratic elections. The changing of the government of the country has meant the introduction of new legislation and the merging of institutions of higher learning to be in line with the new order. These changes come along with new management styles, change of cultures, values and attitudes and the University of North-West and Potchefstroom University are no exceptions.

Change has had varied impacts on the running of these institutions. Of particular concern and importance to this research is diversity management in both institutions. This study seeks to elicit the reactions of workers and students to highlight the factors that influence diversity management.

Personality variables pertinent to the workplace such as attitudes and values are some of the central focus areas of this study. These are assumed to be critical for workers' and students'

cohesiveness at the workplace and on campus and these factors can be effected by diversity management.

1.4.2. Main Problem

The merger of the University of North-West and Potchefstroom University has caused many problems to workers and students of both Universities. This is reflected by symptoms such as stay-ways, low staff morale, low student morale, and poor organisational climate.

1.4.3. Sub-Problems

Dissatisfied workers are more likely to engage in destructive behaviour because of fear of transfers and rightsizing/downsizing.
Performance rate is low amongst the demotivated workers because of the uneven level of education between the University of North-West and Potchefstroom University.
Students have a low morale because they have never been informed of what kind of medium of instruction will be used.
Students have a low morale because of not knowing the affordability of the new institution's tuition fees structure.

1.5. DESCRIPTIVE HYPOTHESES

1.5.1. Dealing with people from different backgrounds from oneself. These backgrounds include individual and organisational cultures, religion, sexual orientation, race, social backgrounds and physical disability.
1.5.2. Stereotypes and assimilation, and
1.5.3. Fear of the unknown.

1.6. OBJECTIVES OF THE STUDY

On the basis of the descriptive hypotheses, the general objective of the study is to elicit responses of the workers and students on the improvement of diversity management in order to create a conducive working relationship. Following the above-mentioned hypotheses the objective of the study are as follows:

- To investigate general attitudes between groups,
- To investigate plans, processes, and procedures of managing diversity,
- To investigate individual differences as well as gathering of data on values at both institutions, and
- To gather data on barriers to the merging of cultures.

1.7. IMPORTANCE OF THE STUDY

The findings can assist management of the new institution in promoting a consistent approach to diversity management. Also to:

- Examine assumptions about people and their culture in order to capitalize on the benefits of having diverse workforce,
- Create work team that will promote creativity and innovation because people from different backgrounds hold different perspectives on issues,
- Allow diverse groups to invent more options and create more solutions than homogeneous groups,
- Enhance organisational flexibility by having less restrictive policies and procedures and less standardized operating methods, thus be able to respond quickly to environmental changes,
- Enable the institution to have a competitive by attracting students from different walks of life as well as being sought out by the most qualified employees,
- Cause workers to be more loyal, productive, and committed by valuing their differences,
- Be aware of a lack of cohesiveness of a diverse workforce and students,
- Be aware of communication problems like misunderstanding, inaccuracies, inefficiencies, and slowness,
- Be aware of mistrust and tension due to a lack of contact between groups and low familiarity, and
- Be aware that diversity causes tress and tension, and reaching of agreement on problems can be difficult.

1.8. RESEARCH DESIGN

De Vos (1998) states that research design involves deciding not only how many people will be used as subjects but also what their particular characteristics should be and under what circumstances the data will be gathered.

According to Welman and Kruger (2001) research design has to specify the following:

- The number of group that should be used,
- Whether these groups are to be drawn randomly from the population involved and whether they should be assigned randomly to groups, and
- What exactly should be done with them in case of experimental research?

1.9. THE ORGANISATION

University of North-West and Potchefstroom University are learning institutions involved in the provision of education.
The University of North-West has an administration department, a business school, and the following faculties:

- Faculty Agriculture, Science and Technology
- Faculty Commerce and Administration
- Faculty Education
- Faculty Human and Social Sciences
- Faculty Law

The total number of employees at the University of North-West is 690 of which 95% are Blacks and 5% White.

The Potchefstroom University has an administration department, a business school, and the following Schools:

- School of Economic and Management Science
- School of Education Sciences
- School of Engineering
- School of Health Sciences

- School of Law
- School of Natural Sciences
- School of Theology
- School of Art

The total number of employees at Potchefstroom University is 1368. Women constitute 45% of the number. Blacks constitute 5% of the total number of employees

1.10. THE TARGET POPULATION

The overall number of employees in both institutions is 2058 and a total number of 1000 questionnaires will be distributed between both institutions. The job categories that will be targeted will be executive management, administration, lecturers, general workers and students.

Concentration will be on management, Administration staff and the Lecturing staff, since the running of these institutions revolves around this people.

1.11. THE SAMPLE TECHNIQUE

A probability sampling method called stratified random sampling will be used. According to Bless and Higson-Smith (2000), a stratified sample is obtained by selecting a simple random sample from within each stratum. All academic and support staff working within the universities stand an equal chance of being involved in the study.

According to Weman and Kruger (2001), the division into groups may be based on a single variable such as sex. It may also involve a combination of more than one variable, for example, sex and age. Welman and Kruger (2001) state that two things are necessary to draw a stratified random sample:

- Firstly, we should identify the various strata according to one or more variables.
- Secondly, we should draw a random sample from each separate stratum.

1.11.1 The Advantages Of A Stratified Random Sample

In a random sample from a normal population that is stratified in terms of sex, the probability of a sample consisting of members of one sex in zero
A smaller sample requiring less time and money is required with stratified random sampling than with simple random sampling, to ensure that important are represented in the sample.

Welman and Kruger (2001) state that with stratified random sampling we are ensured of representativeness, irrespective of sample size, because it has built into the sampling strategy right from the beginning.

1.12. THE SAMPLE

According to Welman and Kruger (2001), in a sample, the population is the study object, which may be individuals, groups, organizations, human products and events, or the conditions to which they are exposed. We indicate the size of the population by N. If for example, the size of the population is 1000, we write it as N=1000. Furthermore, they state that, the size of the population usually makes it impractical and uneconomical to involve all members of the population it a research project. Consequently, we have to rely on the data obtained from a representative sample of the population. We indicate the size of the sample by n.

According to de Vos (1998), we can distinguish between probability sample and non-probability sample. In case of probability sampling, we can determine the probability that any element or member of the population will be included in the sample. In non-probability sampling, we cannot specify this probability. The advantage of probability sampling is that, it enables us to indicate the probability with which sample result deviate in differing from the corresponding population values.

1.13. RESEARCH METHOD

A qualitative method in the form of case study research is used. According to Bless and Higson-Smith (2000), the term "case study" pertains to the fact that a limited number of units of analysis, such as an individual, a group or an institution, are studied intensively. We are directed towards understanding the uniqueness and the idiosyncrasy of a particular case in all its complexity.

De Vos (1998) states that a case study cannot be both typical and atypical. Three aspects deserve special mention as far as conducting case studies is concerned:

- Firstly, the case should be defined or demarcated; in other words, its boundaries should be determined.
- Secondly, whichever technique is used to collect data, the concern is not merely to describe what is being observed, but to search, in an inductive fashion, for recurring pattern and consistent regularities.
- Thirdly, triangulation is frequently used to discern these patterns.

1.14. DATA GATHERING METHODS AND INSTRUMENTS

According to Bless and Higson-Smith (2000), all measuring and data collecting procedures are based on systematic observation. By systematic observation, we mean that it should be replicable, in other words, that independent observers other that ourselves should also be able to observe and report whatever we as researchers observed and reported.

De Vos (1998) states that measuring variables, such as length or mass of things/people, does not present many problems. When it comes to measuring constructs such as liquidation, attitude towards affirmative action, helping behaviour, and so on, it becomes more problematic. We usually have to measure theses constructs indirectly.

According to Stevens (as cited in Welman and Kruger, 2001), measurement involves the assignment of numbers, in terms of fixed rules, to individuals or objects to reflect differences between them in some or other characteristic or attribute.

Welman and Kruger (2001) state that in measuring, we distinguish between different levels of measuring on the basis of the following characteristics of numbers assigned in the process:

- Distinguishability (the number 2 is different from the number 1)
- Order of rank (2 has the higher rank than 1)
- Equal intervals between successively higher numbers (0…1…2…)
- Absolute size (0-1=-1=1-0=1)

These levels of measurements are:

- nominal measurement

- ordinal measurement
- interval measurement
- ratio measurement

According Bless and Higson-Smith (2000), we may use survey questionnaires to obtain the following type of information from respondents:

- Biographical particulars
- Typical behaviour
- Opinions, beliefs and convictions
- Attitudes

The following are the pitfalls of using questionnaires:

- Double-barrelled questions
- Ambiguous questions
- Level of wording
- Abstract versus factual question
- Leading question
- Sensitive or threatening question

A first principle of ethics according to Welman and Kruger (2001) holds that people are always to be considered; end not means, so that whether they are being studied or taught, their integrity, dignity and autonomy must be maintained.

1.15. STATISTICAL ANALYSIS OF DATA

According to Welman and Kruger (2001), statistical data analysis is the culmination of the long process of hypothesis formulation, instrument construction, and data collection. At the risk of oversimplification, the overall goal of understanding social phenomena is achieved during statistical analysis through the process of description, explanation, and prediction. Explanation and prediction are more complicated than description and require more computation as well more interpretation.

Bless and Higson (2000) state that to make sense of collected data, we must code it so that we can analyse it. Coding means identifying the variable that we want to analyse statistical and decide on different code values such a variable level presents.

De Vos (1998) also sates that we have to determine the level of measuring pertaining to our study. This is necessary in order to determine the statistical available for different type of data and to select an appropriate statistical test.

Ordinal measurement will be used and according to Weman and Kruger (2001), it takes place when people are classified into sequence of ordered categories such that:
All of those falling in a particular category are like
The cases in successive categories possess progressively more or less of that attribute.

In ordinal measurement on meaning is attached to the size of the difference between successive numbers. Legitimate statistics available for ordinal data types are:

- The median
- Frequencies
- Correlation coefficient
- Chi-squares
- Test of different between distributions
- Discriminant Analysis
- Chaid Analysis

According to Welman and Kruger (2001), availability of computer makes the execution of some statistical procedures a matter of routine. We can use the computer to compile tables, draw graphs and figures, compile averages and variability, and draw histograms.

1.16. LIMITATIONS OF THE STUDY

1.16.1.This study was conducted between two merging universities in South Africa, a result of this limited scope, all merging institutions will have to do their own studies, as there is no scientific certainty to generalize the results. However, the study can serve as a guideline.

1.16.2.There can also be respondent bias since there can be pretending between workers as well as students by responding in a way that they think suit the intended objectives of the study.

1.17. CONCLUSION

It the new institution is to succeed, it must recognise the emergence of a diversified workforce and find the means to harness its energies, talents, and differences for tomorrow's challenges. Employees of the new institution will have to be sensitive to diversity, have understanding and accept individual and groups with different ethnic and cultural backgrounds and of different race, gender, and age. The new institution should realise that their customers such as students and suppliers are becoming increasing diverse and retaining a diversified workforce will provide a competitive advantage in the global market.

The next chapter will be a literature review of diversity management, the effects of diversity, as well as techniques of how to effectively manage diversity.

CHAPTER 2

LITERATURE SURVEY

2.1. INTRODUCTION

According to Bateman and Snell (2000), managing diversity involves such things as recruiting, training, promoting and utilizing to full advantage individuals with different backgrounds, beliefs, capabilities, and cultures. It means understanding and appreciating employee differences to build a more effective and profitable organisation. Merging organisations need to appreciate their employee differences and enhance diversity such that employees' performance will be of high quality.

Thomas (as cited in Greenhaus & Callanan, 1994) describes managing diversity as a holistic approach to creating a corporate environment that allows all kinds of people to reach their full potential in pursuit of corporate objectives.

Thomas (as cited in Greenhaus & Callan, 1994) describes managing diversity as a holistic approach to creating a corporate environment that allows all kinds of people to reach their full potential in pursuit of corporate objectives.

Greenhaus & Callanan (1994) believe that the need to manage diversity is derived from the following questions:

- Given the competitive environment we operate in and the diverse workforce we have, are we getting the highest productivity possible?
- Does our system work as smoothly as it could?
- Is morale as high as we should wish?
- Are all things as strong as they should be if all the people who worked here were of the same sex, race, nationality, had the same lifestyle, value system, and way of working?

According to Cascio (1995), managing diversity means establishing a heterogeneous workforce to perform to its potential in an equitable work environment where no member or group of

members has an advantage or disadvantage over others and is not the same as managing affirmative action.

Cascio (1995) state that there are reasons why diversity has become a dominant activity in managing organisation's human resources:

- The shift from a manufacturing to a service economy
- Globalisation of markets
- New business strategies that require more teamwork
- Mergers and alliances that require different corporate cultures to work together
- The changing labour market

According to Nel, Gerber, van Dyk, Haasbroek, Schultz, Sono, and Werner (2001), diversity encompasses all forms of difference among individuals, including cultures, gender, age, ability, religious affiliation, personality, economic class, social status, military attachment, and sexual orientation. In South Africa, we may add political affiliation, which is a subtle but powerful force in the diversity stakes. It plays a critical role in affecting the composition, and the diversity of the workforce in both the public and private sector.

2.2. DIVERSITY MANAGEMENT

2.2.1. Introduction

According to Palmer, management thought has always been concerned with human diversity (**http://search.epnet.com/direct**). However, the challenges manager's faces in this area have varied over time. Palmer states that classical management theory used bureaucratic policies to unify diverse groups around common organisational goals. However, class divisions provoked new, separated industrial relations structures. Cultural diversity is promoting new adaptations in management.

2.2.2.The Need for Diversity Management in South Africa

According to Smit and Cronje (1997), South Africa has been described as a pluralist society where race and ethnicity are the most visible dimensions of its diversity. Many cultural

differences exist between groups such as Euro-Africans, Coloureds, Asians-Africans and Africans.

Smit and Cronje state that the imbalances between the different ethnic groups in South Africa result in managerial and economic imbalances, and the following categories of management problems have been identified:

- The first issue surrounding the imbalances, and which forms an integral part of any policy or strategy on diversity management, is the question of affirmative action. This is an employment policy, which aims to ensure that institutions reflect the character of the country as whole. Organisations are developing policies to correct these imbalances
- The second management issue with some political undertones is the question of economic empowerment. Pressure for the transfer of economic power evident.
- The third management issue is the quest for a new management philosophy. This issue is challenging the theoretical foundations of South Africa's Euro-American-Asian management theories, approaches and practices.

Affirmative action generally reflect labour market policy aimed at addressing this past imbalances, while employment equity reflect the labour market policy aimed at preventing future discrimination. Not only does the diverse population of South Africa contribute to workplace diversity, but organisations are also becoming global in orientation and outlook. Therefore, diversity management has become a trend in South African organisations since the previous unicultural workforce management is no longer applicable.

2.2.3. Benefits of Diversity Management

According to Nel (2000), successful diversity management can yield the following benefits for organisations:

- Alternative viewpoints and ideas of people from different groups can enhance creativity, problem solving and decision-making
- It helps an organisation to become more flexible. Given the fact that more sensitivity and openness are required in diversity management, employees learn easier to adapt to changes

- Managers become more effective and objective when decisions about people The elimination of stereotypes helps managers to be professional consistent and fair when selecting and developing employees, assessing their performance, and dealing with disciplinary cases and grievances.
- It can help an organization to improve competitiveness by meeting the needs of diverse customers.
- It reduces destructive conflict between individual and groups. This means that less energy is diverted from their work and they are therefore more productive.
- Better relations develop among managers, employees and with customers. Teamwork and collaboration is thus improved.
- A higher level of trust and motivation develop among members of the organization. They share information and communicate openly about their feelings, differences and similarities. There is a greater identification with the organisation's goals because employees develop a sense of inclusion and ownership in the organisation's success.
- Diversity management can also contribute to the implementation of affirmative action and employment equity plans in accordance with the Employment Equity Act. A more open and inclusive organization culture is created that can play a role in reducing the probability of discrimination-based lawsuits and non-compliance with the Employment Equity Act.

2.2.4. DIVERSITY IN ORGANISATIONS

According to Beardwell and Holden (2001), some groups are likely to be left out of the corporate mainstream. Africa-Americans still face a certain amount of explicit racism and tend to be less educationally prepared for the workplace.

Beardwell and Holden (2001) state that the Asian-Americans are confronted with two stereotypes, namely that they are too cautious to lead, and that they are unscrupulous in business as well as the feeling that they are too educated to merit special treatment as a minority.

Beardwell and Holden (2001) state that full social acceptance is still denied to people with disabilities, who are often incorrectly perceived as being less capable than others in the workplace.

Beardwell and Holden (2001) state that foreign-born workers face language and cultural barriers and sometimes ethnic or racial prejudice. Americans of all races, who believe they are taking their jobs, often resent them.

2.2.5.WHY DOES DIVERSITY MATTER IN BUSINESS?

According to Cornelius (2001), if diversity is to succeed and the diversity advantage to be fully utilized, it requires commitment to the ownership of diversity from all managers and employees of an organisation. Six major reasons why diversity matters in business have been identified:

- Improving customer care and increasing market share by broadening customer base both internally and externally.
- Developing organizational ethics and values, which provide a guide for the organisation's expectations and standards in conducting work.
- Enhancing people management practices. Evidence shows that organizations which focus on equality and diversity are able to attract and recruit people from a wider range of talented candidates, retain the best talent, benefit from the lower turnover and absenteeism, and demonstrate greater organizational flexibility to respond to change.
- Reflecting changes in society and personal expectations of fair and equal treatment at work.
- Comply with the legislation.
- Keeping up with the best practice to attract and retain talent and enhance competitiveness.

2.2.6.THE ETHICAL IMPERATIVE TO MANAGE DIVERSITY EFFECTIVELY.

According to Jones, George, and Hill (1998), two moral principles provide managers with guidance in their efforts to meet this imperative, namely, distributive justice and procedural justice which are described as follows:

2.2.6.1. Distributive Justice

Jones et al. (1998), state that distributive justice dictates that the distribution of pay raises, promotions, job titles, interesting job assignments, office space, and other organisational resources among the members of the organisation be fair. The distribution of those outcomes should be based on the meaningful contributions that individuals have made to the organization such as time, effort, education, skills, abilities, and performance levels and not irrelevant personal characteristics over which individuals have no control such as gender, race or age. They further state that in many economies, managers have not only an ethical obligation to strive to achieve distributive justice in their organisations, but also a legal obligation to treat all employees fairly since they risk being sued by employees who feel that they are not being fairly treated.

2.2.6.2. Procedural Justice

According to Jones et al. (1998), procedural justice requires managers to use their procedures to determine how to distribute outcomes to the organisation's members. Procedural justice exists when managers:

- Carefully appraise a subordinate's performance.
- Take into account any environmental obstacles to high performance beyond the subordinate's control such as lack of supplies, machine breakdowns, or dwindling customer demand for a product.
- Ignore irrelevant personal characteristics such as the subordinate 's age and ethnicity.

2.2.7. MANAGING DIVERSITY

According to Newell (2000), there are two different approaches to tackling the problems of unfair discrimination in employment, namely, equal opportunity and managing diversity. More established approaches to equal opportunity suggests that the solution is to treat everyone the same regardless of gender, age, ethnicity, etc. Newell state that discrimination against certain group's means that fewer people are offered jobs and a high level of unemployment is experienced.

According to Newell (2000), managing diversity emphasizes treating everyone differently but with equity, in accordance with their different circumstances and needs. Geographical mobility, globalisation, and demographic changes mean increasingly that managing diversity is a reality. Newell state that it is often assumed that companies that encourage diversity would be happier and healthier places in which to work. However, diversity lead to increased conflict, lowering of morale, less effective teams and more dissatisfaction.

According to Dressler (2002), managing diversity can be summarized as follows:

- Provide a strong leadership by taking a strong stand on the need for change and becoming a role model for the behaviours required for change.
- Research: assess the situation and common tools for measuring employee attitude surveys, management and employee evaluation and peer groups.
- Provide diversity training and education. The most commonly utilized starting point for managing diversity is some type of employee education programme.
- Change culture and management systems. Education programs should be combined with other concrete steps aimed at changing the organisation's culture and management systems.
- Evaluate the diversity management programmes by doing employee attitude surveys indicating any improvement in employees' attitudes towards diversity.

2.3. CHARACTERISTICS OF DIVERSITY

2.3.1. Specific Characteristics of Diversity

According to Luthans (1998), there are a number of demographic characteristics contributing to diversity. Those widely recognised involve:

- **Age**: change in the age composition of the workforce is forcing organisations to make a number of adjustments. One is learning how to deal effectively with older workers. Organisations cannot discriminate on the basis of age. Organisations may learn how to deal with younger employees who have values different from those of their older counterparts.
- **Gender**: women have been entering the workforce in record numbers over the last four decades. Employment equity through equal pay and opportunities for women have been

on the cards for over thirty years, and companies still have to examine their compensation, promotion policies and practices to eliminate gender bias and discrimination.

- **Ethnicity**: the term ethnicity refers to the ethnic composition of a group or organisation. Changing racial patterns point to greater workforce diversity. The challenge for management will be to deal with the ethnicity changes in terms of policies and practices concerning pay and promotions. In South Africa the challenge is still great since there still is a disparity in terms of salaries even amongst company executives where you find a huge gap between Blacks and Whites (**http://www.africarelocations.com**).
- **Education**: in the workplace, illiteracy and employees' lack of basic knowledge can be devastating for organisations trying to move ahead. There is a challenge to meet the expectations of the highly educated with the shrinking opportunities for promotions because of downsizing and flattening of organisations, and the challenge of bringing employees up to speed in knowledge-based organisations.
- **Other characteristics of diversity**: other issues that contribute to the growing diversity of the workplace include people with disability, single parents, dual-career couples, and gays and lesbians. There is also an impact of multiculturism in the global economy.

2.3.2. Stereotypes, Prejudice, and Discrimination in the Workplace

According to Rosenfield and Wilson (1999), managing others' attitudes and behaviour should be pragmatic and evolutionary. An employee would need to assess when it is appropriate to attempt to change others' attitudes and when to accommodate them. The following strategies are important in this regard:

- Strategy one: when faced with negative attitudes he or she should ignore them or try to avoid situations that may lead to experiencing such attitudes. This strategy is based on the assumption that there are situations when an employee cannot correct others' attitudes and behaviour, in a short term at least.
- Strategy two: rather than avoiding negative attitudes or ignoring them, an employee should attempt to take corrective action whenever he or she experiences this. By attempting to correct others' attitudes, the employee is helping to reduce uncertainty in both sides.

- Strategy three: an employee is expected to initiate interaction in order to know more about others' attitudes and encourage them to know more about his or her background. An employee should take advantage of this interaction to correct misconception, misinformation, and negative stereotyping by educating others through the provision of accurate information. The outcome of interaction, the position of the employee in the organisational hierarchy, knowledge of the causes of others' attitudes, level of intimacy, stage of entry, willingness to discuss issues pertaining to an employee's background.

2.3.3.Why Difference Makes a Difference?

According to Jehn, Northcraft and Neale (1999), the following are three types of workgroup, moderators and mediators on workgroup outcomes (http://www.findsarticles.com):

- **Information Diversity**: it refers to the difference in knowledge bases and perspectives that members bring to a group. These differences in educational background, training and work experience increase the likelihood that diverse perspectives and opinions exist in a workgroup.
- **Social Category Diversity**: refers to explicit difference among group members in social category membership such as race, gender and ethnicity. Explicit social category membership characteristics provide a particular salient bases by which individuals can categorise themselves and others.
- **Value Diversity**: occurs when members of a group differ in terms of what they think the group's real task, goal, target, or mission should be. This difference can lead to task conflicts, process conflicts, and relationship conflicts among members.
- **Moderators of Diversity Effects**: the effects of workgroup diversity on workgroup performance are likely to be affected by structural aspects of the task. Evidence suggests that when a task is simple and well understood, group members can rely on standard procedures. When a task is complex and not well understood, discussing and debating competing perspectives and approaches is essential for group members to identify appropriate task strategies and to increase the accuracy of members' assessment of the situation.
- **Mediators of Diversity Effects**: task conflict will mediate the effects of informational diversity on workgroup performance; process conflict will mediate the effects of value

diversity on worker morale, and relationship conflict will mediate the effects of value diversity and social category on worker morale.

2.4. FACTORS CAUSING DIVERSITY

2.4.1. Social Dialects in the Workplace

According to the 2000 American census (**http://www.oclc.org/research**):

- The US is a collection of more than 100 cultures from around the world.
- Growth in the foreign born population of the US was nearly four times that of the native population over the past ten years; nearly one in ten US residents are presently foreign born.
- By the year 2020, it is projected that eighty one percent of new entrants into the workplace will be women or people of colour.

The expanding diversity in the US population increases the variety of language differences or social dialects they encounter. It impacts on their ability to communicate effectively. A dialect is a language variation that has developed through a complex interplay of historical, social, cultural, political, economical, and linguistic factors among a specific speech community. Socio-linguists have documented the existence of dialect in every language. Some of the common variables reflected in social dialects include geography, race, gender, education, social class, ethnic affiliation, and national origin. Politically, socially, and educationally, issues of social dialects acceptance and access to Standard English dialect have become pronounced as the diversity of the US and the world as the population increases.

South Africa is not an exception to the rule since we have eleven official languages besides those of other South Africans like Arabic, Greek, Zanzuri, etc. South Africa has more than four million illegal immigrants who are gradually getting citizenships illegally (**http://www.statssa.gov.za**). Social dialects will soon become as pronounced as the diversity of South Africa.

2.4.1.2. Cross-Cultural Communication

According to Dubrin (2001), cultural differences create additional barriers in communication and in case of the two merging institutions Afrikaans, English, Setswana, and Sesotho are commonly used languages. The following are guidelines for overcoming cross-cultural communication barriers:

- Be sensitive to the fact that cross-cultural communication barriers exist. If you are aware of these potential barriers, you will be ready to deal wit them.
- Show respect for all workers. The same behaviour that promotes good cross-cultural relations helps overcome communication barriers.
- Use straightforward language and slowly and clearly.
- Observe cultural differences in etiquette. Violating rules of etiquette without explanation can erect immediate communication barriers.
- Be sensitive to differences in nonverbal communication. A person from another culture may misinterpret nonverbal signal.
- Do not be diverted by style, accent, grammar, or personal appearance. These factors are difficult to interpret when judging a person from another culture.

2.4.2. Cultural Diversity

According to Kroon (1998), cultures differ in their values and attitudes with regard to aspects such as achievement and work, wealth, risk and change and influence on an individual's approach to work and the employer. All cultural groups in South Africa have a tendency to a large uncertainty of avoidance which can be ascribed to their belief that:

- Rules must not be broken.
- Scheduling is very important.
- Time is money.
- Security should be emphasised.

According to Thomas and Ely (2001), to assess the impact of diversity on the organisation's performance is problematic, and cultural diversity is a relatively distal factor. Several outcomes that are proximally related were identified:

- **The nature of race relations in people's immediate work environment.**
- **The extent to which participants felt valued and respected by co-workers and supervisors.**
- **The meaning and significance participants attached to their racial identity at work, including whether and how they valued and expressed themselves as members of their racial identity group.**

2.5. OPPOSITION TO DIVERSITY MANAGEMENT

According to Gabriel, Fineman, and Sims (2000), whether selling the idea of developing and implementing a diversity management initiative to the executive management or to the entire staff, questions around the purpose of initiating such an endeavour will arise. If not dealt with promptly and effectively, these questions and concerns could be a catalyst for resistance and undermining of results.

Gabriel et al. state that challenging such questions provide the opportunity to set the tone, teach about diversity, and demonstrate the organisation's commitment to creating a truly inclusive, respectful environment. To frame responses without creating greater discomfort requires searching for information, show empathy, educate, express your feelings, state your needs or expectations, avoid polarisation, use the silence of no response or delaying your response, and avoid arguing and defending.

2.6. PREFERENTIAL TREATMENT

According to Jones (2003), one reason certain perceptions are pervasive at the top is because some supervisors use affirmative action to dodge the truth about an employee's prospects (http://www.jones.com). The reality is that diversity needs to be management irrespective of whether previously disadvantaged people needs to be affirmed into high positions or not.

Jones state that while race and gender sometimes feature in hiring and promotional decisions, other aspects of a person's background do as well. Therefore, managers should be taught that any employment decision involves some aspect of judgement that diversity is good for organisations.

2.7. DIVERSITY ASSUMPTIONS

According to Brewster, Dowling, Grobler, Holland, and Warnich (2000), the following are common and misleading assumptions about diversity:

- Heterogeneity, which is a melting, pot myth that we are all the same.
- Similarity, which is a myth that "they are all like me".
- Parochialism, which is a one-way myth that "our way is the only way. We do not recognise any other way of living or working".
- Ethnocentrism, which is the one-best-way myth that "our way is the best way. All other approaches are inferior versions of our way".

Brewster et al. state that the following are less common and more appropriate assumptions:

- Heterogeneity, which is the image of cultural pluralism and acknowledges that we are not all the same but groups within the society that differ across cultures.
- Similarity and difference "they are not just like me": many people differ culturally. Most people exhibit both cultural similarities and differences when compared to me.
- Equi-finality "our way is one possible way": there are many culturally distinct ways of reaching the same goal, of working, and of living one's life.
- Culture contingency "our way is one possible way": there are many different and equally good ways to reach the same goal. The best way depends on the culture of the people involved.

2.8. CHALLENGES AND CONTRIBUTIONS OF DIVERSITY

According to Byars and Rue (2000), greater diversity will create certain specific challenges but also make some important contributions. Communication problems are certain to occur, including misunderstandings among employees and managers as well as the need to translate verbal and written materials into several languages. Solutions to these problems will necessitate additional training involving work in basic skills such as writing and problem solving. An increase in organisational factionalism will require that an increasing amount of time be dedicated to dealing with special interest and advocacy groups.

Byars and Rue state that diversity contributes to creating an organisational culture that is more tolerant of different behavioural styles and wider views. This often leads to better business decisions. Byars and Rue says another potential payoff is a greater responsiveness to diverse groups of customers. Learning to effectively manage a diverse workforce should be viewed as an investment in the future.

2.9. DIVERSITY RECRUITMENT

2.9.1. Diversity Recruiting: The Compelling Business case

According to Sullivan (2003), there are excellent legal and social arguments for recruiting diverse employees but the following are the factors that can be used to demonstrate the dollar impact of having a diverse workforce:

- Product sales can increase as the result of decisions made by executives with a broader and more diverse background.
- Customers demand it since the number of customers and sales can increase dramatically when customers can see that people serving them understand their unique needs.
- Avoiding major blunders since a diverse product development team with a broad range of experience can more easily question and spot product features and advertising elements that can potentially offend or turn off a significant portion of the customers base.
- Products meet customer needs, as teams with diverse backgrounds are likely to understand the variations in customer needs and usage that can occur in a large customer base.
- Our customers are changing because the percentage of diverse customers is increasing.
- Globalisation, competitive advantage demands and companies need to understand the unique needs of people from different cultures and regions.
- Loss of talent and increased recruiting costs as companies can exploit labour surplus in some regions by hiring remote workers and importing talent.
- "Why" questions because if manage correctly, can lead to the dropping of antiquated processes and the adaptation of a continuous improved mindset.
- The ability to execute since by learning how to work through problems and difficulties, employees can transfer that skill to a broader range of business problems

- Retention rates may increase as employees take pride in the leadership that has increased diversity in a time when affirmative action is often under criticism.

2.9.2. Diversity Staffing: Much More Than You Think

According to de'Campo (2003), building a deeper, better quality organisation with value adding and professionalism is and should be seen as a paramount priorities and responsibilities (http://www.humanatek.com). Attracting and developing the best talent in organisations is a priority, and diversity is flourishing despite the calling off of affirmative actions by critics.

De'Campo state that the economic truth is that those who fall under the diversity umbrella are more in demand and visible than ever before. The pervasive misunderstanding that prevents effective diversity staffing is a lack of knowledge about the positive effects that diversity can have on the profits of the organisation and the following are major benefits of diversity staffing:

- Employee wellness and development since company clubs will spring up quickly; altruistic campaigns and events become more common, and light-hearted humour becoming a more common response to office problems.
- Measurable productivity and quality gains as diversity can positively impact client sensitivity and compatibility, and help keep clients buying those goods and services when and how you want them to.
- Human capital retention since diverse work environments encourage appreciation for all people and their differences, diverse customer focus, entrepreneurial innovation, community, quality performance, progressive and inclusive human interaction and communication, and the overall work environment where everyone can thrive.

2.9.3. Strategies For Recruiting and Retaining a Diverse Workforce

According to Lussier (1997), the following must be considered when trying to recruit and retain a diverse workforce:

- Emphasizing competence-based credentials rather than past experience.
- Encouraging the placement of internships and co-operate students who are members of diverse groups.

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- Establishing formal relationships with schools that have diversity in their student bodies. This measure will ensure that you are always cultivating talent for your future talent pool.
- Make sure that all levels of management have received diversity training to ensure a fair evaluation during the hiring process.
- Cultivate organisation partnerships with groups that cater for the interests and needs of the minority candidates.
- Interview panels must be culturally diverse to minimize potential bias.
- Ensure that qualifications established for a given position are really ones needed for the job and not ones based on historical assumptions.
- Understand your own beliefs and attitudes about the positions you are filling and the population that you are targeting for it can affect the way you write a job descriptions and how you screen for interviews.
- Incorporate non-traditional networking channels to produce a diverse applicant pool.
- Encourage senior people of colour, women and people with disabilities in your organization to assist in providing names of possible recruits.

2.10. FOUR KEY RECRUITMENT STRATEGIES

Lussier (2000) state that the following are key recruitment strategies:

- Focus on retention by creating a climate that welcomes and is hospitable to those who are different from the existing group.
- Develop internal candidates for promotion by removing any overt barriers to promotion of internal candidates.
- Build a reputation for being diversity-friendly by portraying an image that your organization offers real opportunities to diverse employees, where all employees are treated with respect and senior management is composed of a mix of people.
- Build and expand your informal network as your recruitment efforts will depend on the quality of the relationships you cultivate with diverse individuals, both inside and outside the organization.

2.11. ADVICE FOR DEVELOPING YOUR OWN RECRUITMENT MINDSET

According to Stevenson (2003), no matter what colour, culture, sex, age, or special circumstances, today's workplace demands that one meet the challenge of succeeding in a diverse workplace (http://www.tmaonline.net). The following points serve as a guide for developing one's own business mindset:

- Keep your cultural distinctiveness in the workplace, but adapt it to the mainstream corporate culture, that is, your values, attitudes and behaviour must be aligned with those of your workplace as long as it does not conflict with what you believe to be morally correct.
- Be assertive and take responsibility for developing and advancing your career by
- Accept that networking is an essential component of the business mindset by networking with everyone.
- Take initiatives to introduce yourself to the new situations.
- Use social gatherings as an opportunity to be visible and advance your causes as this will make you comfortable with people as you move forward in your career.
- Tell about your skills and abilities in other words, toot your own horn.
- Wear the right clothes for the environment, geographic location, and your body type.
- Take rejection in stride, analyse the situation, regroup and persevere.
- Seek out mentors.
- Ask for feedback on your performance so that you can continually improve and grow.
- Learn to team up with others to accomplish objectives and be willing to have your ideas challenged.
- Establish a positive pattern for success by setting a goal based on your desires and dreams, assess your talent and ability to accomplish the set goal, develop a plan to get the experience, education and training you need, develop a strategy to achieve the goal and be committed to attaining the goal despite possible detours and setbacks.

2.12. AFFIRMATIVE ACTION VERSUS MANAGING EMPLOYEE DIVERSITY

According to Gomez-Mejia, Balkin and Cardy (2001), many people perceive the management of diversity as a new label for affirmative action whereas affirmative action emerged from government pressures on business to provide greater opportunities for women an minorities, in

case of South Africa it will be blacks, and the management of diversity, in contrast, recognizes that traditional firms, where white males are the majority, are a thing of the past. Gomez-Meija et al, state that most corporations now see diversity management as a business necessity rather than a means to achieve social goals or meeting government requirements (as many saw affirmative action), and the following factors provide a rationale for diversity management:

- **Demographic trends**: The changing composition of the labour force is altering the employee landscape at a rapid pace. In the next decade there will be growth in people aged 55 years or older, Asians, Hispanics and ethnic Minorities in the workplace. Many Americans think of employee diversity in terms of poor minorities and women occupying relatively unskilled and low-paying positions, with professional and managerial jobs held by white men. This stereotype, while true in the past, is rapidly eroding. Most large corporations across different industries are eagerly trying to create receptive environment for non-traditional employees. Demographic changes make it imperative that employers plan for the central role that diversity management will play in the twenty-first century.
- **Diversity as an asset**: Diversity in the workplace was thought to lead to garbled communications and conflict and thus a less efficient workplace. Today, firms realised that employee diversity can improve organisational functioning by stimulating greater creativity, better problem-solving and greater system flexibility.

Kanter (as cited in Gomez-Mejia et al, 2001), state that most innovative firms purposely establish work groups to create a marketplace of ideas, recognizing that a multiplicity of points on views need to be brought to bear on a problem.

- **Market concerns**: Most successful firms realize that effective management of a diverse workforce can lead to better marketing strategies for a multicultural and multiethnic population.

2.13. EQUAL OPPORTUNITY AND THE MANAGEMENT OF DIVERSITY

According to Torrington and Weightman (1994), successful organizations will react to diversity as the important business issue it is by implementing proactive strategic human resource planning. Short-term strategies designed to circumvent the situation will keep the organization from effective positioning itself in tomorrow's world of cultural, gender and lifestyle diversity.

Torrington and Weightman state that the following preconception affects the employment of women, people aged over forty, disabled, and ethnic minorities:

- Ideas that women do not want too much responsibility at work because of their home commitment, and that you cannot move a woman to the other end of the country if the husband works at this end.
- Ideas that Moslems are difficult to employ because of problems with religious holidays and practices, that Indians overstate their qualifications, that qualifications gained abroad are not as good as those gained in the country, and that Jews are greedy.
- Ideas that a person in a wheelchair will be an embarrassment to fellow workers, that someone who has suffered from mental illness will not be willing to work with someone suffering from epilepsy in case they had a fit at work.
- Ideas that older people are less adaptable, that they cannot cope with new technology, and that they work much more slowly than younger people.

According to Torrington and Weightman, the problem of managing diversity firstly, we have to overcome the uneasiness about practical aspects of avoiding unfair discrimination against members of a particular social group. Secondly, all our management approaches and actions have to accept and cater for the range of diversity in our employees, colleagues, suppliers and our customers.

Torrington and Weightman state that equalizing employment opportunity is not only meeting the legal and social responsibilities but ensuring organisational effectiveness by managing through managing workforce diversity.

2.14. EMPLOYEE AND DIVERSITY

2.14.1. Individual Approach to Managing Diversity

According to Gordon (1994), the individual approach to the management of diversity takes two interdependent paths, namely:

- **Learning**: At the heart of a learning process is communication. Managers must openly communicate with young and old employees, women, minorities and those challenged with disabilities in order to determine how best to understand and interact with them.

Managers can learn more about diverse groups' personal values and how individuals like to be treated. In this learning process, managers can encourage diverse employees to give them candid feedback regarding how they are being treated. This form of feedback is important in helping organisations to gain insights to effectively manage diversity.

- **Empathy**: It is the ability to put oneself in another's place and see things from that person's point of view. Empathy is important in managing diversity because the members of diverse groups often feel that they are the ones who can truly understand the challenges or problems they are faced with. It is an important way of dealing with subtle problems because it helps the manager to understand the diverse employees' points of view. By learning how to empathise with their feelings and offering encouragement, guidance and after-the-fact backup support, the manager can play an important role in more effectual diversity management.

2.14.2. LEADERSHIP AND DIVERSITY

According to Swanepoel, Erasmus, Van Wyk and Schenk (2003), the idea of the world as a global village is a reality. The increasing multinationals and multiculturalism pose a significant challenge for leaders and managers. Communication networks such as telephone conferences; interactive visual and Internet have made it possible to transact business as quickly between Johannesburg and New York as between two organizations in Johannesburg.

Swanepoel et al. state that South Africa is faced with numerous diversity issues, such as cultural diversity, diverse languages and religion, and race and gender inequalities. The following gender and cultural issues in leadership and diversity are important:

- **Feminisation of leadership**: According to Rosener (as cited in Swanepoel et al, 2003), a second wave of women is making way into top management, not by adopting the style and habits that have proved successful for men but, by drawing on the skills and attitudes that they have developed from their shared experiences as women. They are seeking and finding opportunities in fast-changing and growing organisations to show that they can achieve results in a different way. Women leaders are equipped with a leadership style that is based on consensus building, more open and inclusive, more likely to encourage participation by others, to enhance the self-worth of other and to energise them, and that tends to be more caring than the style adopted by many of their male counterparts. It is

important to emphasise that the above are generalisations and that men possess certain attributes that are linked mainly to the female model. In today's flatter organisations, flexible, networking, teamwork, trust and information sharing, empowerment and leadership are replacing rigid and hierarchical structures, competitive individualism, control, and secrecy. Manager are today, geared towards listening, motivating, empowering and providing support to their followers.

- **Eurocentric vz Afrocentric leadership**: According to Khoza (as cited in Swanepoel et al, 2003), it is a fallacy to believe that a business culture can be imposed on people, and that it can work perfectly, without taking into account the cultural archetypes of the people in question. According to Koopman (as cited in Swanepoel et al, 2003), whites have primarily designed exclusive institutions, which give primacy to the individual, his/her development and self-fulfilment, which serve to foster liberal democracy. Blacks believe that man is very much part of the societal fabric and see the need for ach individual to find his/her place in a societal structure, to play his/her particular role in it and to subordinate himself/herself to the societal needs which lead to inclusive organisation.

Koopman state that central to Afrocentric Management is Ubuntu, which is the community concept of management. It is an epistemology, humanistic philosophy that focuses on people and puts down some guidelines for leadership style and management practices and is tied to transformational leadership. It includes teamwork at grassroots level and encouragement of the team members or followers to sacrifice their personal goals or gains for the goals or gains of the group. This style includes creative co operations, open communication, teamwork and reciprocal moral obligation. The issue is not that there should be an Africanisation of the corporate culture in South Africa, but South Africanisation of the corporate culture.

According to Swanepoel et al, there is a striking parallel between the complementary nature of the feminine and Afrocentric leadership approaches, which are already reflected in the South African situation. This emphasizes the dictum: "unity in diversity". Only a diverse leadership team that includes feminine and muscular, Eurocentric and Afrocenrtic strengths will be strong and flexible enough to help South African organizations to compete in today's highly competitive, global marketplace.

2.15. ROLES AND PROMOTING DIVERSITY

According to Robbins (2000), employee performance is enhanced when individuals are put into jobs that are compatible with their personality, which is one of the aspects of diversity. The same thing is true with regard to filling positions on a work team.

Robbins states that high-performing diverse teams properly match people to various roles in promoting diversity. Nine potential team roles in promoting diversity have been identified as follows:

- **Creator-Innovators** who are imaginative and good at initiating ideas or concepts. They are independent and prefer to work at their own pace in their own way.
- **Explorer-Promoters** who like to take new ideas and champion their cause. They are good at picking up ideas from the creator-innovators and finding resources to promote those ideas. Their weakness is that they may not always have the patience and control skills to ensure that the ideas are followed through in detail.
- **Assessor-Developers** have strong analytical skills. They are best when given different option to evaluate and analyze before a decision is made.
- **Thruster-Organisers** who like to set up operating procedures to turn ideas into reality and getting thing done. They set goals, establish plans, organise people, and establish systems to ensure that deadlines are met.
- **Concluder-producers** who are concerned with results, but focuses on insisting that deadlines are kept and ensuring that all commitment are followed through. They take pride producing a regular output to a standard.
- **Controller-Inspectors** are people with high concern for establishing and enforcing rules and regulations. They are good at examining details and making sure that inaccuracies are avoided.
- **Upholder-Maintainers** hold strong convictions about the way things should be done and they provide team stability.
- **Reporter-Advisers** are good listeners who do not press their point of view on others. They encourage the team in seeking information before making decisions and discourage hasty ones.
- **Linkers** try to understand all views and coordinate and integrate.

Robbins state that most people can perform any of these roles and managers need to understand the individual strengths that each person can bring to a team in order to enhance diversity. By matching individual preferences with team roles demands, managers increase the likelihood that the team members will work well together and embrace diversity.

2.16. EMPLOYEE NETWORKS AND THEIR PART IN DIVERSITY INITIATIVES.

Employee networks, which are sometimes called advocacy, support or resource groups, are grassroots-driven groups of employees formed around a characteristic of diversity (http://www..shnmorg/diversity). Employee networks are increasing in popularity and human resource professionals should be prepared to respond to the formation of from employees. Employee networks help companies to achieve its diversity vision by improving processes like performance feedback, employee development and retention; enabling the company to better connect with a diverse customer base; and possibly providing valuable viewpoints on company projects and policies. The following steps are important for successful implementation of employee networks:

- Get senior managers to support the existence of an employee network or to at least tacitly recognize the validity of employees' interests in forming such a group.
- Establish a close link between the network and the Human Resources department so that employee inputs are captured, realistic expectations are established and competing priorities of various groups are balanced and sequenced. If the Human Resources staff members happen to participate in the group, have them do so as individuals, not as representatives of their department.
- Give each network group a specific role in important aspects of the diversity change process, such as helping to surface issues, selecting consultants, and testing training or initiatives ideas.
- Balance attention and resources so that no single ethnic or gender network is seen as receiving a disproportionate share or having excessive clout.

2.17. WHY ARE DIVERSE EMPLOYEE GROUPS SOMETIMES TREATED UNFAIRLY?

According to Grobler, Warnich, Carrell, Elbert and Hartfield (2002), diverse employees are treated unfairly because of the following reasons:

- Biases: Systematic tendencies to use information about others in ways that result in inaccurate perceptions and the following few types of biases:
    - Similar-to-me effect is the tendency to perceive others who are similar to ourselves more positively than we perceive people who are different. It can lead to unfair treatment of diverse employees simply because they are different from managers who are perceiving them, evaluating them, and making decisions that will affect their future in the organisation.
    - The social status effect is the tendency to perceive individuals with high social status more positively than we perceive those with low social status. A high-status person may be perceived as smarter and more believable, capable, knowledgeable and responsible than a low-status person, even in the absence of objective information about either person.
    - The salience effect is the tendency to focus attention on individuals who are conspicuously different from us. Salient individuals are often perceived to be responsible for outcomes and operations and evaluated extremely in either a positive or negative direction.

- **Stereotypes and prejudices**: A stereotype is a fixed, distorted generalisation about the members of a group. Stereotypes that stem from the primary dimensions of diversity such as race, gender, age, physical abilities or qualities, or sexual orientation attributes incomplete, exaggerated or distorted qualities to members of the group. A stereotype requires that selective perception or selective forgetting of facts and experiences inconsistent with the stereotype sustain the exaggerated beliefs about a group. Stereotyping negates people's individuality and limits their potential. Clinging to negative stereotypes about people different from us results in prejudice. Prejudice results from processing our stereotypes in such a way as to reinforce one's own sense of superiority to the members of that group. Stereotyping and prejudices have been institutionalised in the workplace in South Africa.

- **Assimilation**: It assumes that the domination group's performance and style are superior to those of persons who are not in the dominant group. This assumption devalues diversity in an organisation and reinforces the value of homogeneity. It reinforces the bias that spawns this approach, and it perpetrates stereotyping and prejudice in the workplace.

2.18. ORGANISATIONAL SOLUTIONS TO DIVERSITY MANAGEMENT

2.18.1. Developing a Multicultural Organisation

According to Robbins (2003), the foundation and point of effectively managing diversity is the development of a truly multicultural organisation that:

- Reflect the contribution and interests of diverse cultural and social groups in its mission, operations and products or services.
- Act on a commitment to eradicate social oppression in all forms within the organisation.
- Includes the members of the diverse cultural and social groups as full participants, especially in decisions that shape the organisation.
- Follows through a broader external social responsibility including support of other institutional efforts to eliminate all forms of social oppression.

2.18.2. How Should my Organisation Define Diversity?

According to Vecchio (1995), a broad definition of diversity ranges from personality and work style to all the visible dimensions of diversity, to secondary influences such as religion, socio-economics and education, to work diversities such as management and union, functional level and classification or distance to headquarters. These diversities seem much less important than race or sexual orientation, but over time these diversity issues matter a great deal.

Vecchio (1995) state that to celebrate diversity is to appreciate and value individual differences. Although the term is used to refer to differences based on ethnicity, gender, age, religion, disability, national origin and sexual orientation, diversity encompasses an infinite range of

individual's unique characteristics and experiences, including communication styles, physical characteristics such as height and weight, and speed of learning and comprehension.

According to Vecchio (1995), in trying to understand exactly what diversity management is, there is a set of assumptions and belief systems that should be considered about diversity, that have more to do with human behaviour than they do with race, gender or age. These assumptions form the underlying principles, which are inherent to diversity work, and they are:

- Diversity is about each person coming to terms with his or her attitudes, beliefs and expectations about others and gaining comfort with differences.
- Diversity includes everyone, young and old, homeless and affluent, immigrant and native, white and black, and it goes beyond race and gender.
- No one should be the target for blame for current or past inequities. All human beings have been socialized to behave in certain ways, and all of us are at times both perpetrators and victims of discrimination and stereotypes.
- Human beings are ethnocentric. They see the world through their own narrow view and judge the world by what is familiar to them.
- The human species resist change, continually striving for a state of homeostasis. This makes the constant adaptation required for diversity difficult for people already overwhelmed by staggering transitions in today's organisations.
- Human beings find comfort and trust in likeness. There is a tendency to seek the company of those most similar to us.
- It is difficult for people to share power. History shows that it is rarely done voluntarily and without a reason that will somehow benefit those dominating the pool of wealth.

2.18.3. Guidelines For Successful Diversity Management

According to Nel (2000), the following guidelines can be used to implement effective diversity management:

- Communicate openly with all employees about and other diversity issues. Develop a relationship of trust and understanding by disclosing the elements of your own culture and values, and invite others to the same. You should have a strategy for learning about cultural values of people in your workgroup.

- Create a work environment where multiculturalism is respected and valued. Ensure that the working environment is open to all cultures and that aspects such as posters, symbols, language signs and food at functions, do not represent one dominant culture.
- Racist and sexist behaviour and language should not be tolerated. Make it clear to all staff members that racist, sexist or religious jokes and inappropriate behaviour are not allowed, and that disciplinary action will be taken.
- When involved in meetings and decision-making structures, try to ensure that the principle of representativeness and inclusiveness in terms of diverse groups are adhered to.
- Initiate diversity workshops and seminars so that work groups can acquire knowledge an skills to effectively manage diversity.
- Ensure that you understand the organisation's employment equity policy and liase regularly with the human resource manager or other senior managers on the implementation and monitoring thereof.
- When recruiting, selecting and orienting new employees, emphasise the importance of diversity management to gain commitment to a diverse organisation.
- Actively seek to meet the diverse needs and expectations of all employee groups by providing a disabled employee with the necessary resources and child care facilities for employees from designated groups, so that they can acquire the skills needed to function effectively in the work environment.
- Offer assistance to the Human Resource Manager when diversity audits or surveys are conducted.
- Ensure that internal and external publications and advertising media represent diversity within the organisation, and that of the market and society.
- Prior to establishing contact with people from other countries and cultures, obtain and study as much information as possible about the cultures to ensure effective relationships and business partnerships.

2.18.4. Stages that Have Been Identified Leading to a Multicultural Organisation

According to Luthans (2000), the following have been identified as stages leading to a multicultural organisation:

- **Exclusionary organization** — this type of an organisation is the furthest from a multicultural one. It is devoted to maintaining the dominance of one group over all others on factors such as age, education, gender, or race. It is characterized by exclusionary hiring practices and other forms of discrimination.
- **Club organisation** — this organisation is characterized by the maintenance of privileges by those who traditionally have held power. These organisations may technically get around the laws by hiring and promoting women and minorities, but only those who are deemed to hold the right credentials and perspectives.
- **Compliance organisations** — this type of an organisation is committed to removing some of the discrimination practices that are inherent in the exclusionary and club organisations. Simple compliance will go on but not the development of a true multicultural organisation.
- **Affirmative action organisation** — this type of organisation is committed to proactively removing discrimination policies and practices and inherent biases created by exclusionary and club cultures. It goes beyond the letter of the laws and proactively supports the development of women, minorities, older employees, those challenged with disability, and other groups as well as individuals that have previously been denied equal access and opportunity. Even though affirmative action may be a step in the right direction, it may be still falling short of creating a truly multicultural organisation.
- **Redefining organisation** — this newly emerging organisation is characterized by an examination of all activities for the purpose of evaluating their impact on all employees' opportunity to both participate in and contribute to their own and the firm's growth and success. It goes beyond being antiracist and anti-sexist. This approach questions the core cultural values of the organisation as manifested in the mission, structure, technology, psychosocial dynamics, product and services. It deals and recognizes the value of diverse workforce; it engages in the visionary planning and problem solving to tap the strength of diversity. This approach involves both developing and implementing policies and practices that distribute power among all diverse groups in the organisation.
- **Multicultural organisation** — the true multicultural organisation is characterized by core cultural values and an ongoing commitment to eliminate social oppression throughout the organisation. All members of diverse cultural and social groups are involved in the decision that shape the mission, structure, technology, psychosocial dynamics, and product and services of the organisation. The true multicultural

organisation as defined is the status ideal for the increasing number of organisations, although most of them are still in transition to the sixth stage.

2.18.5. Re-Energising Your Organisation's Diversity Council

According to Gravett (2003), a dilemma faced by many organisations after successful implementation of a diversity initiative is re-energizing volunteers serving on diversity councils (http://www.gravett.com). Often diversity council members want a short-term solution than the time-consuming culture change that is usually needed.

Gravett state that the council can be re-charted by rotating the individual members' role at the end of the year, to avoid burnout. Council participants must understand the connection between the efforts they put in and outcome realized.

2.18.6. Managing Responsibility and Accountability

According to Anthony, Perrewe, and Kacmer (1999), management of diversity will not be a high priority and a formal business objective unless managers and supervisors are held accountable for implementing diversity management and rewarded for doing so successfully. Successful diversity management should be one of the factors in the performance appraisal system for those in positions of authority.

Anthony et al state that the following potential pitfalls must be avoided if diversity management programs are to be successful:

- **Avoid the Appearance of "White Male Bashing"**: disapproving the accusation that managing diversity is just another catchphrase for providing opportunities to women and minorities, in South Africa will be blacks women, at the expense of white males is crucial to the successful management of diversity programs. These programs are likely to engender resentment, heighten anxieties, and inflame the prejudices of those who feel threatened. Management should continually emphasize the positive aspects of capitalizing on employee diversity by framing it as something that must be done to gain a competitive advantage, and is in the best interests of all employees.

- **Avoid the Promotion of Stereotypes**: an inherent danger in diversity programs is inadvertent reinforcement of the notion that one can draw conclusions about a particular person based on his or her group characteristics. Cultural determinism that promotes the idea that one infer an individual's motivations, interests, values and behavioural traits based on the individual's group memberships, robs employees of their individuality and creates a divisive mindset of them versus us. Cultural awareness programs and other diversity training activities tend to over-dramatize diversity leading to participants holding assumptions regarding groups that are totally incorrect. The result of diversity effort should always be to promote the value of individuals. Managers who remember and apply this basic tenet will be able to take advantage of abilities of all their employees.

2.18.7. Four Corporate Diversity Trends to look for.

According to Howard (2003), diversity training is being reshaped by the changing needs of today's organisation (http://www.hrresource.com). Globalisation, demographic shifts and other factors will have great impact on what to do and the following trends should be noted:

- Into the training mainstream — diversity training used to be delivered by separate consultants on separate days to achieve separate goals but greater focus is now on giving employees the skills and opportunities they need to grow rather than just promoting ethnic or racial understanding.
- More age-related grievance, more training for older workers — more employees recognize their contribution that provides them with more opportunities for training and development.
- Demand for greater accountability — companies insist on results from diversity training and less litigation.
- Need for global focus — a broader diversity perspective is needed and companies want programs that work anywhere in the world where they have employees.

2.19. DIVERSITY MANAGEMENT PROGRAMMES.

2.19.1. Measuring Diversity Initiatives

According to Brown and Stephens (1996), measuring the results of the organisation's diversity programming is essential to the credibility of the initiative, and essential for benchmarking growth and developing future programming that impacts the organisation's bottom line. Approaching diversity management is the best procedure to follow when attempting to measure the results of the organisation's diversity initiative.

Brown and Stephens state that the following outlines a comparative process for measuring the organisation's diversity effort:

- Collect the baseline data using existing organisational data that tells about current conditions, conducting a diversity survey, and focus groups.
- Determine objectives that are measurable.
- Measurement by comparing the new findings to the baseline data.

2.19.2. Launching a Diversity Initiative

According to Flood and Romm (1996), clear communications critical aspect of the diversity process. If well done, it can dispel myths, help avoid backlash and position the process for success.

Flood and Romm state that the following are essential aspects of initial communication about diversity:

- **Explain out the business case**: explain the relevance of diversity to the objectives of the organisation.
- **Build on the existing values and vision**: hook values around ethics and empowerment to more effective management of diversity.
- **Show staff what's in it for them**: help staff to see how it can help them individually by creating less conflicts, building effective teams, greater understanding of customers and other benefits.
- **Spell out an inclusive definition of diversity**: emphasize that diversity is far more than race and gender and that it encompasses multiple dimensions of similarity and difference.
- **Explain the process**: show how managing diversity is an ongoing process, rather than an initiative or event, and how it is an integral part of how the organisation works. Maintain open and ongoing communication with staff about progress made throughout the process.

- **Demonstrate commitment**: many employees will have a sceptical attitude about any announcement that portends change. Much can be gained by making some tangible, symbolic moves that will signal the organisation's seriousness about diversity management.

2.19.3. Preventing Diversity Backlash.

According to Mondy, Noe, and Premeaux (2002), many organisations that have instituted diversity programmes experienced adverse reactions from employee groups, particularly white men. The following are guidelines for Human Resource professionals and company managers who are attempting to manage diversity without adversity:

- Adopt an inclusive definition that addresses all kinds of differences among employees. A broader definition of diversity will invite participation and lower resistance.
- Make sure that top management is not only committed to establishing a diversity program but also communicates that commitment to all employees. Top executives should let managers know why diversity is important to the company's bottom line and global competitiveness.
- Involve everyone, including white men, in designing the diversity program. White men will be less resistant to these programs if they are included on task forces, panels and other groups the company sets up to look at diversity issues and decide how the company should handle them.
- Avoid stereotyping groups of employees, such as white men, when explaining cultural or ethnic differences. Although the airing of stereotypes is a common facet of diversity training workshops, trainers should direct trainees away from focusing on any group as the culprit and affirm the value of each person's individual experience and viewpoint.
- Recognise and reward white men who are part of the solution and do not blame them. Many white men who have long been advocates of diversity feel they are not being recognized for it.
- Avoid one short training effort that stirs emotions without channelling them in productive directions. Use ongoing training that encompasses diversity as only one facet of needed change in the corporate culture.
- Ensure that employees perceive minorities and women as competing successfully on their own rather than receiving favourable treatment.

2.20. DIVERSITY TRAINING

According to Albert and Matlala (1998), diversity training is a fundamental component of diversity management and represents the opportunity for your organisation to inform and educate management and staff about diversity. Note that training alone cannot resolve other diversity related issues or challenges that may exist in the organisation.

Albert and Matlala states that the following are key guidelines when considering diversity training:

- Determine your training objectives.
- Have a broad diversity strategy.
- Do not begin your training sessions prematurely.
- Perform a thorough needs analysis.
- Use participative design process.
- Test your training initiatives thoroughly before rolling out.
- Balance internal and external efforts.
- Incorporate diversity training into your core curriculum.

Albert and Matlala state that the value of diversity training is optimised when awareness training and skills training are consistently implemented. If you continue to revisit goals and build in measurement and accountability, your training efforts should improve.

2.21. COMPONENTS OF SUCCESSFUL DIVERSITY MANAGEMENT

According to Greer and Plunkett (2000), one needs to clarify the cause for action and detail the desired outcomes when dealing with diversity management. Consider the following strategic steps in starting diversity management initiatives:

- Get executive commitment.
- Articulate the desired outcomes.
- Assess the climate, needs and issues in the organisation.
- Create and maintain open channels of communication with employees at the launch of your diversity initiatives and throughout the process.
- Consider forming a diversity taskforce to widen your support base.

- Develop a mechanism for dealing with systematic changes and procedural problems.
- Design relevant, interactive applicable training.
- Evaluate and measure each component of your diversity management initiatives.
- Ensure integration and accountability.
- Greer and Plunkett state that organisations should consider incorporating additional components such s employee networks, a mentoring program and life balance components that do not provide an added value.

2.22. BEST PRACTICES IN DIVERSITY MANAGEMENT.

According to Reichenberg (2001), diversity was selected as a best practice area since changing demographics make it more important to select, retain and manage a diverse workforce. Diversity efforts in the workplace facilitate exchange of new perspectives, improve problem solving by inviting different ideas and create a respectful, accepting work environment, all of which make good business sense (http://www.unpal.un.org).

Reichenberg state the following practices make diversity management a best practice:

- The development of a formal process that is contained in laws, rules and procedures. Both human and financial time and resources are devoted to the program and diversity is taken as process that is integrated, ongoing and measurable strategy.
- Diversity efforts are primarily decentralised with central governing body outlining the requirements of the plans with individual agencies and departments developing their own plan that are tailored to their specific need. This reinforces a sense of ownership and ensures that managing diversity has both top-level support and in reality throughout the organisation.
- Diversity training is provided to the workforce and is not limited to managers. Successful organizations incorporate diversity into mentoring efforts, leadership training and management-by-results programs.
- Best practice organisations utilise workforce data and demographics to compare statistic reported for civilian labour force. Occupations with under utilization are identified and goals are established to reduce the under-utilisation. All of the best practice organisations use affirmative action models, but each adds creative innovations that get results and set their programs apart.

- Best practice agencies have found that requiring affirmative action efforts through law, executive order, or other mandates compels agencies to establish serious goals to make earnest efforts towards meeting those goals.
- Best practice organisations have established a review committee that is responsible for establishing policies, providing technical assistance, reviewing or approving plans and monitoring progress towards the achievement of goals.
- Effective diversity programs also link recruitment, development and retention strategies to organisational performance. They integrate employee development processes and map career paths to see what critical skills are necessary to advance; then communicate these skills to employees and provide training.
- Accountability for results of diversity is another attribute of best practice, and is determined through the use of metrics, surveys, focus groups, customer surveys, management and employee evaluations, and training and education evaluations. In this way, organizations can determine how employees deal with people of different cultures and styles, support workplace diversity, include diverse people in work teams, and understand the impact of diversity on business relationships. To be effective, organizations must use more measurable criteria to evaluate success in managing diversity.

2.23. MAKING YOUR DIVERSITY PROCESS WORK.

According to Thiederman (2003), since the inception of diversity management, the diversity movement has been in an uphill battle to gain respectability as a practical approach to management (http://www.thiedennan.com/articles). Plagued by exaggerated claims, soft terminology and hard to measure benefits such as increased creativity, it is understandable that many organisations have resisted embracing diversity as part of much needed culture change.

Thiederman state that by no means is diversity synonymous with quotas, parity goals, nor even with deliberate effort to hire and promote diverse employees. Diversity programmes are designed to create a culture in which employees, regardless of gender, racial group, or lifestyle, are treated in a way that will increase their effectiveness in the workplace.

Thiederman states that one of the most important ways in which to bring culture change is knowledge with which to take advantage of the strengths which different personality types, cultures, and genders has to offer. This knowledge involves willingness to learn about ourselves by confronting the biases and stereotypes that leaves us and our organisations incapable of making the use of our workforce because everyone has these weakness irrespective of colour, political persuasion, ethnic background, gender or race.

Thiederman state that any knowledge contributes to culture change that invokes resistance, causes discomfort, and elicits fear all of which, if overcome, result in growth. This growth involves taking the characteristics that made our nation and economy, great individuality, assertiveness, creativity and strong work ethics and adding the variety of perspectives, ideas, and skills that only a diverse workforce can provide. The result is a new culture, raised in the past and equipped to confront the global challenges of the future.

2.24. HOW TO CALCULATE DIVERSITY RETURN ON INVESTMENT

According to Hubbard (2003), the goal of organisations is to demonstrate diversity's contribution to the organisation's bottom line and utilize a measurement system that everyone involved can understand (http://www.hubbard.com). The following are steps to take when calculating Diversity Return-on-Investment:

- Know what you want to know. This step will help to identify a business problem related to the organisation's strategy, formulate research questions, begin with your report, and create the diversity measurement study objectives.
- Prepare and collect data by identifying data collection measurements, areas to check, review historical data, conducting interviews and focus groups, analyse data, and surveying the organisation.
- Isolate diversity contribution by selecting the best method.
- Calculate the costs, benefits and Diversity Return-on Investment by identifying the major cost category, major benefits, and calculating the benefits to cost.
- Report it to others, as it will help to evaluate the feedback.
- Track and periodically assess progress by providing a follow-up data for analysis and benchmarking purposes.

2.25. COMMON MISTAKES UNDERMINING CORPORATE DIVERSITY PROGRAMS

According to Hyter (2003), common mistakes undermine the effectiveness of corporate diversity programmes but there is no reason why they cannot be avoided (http://www.multiculturaladvantage.com). The following are the common mistakes:

- Failing to address diversity as a business issue. Biggest and best employers embrace diversity because it is good for business.
- Making diversity HR's responsibility. Senior management must not only buy in, but also take responsibility for success.
- Considering diversity just an issue of race and gender. Diversity should be a mission to develop employees in an organisation and provide them with equal opportunity to grow in their career.
- Regarding diversity as a recruitment challenge only. Effective diversity involves development, mentoring, advancement and retention.
- Assuming diversity is just a training issue. Effective diversity requires an ongoing commitment from management at all levels.
- Treating diversity as an individual problem, not an organisational issue. The challenge of diversity is organization wide and requires a comprehensive solution.

2.26. MERGERS AND CROSS-CULTURES.

2.26.1. Mergers and Organisational Culture

According to Deal and Kennedy (2003), mergers affect organisational culture and the impact is seen in three ways:

- The over-your-shoulder effect: it is the anxiety people experience as they wonder about the effect the merger will have on their position in the organisation.
- The winners and losers effect: what people experience is that one organisation has won and the other has lost. There will be the question of organisational culture and after several years the culture of the winners takes hold.
- The cultural isolation effect: even if there is a high degree of cultural alignment in many areas, there is likely to be tension in areas of cultural alignment.

Deal and Kennedy states that some of the following uncomfortable patterns will occur:

- Mergers frequently set goals that will not be achieved but illusion is comforting.
- There is a sense in which mergers are often about transferring the assets of one organisation to another without acknowledging it.
- Within few years one organisation has won and the other has lost — power, quality of work life issues, members that stay in the merged organization, etc.
- Mergers can result in lost members/employees and stagnation.
- Poorly managed mergers can result in a merged organisation with an organisational culture marked by denial, mistrust, illusion and fear/blamed cycle.

Deal and Kennedy states that the process of mergers seeks an outcome in which there is a high degree of internal commitment to and collaboration in the newly merged organisation. Commitment will be built on:

- How leaders come to an acceptance of people, merger goals and merger process.
- The openness of communication and information flow.
- The setting of goals that are based on free choice.

2.26.2. Consequences of Personal Attachment in a Cross Cultural Venture

According to Luo (2001), relationships between partners are a prominent issue in all cooperative alliances. The dynamics of these relationships become fundamental in a cross-cultural setting in which cooperative ventures encounter opportunities like mutual learning, knowledge transfer and greater challenges of cultural barriers and institutional volatility.

Luo state that ongoing relationships between partners often become overlaid with social content, personal attachment between boundary-spanning managers and becomes a critical force suppressing opportunism, boosting trust, and countering dissolution.

Luo states that in a cross-cultural setting, individual attachment is deliberately developed through continuous commitment to nurturing inter organisational exchange. When there are cultural differences between boundary spanners, building interpersonal ties depends on knowledge about respective social norms, cultural standards, individual preferences, and skills.

2.27. CONCLUSION

In this chapter diversity management was discussed from various points of view. Diversity management will involve multiple strategies that address the different backgrounds, culture attitudes, age, religion and values. Cognisance should be taken of all approaches to diversity management to enable the new institution to manage it effectively.

In the next chapter of research methodology the approach that will be used, the gathering of data instrument and the technique will be discussed. Questionnaire will be formulated and data gathering method will be explained. The statistical method which will be used, for the analysis of data will be discussed.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter outlines the empirical method of research employed in the study. It explains the rationale behind the methodology, how the research was conducted and what steps were taken to ensure the validity of the study.

According to De Vos (1998), research methodology is the philosophy of the research process. This includes the assumption and values that serves as the rationale for research and standards or criteria the researchers uses for interpreting data and reaching conclusions.

According to Coleman and Briggs (2003), an educational case study is an empirical enquiry, which is:

- Conducted within a localised boundary of space and time,
- Into interesting aspects of educational activity, or programme, or institution, or system,
- Mainly in its natural context and within an ethnic of respect for persons,
- In order to inform the judgements and decisions of practitioners or policy-makers,
- Or theoreticians who are working to these ends, and
- Such that sufficient data is collected for the researcher to be able:
    - to explain significant features of the case,
    - to create plausible interpretations of what is found,
    - to test for the trustworthiness of these interpretations,
    - to construct a worthwhile argument or story
    - to relate the argument or story to any relevant research in the literature,
    - to convey convincingly to an audience this argument or story, and
    - to provide an audit trail by which other researchers may validate or challenge the findings, or construct alternative arguments.

3.2. DATA GATHERING INSTRUMENTS AND PROCEDURE FOLLOWED

3.2.1. Description of the data-gathering instrument

Questionnaires will be used in this study as the data-gathering instrument (see Annexure A). Questionnaire will comprise of a series of questions that are to be filled in by the participants. Instructions will appear throughout the questionnaire so as to enable the respondents to make appropriate responses, and will be distributed to participants who can easily reached.

A covering letter will accompany the questionnaire to clarify, explain, and justify the goals of the study to the respondents (see Annexure C). This will be to convince the respondents that the project is worthwhile.

According to Legotlo (1996), developing a questionnaire is one of the most delicate and demanding of the entire research process, since it should be clear how the questionnaire is limited to the following:

- Research objectives
- Problems under investigation
- Hypothesis postulation
- Aims of the research
- Size of the sample
- Method of data collection
- Analysis of data

3.2.2. Advantage of a questionnaire

According to Welman and Kruger (2001), questionnaires are a relatively simple method of obtaining data. The researchers are able to gather from a widely scattered sample and are inexpensive to distribute.

Welman and Kruger (2001), state that the respondents can remain anonymous. The questionnaire offers a simple procedure for exploring a new topic and can the researcher cover flexible concerning the type of item, the order of items and the topic.

Welman and Kruger (2001), state that the measurement is enhanced because all respondents respond to the same questions and the analysis and interpretation of data can be easily accomplished.

3.2.3. Procedure

3.2.3.1. Pre-Test

According to De Vos (1998), the purpose of a study on a limited number of subject form the same population as that for which the eventual project is intended, is inter alia:

- To detect possible flaws in the measurement procedures and the operationalisation of the independent variable
- To identify unclear or ambiguously formulated items. Not only should the actual questions be put to the participants, but also they should be asked to indicate how they have interpreted questions.
- At the same time, such pilot study allows researchers or their assistants to notice non-verbal behaviour that possibly may signify discomfort or embarrassment about the content or wording of the questions.

A pilot test and interviews were conducted to find out whether the questionnaire was lengthy and time consuming. The response from the respondents was positive except that we realized that an accompanying letter was needed to clarify the aim and purpose of the study. The questionnaire was administered without alterations.

3.3. RESEARCH DESIGN

3.3.1. Description of the Research Design

According to Bless and Higson-Smith (2000), a research design is a plan according to which we obtain research participants and collect information from them. We describe what we are going to do with the participants, with a view to reaching conclusions about the research problem. Bless and Higson-Smith (2000) say have to specify:

- The number of groups that should be used (this is necessary to decide which statistical technique to use)
- Whether these groups are to be drawn randomly from the populations involved and whether they should be assigned randomly to groups.
- What exactly should be done with them in the case of experimental research?

3.3.2. Population of North-West and Potchefstroom

Table#1 Mafikeng Campus

Occupational Categories	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Executive Management	9	0	1	3	1	2	0	1	17
Academic Staff	69	0	4	6	34	0	0	1	114
Technicians and associate professionals	143	1	1	2	123	0	0	0	270
Admin Staff	61	1	2	1	80	0	0	0	145
TOTAL	282	2	8	12	238	2	0	2	546

Table# 2 Potchefstroom Campus

Occupational Categories	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Executive Management	1	0	0	21	0	0	0	23	45
Academic Staff	33	1	0	293	0	0	0	58	385
Technicians and associate professionals	58	60	0	18	79	32	0	15	262
Admin Staff	8	50	0	320	2	20	0	222	622
TOTAL	100	111	0	652	81	52	0	318	1314

3.4. SAMPLING TECHNIQUE

Stratified random sampling will be used. According to Bless and Higson-Smith, (2000) a stratified sampling is obtained by separating the population elements into non-overlapping groups, called strata, and then selecting a simple random sample from within each stratum. Although the "strata" implies rank order, the method of stratified sampling can be applied to any mutually exclusive groups, regardless of whether or not they are rank-ordered.

3.4.1. Advantage of a Stratified Random Sample

Welman and Kruger states that with a stratified random sample we are ensured of representativeness, irrespective of a sample size, because it has been built into the sampling strategy from the beginning. Strata to be used will be gender, age, rank, qualification, years of service and language.

3.5. SAMPLE

The sample will comprise of 400 academics, 400 administration staff and 200 service and trade staff. Both males and females, of all age categories, as well as newly appointed and experienced employees will be involved in the study.

3.6. DATA ANALYSING TECHNIQUE

According to Bless and Higson-Smith (2000), statistical data is the culmination of the long process of Hypothesis formulation, instrument construction, and data collection. To culminate our study properly it is necessary to analyse the data so that:

- We can properly present the results of the study in an understandable and convincing form.
- We can properly test the hypothesis or otherwise the research questions.

According to Welman and Kruger (2001), the goal in statistical analysis is to further the overall goal of understanding social phenomena through the process of description, explanation, and prediction. According to Welman and Kruger (2001) further state that

description consists of simply telling what the data look like whilst explanation and prediction require more computation as well as interpretation.

According to De Vos (1998), statistical analysis is generally presented either in equation form or in a table or graph of some sort. The researcher can present averages or measures of central tendency such as the mean, median, and mode. The median is the middle value and the mean is the sum of all scores divided by the number of scores.

De Vos (1998) states that data are presented in percentage form, whether in the univariate, bivariate, or polyvariate case, and non-responses should be coded with some numerical code so that they are easily identifiable.

Welman and Kruger (2001) state that statistics that are used to infer the truth or falsity of a hypothesis are called inferential statistics, in contrast to descriptive statistics, which does not seek to make an inference but merely provides a description of the sample data. Such statistics as the mean, median, mode, and rang could be used to provide a description of the data when it is impossible to values.

Welman and Kruger (2001) state that we expect the research hypotheses and the statistical methods to bring the relationship between the variables appearing in the research hypothesis to light, that is, we wish to make statistically valid conclusions.

Once the data has been collected it will be organized and coded in order to analyze it. De Vos (1998) state that coding means that we have to identify the variable that we are to analyze statistically and decide on the different code values such as variable level presents.

Once that data have been coded it will be read into a computer and the analysis will proceed. The SAS computer program will be used to analyse the data. De Vos (1998) state that when we use a computer, we should do the following:

- Preferably keep the research hypotheses in mind
- Limit the statistical analyses to those that are required for investigating hypotheses and to those with which the research is familiar

The t-test and analysis of variance will be used to enable us to determine whether two groups have equivalent or different mean scores. Welman and Kruger (2001) state that a t-test determines whether an observed difference in the means of two groups is sufficiently large to be attributed to a change in some variables or if it merely could have taken place according to chance.

Bless and Higson-Smith state that the results can be presented in the following ways:

- As tables.
- As graphs, for example, histograms, bar diagrams, pie charts, and scatter diagrams.
- As statistical summaries, for example, means standard deviations etc.
- As selected quotations.

3.7. CONCLUSION

A questionnaire will be used to obtain the research data and to investigate all problems related to diversity management after the merger of the two universities. In the following chapter the data will be analysed and presented.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1. INTRODUCTION

The purpose of this chapter is to introduce and examine the outcome of the diversity management survey as it related to the research questions presented in chapter one. Reliability of the results will be presented and the demographic information given. Frequency tables showing the numbers and percentages from the returned questionnaires will be presented. The analysis consists of both descriptive and inferential statistics. The total number of questionnaires distributed to respondents was 200. A total of 100 questionnaires were administered at the Mafikeng campus and another 100 administered at the Potchefstroom campus. Out of the total number of questionnaires distributed 164 were completed and returned. Table 4.1 shows the response rate. Prospective respondents at the Potchefstroom Campus were not interested in participating in the survey mainly because of the sensitivity of some of the questions in the questionnaire and the questionnaire length.

Table 4.1. Response Rate

Campus	Distributed	Returned	Response Rate %
Mafikeng	100	100	100
Potchefstoom	100	64	64
Total	200	164	82

4.2. RELIABILITY ANALYSIS

It is important to check for data reliability in social research. If data is found to be unreliable, the research findings become questionable. The Alpha Chronbach test of internal consistency of data is used in this analysis (Carmines & Zeller, 1979). While some authors argue that a minimum overall value of 0.65-coefficient alpha is an acceptable level of strong internal consistency, others contend with a minimum value of 0.70. It is therefore argued that minimum overall coefficient alpha lying within the range 0.65 and 0.70 is indicative of

strong internal consistency. As can be seen in Appendix A, the overall coefficient alpha is 0.917021, indicating a strong support for the internal consistency of the questionnaire.

4.3. DEMOGRAPHIC INFORMATION

4.3.1. Gender

All respondents answered the questions regarding gender. The majority 91 (55.5%) of the 164 respondents were female while only 73 (44.5%) were male as seen in table 4.2 below.

Table 4.2. Gender

Gender	Frequency	Percentage	Cumulative Percentage
Female	91	55.5	55.5
Male	73	44.5	100.0
Total	164	100	

4.3.2. Other Demographic Variables

- **Age**

Data in table 4.3 show that all respondents answered the questions regarding age. The majority of respondents, 112 (68.3%) were 30 years old or younger. Only 52 (31,7%) of the respondents were older than 30. Almost 17% were 41 and older. This means the Northwest University comprises mainly of younger people than older people.

Table 4.3. Age

Age	Frequency	Percentage	Cumulative Percentage
15-20	36	22	22
21-25	56	34.1	56.1
26-30	20	12.2	68.3
31-35	13	7.9	76.2
36-40	11	6.7	82.9
41 and above	28	17.1	100
Total	164	100	

- **Nationality**

One hundred and forty-three respondents (87.2%) indicated that they were South Africans and nineteen (11.6%) indicated that they originate from other African countries. Only one respondent (0.6%) originates from Europe and another one (0.6%) originates from Asia (See Table 4.4 below).

Table 4.4. Nationality

Nationality	Frequency	Percentage	Cumulative Percentage
RSA	143	87.2	87.2
Other African Countries	19	11.6	98.8
European	1	0.6	99.4
Asian	1	0.6	100
Total	164	100	

- **Racial Grouping**

One hundred and twenty-four (75.6%) of the respondents were blacks and the remainder 39 (24.4%) consisted of coloureds, Indians and whites (See Table 4.5 below). The large number of blacks at the North-West University has come about because of the merging of the University of North-West and Potchefstroom University. The university of North–West was predominantly black. Also 36 questionnaires were not completed at the Potchefstroom campus.

Table 4.5. Racial grouping

Racial Grouping	Frequency	Percentage	Cumulative Percentage
Black	124	75.6	75.6
Coloured	6	3.66	79.3
Indian	12	7.32	86.6
White	21	12.8	99.4
Other	1	0.6	100
Total	164	100	

- **Language**

As seen in table 4.6 below Setswana accounts for 96 (58.5%) of the respondents, followed by Afrikaans 27 (16.4%), English 23 (14.0%), Zulu 6 (4%), Southern Sotho 5 (3%), Xhosa 5 (3%) and Ndebele 2 (1%). This indicates that, although the above languages are official languages, most of them are not preferred language of communication at this institution. Setswana is mainly used at the Mafikeng campus while Afrikaans is the preferred medium at the Potchefstroom campus.

Table 4.6. Language grouping

Racial Grouping	Frequency	Percentage	Cumulative Percentage
English	23	14.0	14.0
Afrikaans	27	16.5	30.5
Setswana	96	58.5	89.0
Southern Sotho	5	3.1	92.1
Zulu	6	3.6	95.7
Xhosa	5	3.1	98.8
Ndebele	2	1.2	100.0
Total	164	100	

- **Highest Level of Education**

Data in table 4.7 show that forty-nine (29.9%) of the respondents obtained a degree and 17 (10.4%) a master's degree. Only 32 (19.5%) of the respondents obtained standard 8 and

below. Overall, the respondents appear to be highly educated with 56.6% holding a degree beyond a bachelor's.

Table 4.7. Highest level of Education

Highest level of education	Frequency	Percentage	Cumulative Percentage
STD8 and below	11	6.7	6.7
Matric	32	19.5	26.2
Post Matric Certificate	12	7.3	33.5
Post Matric Diploma	17	10.3	43.9
Degree	49	29.9	73.8
Honours	14	8.5	83.3
Masters	17	10.4	92.7
Doctorate	12	7.3	100
Total	164	100	

- **Job Category**

Of the 164 respondents thirty-two (19.5%) were administrative clerks, thirty-two (19.5%) were professionals and fifty (30.5%) were non-permanent staff as indicated in table 4.8 below. Professionals make only one-fifth of the total respondents.

Table 4.8. Job Category

Job Category	Frequency	Percentage	Cumulative Percentage
Senior Management	19	11.6	11.6
Professionals	32	19.5	31.1
Technicians	11	6.7	37.8
Clerks Administration	32	19.5	57.3
Skilled Agriculture	11	6.7	64.0
Craft, Sales, Services	9	5.5	69.5
Non Permanent	50	30.5	100
Total	164	100	

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- **Religion**

According to table 4.9 below one hundred and forty-five (88.4%) of the respondents were of Christian religion while only seven (4.3%) were Muslims.

Table 4.9. Religion

Religion	Frequency	Percentage	Cumulative Percentage
Christian	145	88.4	88.4
Muslim	7	4.3	92.7
Bahai and other	10	6.1	98.8
Atheist	2	1.2	100
Total	164	100	

- **Sexual Orientation**

According to table 4.10 below one hundred and fifty (91.5%) of the respondents are heterosexuals while only fourteen (8.5%) are homosexuals.

Table 4.10. Sexual Orientation

Sexual Orientation	Frequency	Percentage	Cumulative Percentage
Heterosexual	150	91.5	91.5
Homosexual	14	8.5	100
Total	164	100	

- **Years of Study or Work at this Institution**

Fifty-seven (34.7%) of the respondents indicated having studied or worked at the North-West university for more than five years and the remaining 43 (65.3%) have studied for five years or less as seen in table 4.11 below.

Table 4.11 Years of Study or Work at this Institution

Years of Study or Work	Frequency	Percentage	Cumulative Percentage
1 year	31	18.9	18.9
2 years	19	11.6	30.5
3 years	31	18.9	49.4
4 years	21	12.8	62.2
5 years	5	3.1	65.2
More than 5 years	57	34.8	100
Total	164	100	

- **Physical Ability**

As shown in table 4.12 one hundred and fifty-five (94.5%) of the respondents were physically able while only nine (5.5%) were physically disabled.

Table 4.12. Physical Ability

Racial Grouping	Frequency	Percentage	Cumulative Percentage
Physically Able	155	94.5	94.5
Physically Disable	9	5.5	100
Total	164	100	

4.4 SOCIAL ATTITUDES OF RESPONDENTS

Descriptive statistics like the mean, standard deviation and the range values at 95 percent level of significance were used to determine the social attitudes held by the four racial groups (blacks, whites, coloureds and Indians) in relation to each of the factors namely reliability, Fair, Honest, Wise, Value for the company, Kind, Good, Hard-working, Pleasant, Loyal to company, Ambitious, Intelligent, Helpful, Polite, Responsible, Peacemakers and Always on time. A five point likert scale (Strongly agree, Agree, Uncertain, Disagree, Strongly disagree) was used.

4.4.1 Descriptive Analysis of Social Attitudes

Confidence limits for the mean are an interval estimate for the mean (Snedecor and Cochran, 1989). Interval estimates are often desirable because the estimate of the mean varies from sample to sample. Instead of a single estimate for the mean, a confidence interval generates a lower and upper limit for the mean. The interval estimate gives an indication of how much uncertainty there is in our estimate of the true mean. The narrower the interval, the more precise is our estimate.

Confidence limits are expressed in terms of a confidence coefficient. Although the choice of confidence coefficient is somewhat arbitrary, in practice 90%, 95%, and 99% intervals are often used, with 95% being the most commonly used.

As a technical note, a 95% confidence interval does not mean that there is a 95% probability that the interval contains the true mean. The interval computed from a given sample either contains the true mean or it does not. Instead, the level of confidence is associated with the method of calculating the interval. The confidence coefficient is simply the proportion of samples of a given size that may be expected to contain the true mean. That is, for a 95% confidence interval, if many samples are collected and the confidence interval computed, in the long run about 95% of these intervals would contain the true mean.

With regard to social attitudes of the people at the institution, respondents agree that all four racial groupings (blacks, whites, coloureds and Indians) of students and workers display the attitudes of Reliability, Fair, Honest, Wise, Valuable for the company, Kind, Good, Hard-working, Pleasant, Loyal to company, Ambitious, Intelligent, Helpful, Polite, Responsible, Peacemakers and Always on time, since the mean score values lie within the 95% confidence interval range as seen in table 4.13 below.

The majority of respondents believe that punctuality and fairness are the most important principles as it is rated highly with mean scores of 2.9299 and 2.9101 respectively.

A large percentage of the respondents also rate the following principles highly: Honesty, Wisdom, and Value for the company, Kindness, Hard-working, Responsibility and Peacemaking.

Loyalty to the company is rated the lowest with a mean score of 2.7378. This means that the institution has to develop strategies that will help both students and workers to appreciate the institution and create a sense of belonging.

Table 4.13. Descriptive Analysis of Social Attitudes of Respondents

Variable	Mean	S.D	Range	Lower 95% CL	Upper 95% CL
Reliable	2.7988	1.085038	4	2.626903	2.961512
Fair	2.9101	1.092732	4	2.680595	3.017576
Honest	2.8293	1.056759	4	2.666324	2.992212
Wise	2.8049	1.056544	4	2.641967	2.967789
Valuable for company	2.811	1.06332	4	2.64702	2.974931
Kind	2.8247	1.0679	4	2.660033	2.989357
Good	2.7805	1.10151	4	2.610644	2.950332
Hard-working	2.8521	1.119914	4	2.679452	3.024816
Pleasant	2.747	1.049803	4	2.58508	2.908823
Loyal to company	2.7378	1.097137	4	2.568635	2.906975
Ambitious	2.7546	1.124488	4	2.581186	2.92796
Intelligent	2.7348	1.080616	4	2.568133	2.901379
Helpful	2.7622	1.052787	4	2.599863	2.924527
Polite	2.7973	1.092955	4	2.628731	2.965781
Responsible	2.8293	1.126832	4	2.65552	3.003017
Peacemakers	2.8918	1.145567	4	2.715131	3.068406
Always on time	2.9299	1.140354	4	2.754044	3.105712

4.4.2 ANOVA test

ANOVA test is a statistical method for making simultaneous comparisons between two or more means; a statistical method that yields values that can be tested to determine whether a significant relation exists between variables (Berenson & Levine, 1996: 532). When one carries out an ANOVA test a p-value is calculated. The p-value is the probability that the variation between conditions may have occurred by chance, so samples with smaller p-values are varying more significantly. The null hypothesis of equal means is rejected if the probability value is greater than the accepted 0.05 level of significance.

The ANOVA test results in table 4.14 show that the four racial groups do not differ significantly in their views about peoples social attitudes at the North-West University i.e. 'Wise', 'Value for the company', 'Kind', 'Good', 'Hard-working', 'Loyal to company', 'Ambitious', 'Intelligent', 'Helpful', 'Responsible' and 'Peacemakers' (probability-values >0.05). There is significant differences between the perception of people in different racial groups at the institution regarding each of the variables 'reliability', 'fairness', 'honesty', 'polite' and 'always on time' as seen in table 4.14 below.

Black students and workers need to improve on the aspects of 'politeness', 'fairness' and 'punctuality'; Whites on 'honesty'; Coloureds on 'honesty', 'wisdom', 'value for the company', 'kindness', 'goodness', 'hard-working', 'intelligence', 'helpful', 'responsible' and 'always on time'; and Indians on 'goodness' and 'reliability'.

Table 4.14. ANOVA Tests

Blacks

Variable	P-value
Reliable	0.3675
Fair	0.0835
Honest	0.2548
Wise	0.3613
Valuable for company	0.3844
Kind	0.1457
Good	0.1462
Hard-working	0.8204
Pleasant	0.0689
Loyal to company	0.6782
Ambitious	0.4608
Intelligent	0.7350
Helpful	0.3651
Polite	0.0110
Responsible	0.4068
Peacemakers	0.4158
Always on time	0.0911

White

Variable	P-value
Reliable	0.1511
Fair	0.5835
Honest	0.0809
Wise	0.6618
Valuable for company	0.3529
Kind	0.4633
Good	0.3258
Hard-working	0.8331
Pleasant	0.2712
Loyal to company	0.6988
Ambitious	0.3028
Intelligent	0.4305
Helpful	0.2236
Polite	0.1044
Responsible	0.7394
Peacemakers	0.1357
Always on time	0.3160

Coloureds

Variable	P-value
Reliable	0.1869
Fair	0.1405
Honest	0.0212
Wise	0.0117
Valuable for company	0.0424
Kind	0.070
Good	0.0596
Hard-working	0.0349
Pleasant	0.1228
Loyal to company	0.0225

Indians

Variable	P-value
Reliable	0.0582
Fair	0.1817
Honest	0.5971
Wise	0.4897
Valuable for company	0.4308
Kind	0.2599
Good	0.0588
Hard-working	0.3346
Pleasant	0.7154
Loyal to company	0.3823

Ambitious	0.1384
Intelligent	0.0076
Helpful	0.0095
Polite	0.0177
Responsible	0.0446
Peacemakers	0.1007
Always on time	0.0602

Ambitious	0.4336
Intelligent	0.5102
Helpful	0.2671
Polite	0.5102
Responsible	0.6803
Peacemakers	0.4884
Always on time	0.7848

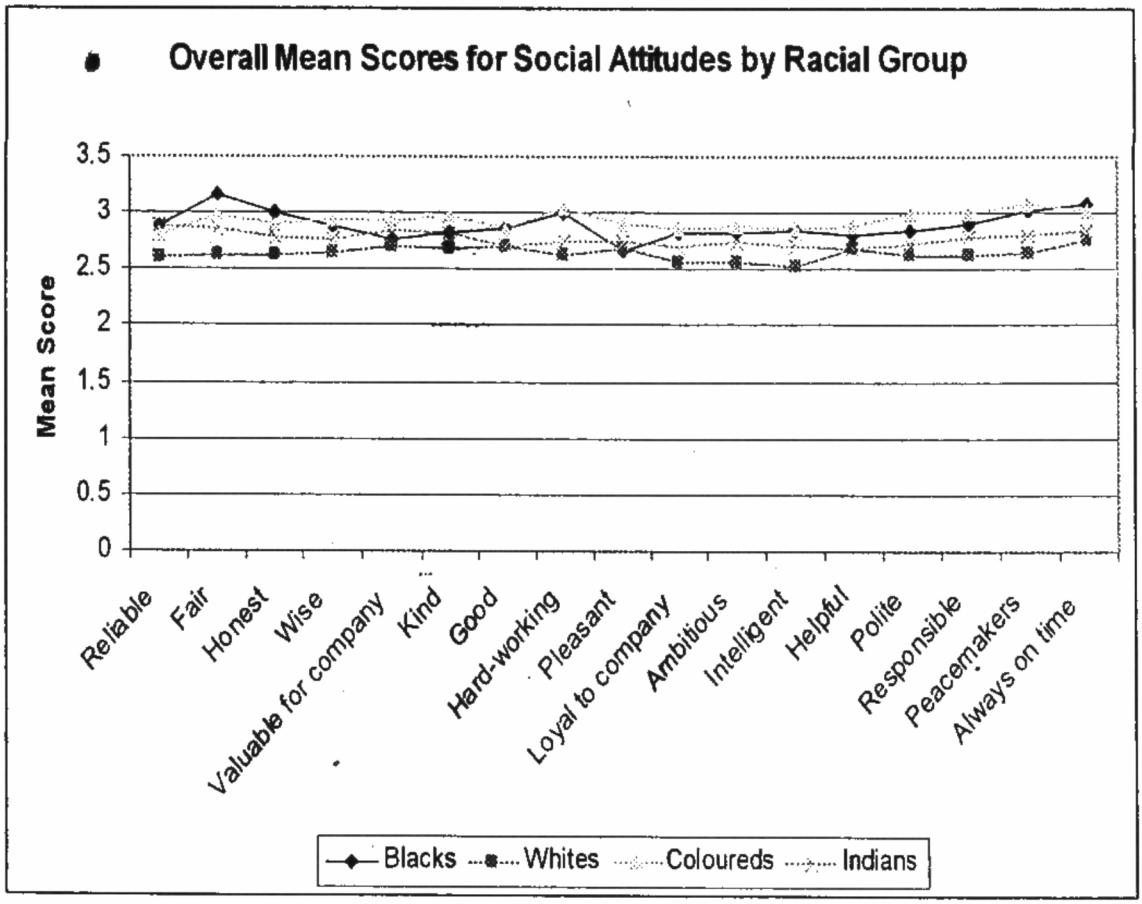

Figure 4.1. Overall Mean Scores of Social Attitudes by Racial Group

As seen in figure 4.1 above blacks and whites have 'pleasant' as a common principle but differ with regards 'reliability', 'hard work' and 'always on time' while blacks and coloureds have 'kind' and 'hard working' as common and also differ with regards to 'always on time'. Blacks and Indians have 'kind' as a common principle while whites and coloureds have nothing common. Whites and Indians have 'goodness' and 'helpful' as common attitudes and also differ with regards 'always on time'.

4.4.3 Other Demographic Factors Influencing Respondents' Attitudes

The following subsections discuss the Chi-square results for gender, age, racial group and level of education and how they influence respondents' attitudes.
The chi-square test is a statistical test, which computes the probability that there is no significant difference between the expected frequencies of an occurrence with the observed frequency of that occurrence (http://www.brendan.com/Glossary.htm).

The chi-square statistic compares the sample counts with expected counts in a row and column classification. It is used to test the null hypothesis that there is no relationship between the row and column classifications (Moore and McCabe (1989)).

4.4.3.1. Gender

The results reveal that gender (male and female) has no effect on how respondents responded to attitudes of 'reliable', 'value for company', 'Loyal to company' and 'always on time' since their p-values 0.4538, 0.4798, 0.2609 and 0.3767, are greater than the 5% level.

Table 4.15. Summary of Chi-Square Results

Test	Statistic	Prob-value
'Reliable' by Gender'	3.6613	0.4538
'Valuable for Company' by	3.4872	0.4798
Gender	5.2682	0.2609
'Loyal to company' by Gender	4.2229	0.3767
'Always on time' by Gender		

4.4.3.2. Age

Similarly, age has no effect on how respondents responded to attitudes of 'reliable, value for company, Loyal to company and always on time' since their p-values 0.1642, 0.0672, 0.4410 and 0.9395, are greater than the 5%=0.05 level.

Table 4.16.Summary of Chi-Square Results

Test	Statistic	Prob-value
'Reliable' by 'Age'	26.0486	0.1642
'Valuable for Company' by 'Age'	30.1694	0.0672
'Loyal to company' by 'Age'	20.2728	0.4410
'Always on time' by 'Age'	11.2508	0.9395

4.4.3.3. Racial Group

However racial group seem to influence the attitudes of respondents when it comes to the factor 'always on time' since their p-value 0.0185 is less than the 5%=0.05 level. There is a significant relationship between racial group and the variable 'always on time'.

Table 4.17. Summary of Chi-Square Results

Test	Statistic	Prob-value
'Reliable' by 'Racial Group'	22.7368	0.1210
'Valuable for Company' by 'Racial	21.9690	0.1442
Group'	19.3048	0.2532
'Loyal to company' by 'Racial	29.8994	0.0185
Group'		
'Always on time' by 'Racial Group'		

4.4.3.4. Education

The level of education has no effect on how respondents responded to attitudes of 'reliable', 'value for company', 'Loyal to company' and 'always on time' since their p-values 0.3778, 0.6222, 0.9336 and 0.1901, are greater than the 5%=0.05 level. There is no significant correlation between education and the variable mentioned above.

Table 4.18.Summary of Chi-Square Results

Test	Statistic	Prob-value
'Reliable' by 'Level of Education'	29.6990	0.3778
'Valuable for Company' by 'Level of	25.1026	0.6222
Education'	17.6931	0.9336
'Loyal to company' by 'Level of	34.3353	0.1901
Education'		
'Always on time' by 'Level of		
Education'		

4.4.4.Further Investigation of Social Attitudes of respondents (Correlation Analysis)

In the assessment of social attitudes of respondents it is very useful to directly understand the relations that exist between these variables. Appendix C table 4.19 displays these correlations. 'Reliability' (QBQ1) is highly correlated with 'Honest' (QBQ3) (r=0.5752, p-value=0.0001) indicating that respondents who are reliable are relatively likely to be honest. 'Value of company' (QBQ5) is highly correlated with 'Hard Working' (QBQ8) (r=0.5774, p-value=0.0001) indicating that hard working people relatively value the company they work at.

'Helpful' (QBQ13) is highly correlated with 'Polite' (QBQ14) (r=0.75407, p=0.0001) indicating that helpful people are relatively polite. 'Intelligent' (QBQ12) is highly correlated with 'Helpful' (QBQ13) (r=0.67784 p=0.0001) indicating that intelligent students or workers are relatively helpful to individual students or other workers.

'Responsible' (QBQ15) is highly correlated with 'Loyal to company' (QBQ10) (r=0.6999, p=0.0001) indicating that responsible people are relatively loyal to the company.

'Good' (QBQ7) is highly correlated with 'Helpful' (QBQ13) (r=0.70635, p=0.0001) indicating that good people are relatively helpful.

4.5.SOCIAL ATTITUDES OF BLACKS TO WHITES

- **QCQ1 'I hardly think about what race I am'**

With regards to Question QCQ1 = 'I Hardly think About What Race I am' (28 or 17.7%) strongly agree, (40 or 24.4%) are uncertain and (28 or 17.1%) strongly disagree as seen in table 4.19 below. This indicates that most people at the university are not worried about race issues.

Table 4.19. QCQ1 'I hardly think about what race I am'

QCQ1	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	28	17.1	17.1
Disagree	31	18.9	36
Uncertain	40	24.4	60.4
Agree	37	22.6	82.9
Strongly agree	28	17.1	100
Total	164	100	

- **QCQ2 'I do not understand what blacks want from whites'**

Regarding question *QCQ2 = 'I do not understand what blacks want from whites'* (26 or 15.8%) strongly agree, (51 or 31.1%) are uncertain and (34 or 20.7%) strongly disagree as seen in table 4.20 below. This indicates that most blacks are not sure of their white counterparts.

Table 4.20. QCQ2 I do not understand what whites want from blacks'

QCQ2	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	26	15.8	15.8
Disagree	17	10.4	26.2
Uncertain	51	31.1	57.3
Agree	36	22	79.3
Strongly agree	34	20.7	100
Total	164	100	

- **QCQ4 'I feel comfortable around whites as I do around blacks'**

With regards *Question QCQ4 'I feel comfortable around whites as I do around blacks'* (37 or 22.6%) are uncertain, (17 or 10.4%) strongly disagree and (35 or 21.3%) strongly agree as seen in table 4.21 below. Almost equal numbers of respondent agree and disagree with this statement and hence black people seem to be not sure of their white counterparts.

Table 4.21. QCQ4 'I feel comfortable around whites as I do around blacks''

QCQ4	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	17	10.3	10.4
Disagree	31	18.9	29.3
Uncertain	37	22.6	51.8
Agree	44	26.8	78.7
Strongly agree	35	21.3	100
Total	164	100	

- **QCQ8 'There is nothing that I want to learn from whites'**

With regards q*uestion QCQ8 'There is nothing that I want to learn from whites'* (37 or 22.6%) strongly disagree, (25 or 15.2%) strongly agree and (33 or 20.1%) are uncertain. This is indicated in table 4.22 below. This means that blacks and whites believe that there is nothing they can learn from each other.

Table 4.22.QCQ8 'There is nothing that I want to learn from whites'

QCQ8	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	37	22.6	22.6
Disagree	32	19.5	42.1
Uncertain	33	20.1	62.2
Agree	37	22.6	84.8
Strongly agree	25	15.2	100
Total	164	100	

- **QCQ13 'A white person who tries to get close to you is usually after something'**

With regards *Question QCQ13* 'A white person who tries to get close to you is usually after something' (38 or 23.2%) are uncertain and (28 or 17.1%) strongly disagree. This means that whites do not get close to blacks to get something from them as indicated in table 4.23 below.

Table 4.23. QCQ13 'A white person who tries to get close to you is usually after something'

QCQ8	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	28	17.1	17.1
Disagree	36	22	39.1
Uncertain	38	23.2	62.2
Agree	34	20.7	82.9
Strongly agree	28	17.1	100
Total	164	100	

- **QCQ18 'I'd rather socialize with blacks only'**

With regards *Question QCQ18 'I'd rather.socialize with blacks only'* (29 or 17.7%) strongly agree, (42 or 25.6%) are uncertain and (22 or 13.4%) strongly disagree. This indicates blacks are free to socialize with whites.

Table 4.24 QCQ18 'I'd rather socialize with blacks only'

QCQ8	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	22	13.4	13.4
Disagree	35	21.3	34.8
Uncertain	42	25.6	60.4
Agree	36	22	82.3
Strongly agree	29	17.7	100
Total	164	100	

- **QCQ20 'Blacks and whites have much to learn from each other'**

With regards *Question 20 'Blacks and whites have much to learn from each other'* (53 or 32.3%) strongly agree, (30 or18.3%) are uncertain and (13 or 7.9%) strongly disagree. Respondents believe that blacks and white have nothing to learn from each other. This correlate with results in question QCQ8 'There is nothing that I want to learn from whites'

Table 4.25. 'QCQ20 'Blacks and whites have much to learn from each other'

QCQ8	Frequency	Percentage	Cumulative Percentage
Strongly	13	7.9	7.9
Disagree	15	9.2	17.1
Uncertain	30	18.3	35.4
Agree	53	32.3	67.7
Strongly agree	53	32.3	100
Total	164	100	

- **QCQ33 I feel hostile around whites'**

On the question of '*QCQ33 I feel hostile around whites'* (62 or 37.8%) agree while (69 or 42.1%) strongly disagree. Only (33 or 20.1%) are uncertain. This indicates that blacks are not hostile around whites.

Table 4.26. QCQ33 'I feel hostile around whites'

QCQ8	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	27	16.5	16.5
Disagree	41	25	41.5
Uncertain	43	26.2	67.7
Agree	27	16.5	84.1
Strongly agree	26	15.9	100
Total	164	100	

- **QCQ45 'I am not embarrassed to admit that I am black'**

With regards *Question QCQ45 'I am not embarrassed to admit that I am black'* (93 or 56.7%) agree with the above statement while (33 or 20.1%) disagree.

Table 4.27. QCQ45 'I am not embarrassed to admit that I am black'

QCQ8	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	12	7.3	7.3
Disagree	21	12.8	20.1
Uncertain	38	23.2	43.3
Agree	31	18.9	62.2
Strongly agree	62	37.8	100
Total	164	100	

- **QCQ50 'I value the relationship I have with my white friends'**

With regards *Question QCQ50 'I value the relationship I have with my white friends'* most respondents (97 or 59.1%) agree with above statement while only (35 or 21.3%) are disagree. This means that most blacks value the relationship they have with their white counterparts. This displayed in table 4.28 below.

Table 4.28.'I value the relationship I have with my white friends'

QCQ8	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	14	8.5	8.5
Disagree	21	12.8	21.3
Uncertain	32	19.5	40.9
Agree	45	27.4	68.3
Strongly agree	52	31.7	100
Total	164	100	

4.6. GENERAL PERCEPTIONS ABOUT VALUES

Table 4. 29.General perceptions about values

	Not Important	Less Important	Uncertain	Important	Very Important	%
Religion	8 (4.8%)	15(9.2%)	28(17.1%)	33(20.1%)	80(48.8%)	68.9%
Hospitality	15(9.2%)	13(7.9%)	35(21.3%)	36(22%)	65(39.6%)	61.6%
Politeness	11(6.7%)	9(5.5%)	38(23.2%)	42(25.6%)	64(39%)	64.6%
Reliability	13(7.9%)	9(5.5%)	37(22.6%)	39(23.8%)	66(40.2%)	64.0%
Balance	15(9.2%)	11(6.7%)	36(22%)	36(22%)	66(40.2%)	66.2%
Thankfulness	10(6.1%)	8(4.9%)	36(22%)	40(24.4%)	70(42.7%)	67.1%
Control	10(6.1%)	3(1.8%)	35(21.3%)	37(22.6%)	79(48.2%)	70.8%
Respect	7(4.3%)	14(8.5%)	30(18.3%)	35(21.3%)	78(47.6%)	68.9%
Reasonableness	5(3.1%)	14(8.6%)	30(18.3%)	44(26.8%)	71(43.3%)	70.1%
Honesty	6(3.7%)	7(4.3%)	35(21.3%)	39(23.8%)	77(47%)	70.8%

According to table 4.29 113 (68.9%) of the respondents believe that religion is one of the most important values at the institution. This means that people at the North West University uphold religion. The university's mission is rooted in Christian principles.

There is also a positive response regarding hospitality as 61.6 percent of the respondents indicated that hospitality is important.

A total of 64.6 percent of the respondents indicated that politeness is important while also 64 percent indicated that reliability is also important.

Of the respondents 66.2% believe that balance is of great importance while 67.1% of the respondents believe that thankfulness is also important.

Control is also regarded as important by 70.8% of the respondents while 68.9% of the respondents regard respect as important.

Lastly, 70.1% of the respondents believe that reasonableness is important while 70.8% believe that honesty is also important.

Respondents believe that all the values listed above are important and this correlates with responses discussed in section 4.3.2 that religion is very important at the institution and section 4.4 on social attitudes of respondents.

4.6.1. Chi-Square results of respondent's perceptions on values

Table 4.6 Summary of Chi-Square Results

Test	Statistic	Prob-value
'Religion' by Gender'	1.9279	0.7490
'Hospitality' by Gender	2.4080	0.6612
'Reliability' by Gender	1.4074	0.8429
'Honesty' by Gender	1.4147	0.8416
' Religion' by 'Age'	26.8424	0.1398
'Hospitality' by 'Age'	21.0032	0.3969
'Reliability' by 'Age'	14.2811	0.8160
'Honesty' by 'Age'	19.6645	0.4791
' Religion' by 'Racial Group'	18.6673	0.2863
'Hospitality' by 'Racial Group'	9.7170	0.8810
'Reliability' by 'Racial Group'	8.2895	0.9398
'Honesty' by 'Racial Group'	18.0851	0.3189
'Religion' by 'Level of Education'	31.5999	0.2911
'Hospitality' by 'Level of Education'	33.4346	0.2201
'Reliability' by 'Level of Education'	38.4280	0.0906
'Honesty' by 'Level of Education'	21.5453	0.8019

Table 4.6 above displays the Chi-square results of gender, age, racial group and level of education and how they influence respondents' values (*religion, hospitality, reliability and honesty*). The results reveal that gender (male and female) has no effect on how respondents responded to the values (*religion, hospitality, reliability and honesty)* since their p-values 0.7490, 0.6612, 0.8429 and 0.8416, are greater than the 5%=0.05 level.

Similarly, age, racial grouping and the level of education has no effect on how respondents responded to these values since their p-values are all greater than the 5%=0.05 level.

4.7.CONCLUSION

In this chapter, we have employed some statistical methods to analyse the aspect of '*Diversity Management*' at the North-West University under the following headings Reliability Analysis, Demographic Information and Social Attitude. Discussion of results and recommendations follow in chapter 5.

CHAPTER 5

SUMMARY, RECOMMENDATIONS, LIMITATIONS AND CONLUSIONS

5.1. SUMMARY OF RESULTS

This chapter outlines the outstanding findings and recommendations of the investigation. The investigation focused on the aspect of '*Diversity Management*' at the North-West University. Recommendations will incorporate factors considered in facilitating diversity management.

The investigation started with a demographic analysis of the respondents. With 164 respondents, 44.5% were male while 55.5% were female, most of which were of age 21-25years. Some of the research findings follow:

- Most of the respondents are South African blacks and are Setswana speaking.
- Survey results show that the majority (88.4%) of respondents belong to the Christian religion.
- Most of the respondents work as professionals or as administrative clerks and most people have worked for more than 5 years at the institution.
- Respondents are mainly female, do clerical or administrative work and hold a degree.
- Homosexuality still very low at about 5% of the total population.
- Most blacks do not worry about what race they are.
- Blacks do appreciate their white counterparts.
- Blacks and Whites have much to learn from each other.
- It is possible for blacks and whites to have meaningful social relationships.
- Most blacks do not limit themselves to black activities.
- Black people are comfortable where they are.
- Blacks and whites have successful intimate relationships.
- White people are not inferior to black people.
- Black people are proud of being black.
- Blacks value the relationships they have with whites.
- Blacks believe that the value system is of supreme importance as a guiding principle in life.
- Loyalty to the company was rated the lowest.

5.2.SUMMARY OF FINDINGS

There were no surprises finding in this investigation. The hypothesis was dealing with people from different backgrounds including individual and organisational cultures, religion, sexual orientation, race, social backgrounds, and physical disability. The findings show that the majority of the respondents, who were mainly female doing administration and clerical work, belong the Christian religion. Homosexuality is still very low at about 5%. The new institution needs to know that increasing heterogeneity of work population, which include individuals from diverse socio-cultures backgrounds, requires greater awareness with regard to work goals and work values.

In terms of stereotypes, assimilation and fear of the unknown, the findings shows that blacks do not worry about what race they are, appreciate white counterparts, do not limit themselves to black activities, are proud of being black, and believes that the value system is of supreme importance as a guiding principle in life, whilst white people feel that they are not inferior to black people. These poses a challenge of post-modern society which is characterised by an attitude of openness and inclusiveness.

5.3. RECOMMENDATIONS

The following recommendations can be used to help the institution to effectively manage diversity:

- Develop a new organizational culture that will be well known by all members of the institution. Management should avoid any imposition of monolithic culture or implement systems that will limit effective diversity management. Management have a task of creating an ethical culture in the new institution, and it is important that managements' conduct and actions should reflect such a culture. More sophisticated tools should be used to determine the actual existing cultures, staff perceptions, key differences that needs serious diversity management, and possible obstacles that can impede on integration. This information then can be used in diversity management training designed to develop the values and appropriate organizational culture, which the merged institution will strive for. The following strategies can be considered:
    - Get executive commitment
    - Assess the climate, needs and issues in the organisation

- Ensure integration and accountability.
- Consider forming a diversity task force to widen the support base.
- Design relevant, interactive applicable training.

Robbins approach of effectively managing diversity in order to develop a truly multi-cultural organisation can be utilised. The approach is follows:

- Reflect the contribution and interests of diverse cultural and social groups in its mission, operations and products or services
- Act on a commitment to eradicate social oppression in all forms within the organisation.
- Includes the members of the diverse cultural and social groups as full participants, especially in decisions that shape the organisation.
- Follows through a broader external social responsibility including support of other institutional efforts to eliminate all forms of social oppression.

- Managing diversity is not the same as instituting affirmative action or employment equity programmes, which are likely to succeed in the institutions that have learnt to manage diversity effectively. Therefore, serious planning needs to be done for effective diversity management to allow a smooth integration of a diverse workforce that the new institution possesses. The following practices as stated by Reichenberg, can be adopted:
  - The development of a formal process that is contained in laws, rules and procedures. Both human and financial time and resources are devoted to the program and diversity is taken as process that is integrated, ongoing and measurable strategy.
  - Diversity training is provided to the workforce and is not limited to managers.
  - Require affirmative action through law, executive order, or other mandates that will compel the institution to establish serious goals that will enhance diversity.
  - Establish a review committee that will be responsible for establishing policies, provide technical assistance, review or approve plans and monitor progress towards the achievement of goals.

- The organizations needs to develop programmes that will encourage workers to be more loyal to the institution since it will improve its performance.
- Accommodating employees' religious beliefs can have a big effect in the institution's most basic operations, that is the institution should accommodate employees' religious observances, and dress code that is in accordance with their religious beliefs.

5.4. LIMITATIONS

The study was subjected to the constraints of time as well as finances to distribute questionnaires and a thorough follow up system could not be made in the collection of those questionnaires. It is speculated that this fact contributed to the low response rate especially at the Potchefstroom campus.

5.5. CONCLUSION

In this dissertation, managing diversity has been discussed with a view of managing the change process emanating from the merger of the University of North West and Potchefstroom University. The aim of the study was to determine the extent to which management is prepared to manage diversity within the new institution.

Homogeneity in the work place has been replaced by diversity, that is, people of different ages, races, ethnic and national backgrounds, physical abilities and life styles. Based on the diverse workforce that was reflected in the study, it is therefore important to come up with a comprehensive strategy of diversity management.

Managing diversity and working with people who are different is more complex than working with people who share the same attitudes, values and work behaviours. Therefore, managing diversity means fostering an environment in which workers of all kinds are given opportunities to maximize their potential.

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APPENDIX A

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Research Project:

Potential Problems of Diversity Management in Merging Institutions: A case of the Universities of North-West and Potchefstroom

Diversity Management QUESTIONNAIRE

PU for CHE

UNW

Dear Student/ Worker

Values, attitudes and awareness of identity are all on centre stage at present in our multicultural society. With this project we aim to investigate what the values, attitudes and sense of identity of this organization's students/ workers are.

You are cordially requested to participate in this research. The researcher will treat all information that you supply in the **STRICTEST CONFIDENCE** and with due ethical consideration. You will remain anonymous so your name should not appear on the questionnaire, and because the researcher plans to analyses information in group context, for example, with regard to the different age groups or gender groups. Participation is voluntary.

The success of this project depends entirely on you willingness and co-operation, as well as the honesty with which you respond to the questions.

After Section A there are no correct or incorrect answers- only an honest response is expected of you.

Please tear off the bottom part of this letter along the dotted lines once you have signed it. This section is collected separately, prior to the collection of the completed questionnaire, and serves as your consent that your responses may be used (anonymously) for research purposes.

Thank you very much for your support, help and co-operation. It is highly appreciated.

M.A. MOLEFI
RESEARCHER

PROF. E. LOUW
STUDY SUPERVISOR

22. ..... Family security (safety of loved ones)
23. ..... Social recognition (respect, approval by others)
24. ..... Unity with nature (fitting into nature)
25. ..... A varied life (filled with challenge, novelty and change)
26. ..... Wisdom (a mature understanding of life)
27. ..... Authority (the right to lead or command)
28. ..... True friendship (close, supportive friends)
29. ..... A world of beauty (beauty of nature and the arts)
30. ..... Social justice (correcting injustice, care for the weak)

VALUE LIST 2

Now rate how important each of the following values is for you as a guiding principle in YOUR life. These values are phrased as ways of acting that may be more or less important for you. Once again, try to distinguish as much as possible between the values by using all the numbers.

As a GUIDING PRINCIPLE IN MY LIFE, this value is:

Opposed to my values	Not important	Important	Very important	Of supreme importance
1	2	3	4	5

1. ..... Independent (self-reliant, self-sufficient)
2. ..... Moderate(avoiding extremes of feeling and action)
3. ..... Loyal (faithful to my friends, group)
4. ..... Ambitious (hard-working, aspiring)
5. ..... Broadminded (tolerant of different ideas and beliefs)
6. ..... Humble (modest, self-effacing)
7. ..... Daring (seeking adventure, risk)
8. ..... Protecting the environment (preserving nature)
9. ..... Influential (having an impact on people and events)
10. ..... Honouring of parents and elders (showing respect)
11. ..... Choosing own goals (selecting own purposes)
12. ..... Healthy (not being sick physically or mentally)
13. ..... Capable (competent, effective, efficient)
14. ..... Accepts my portion in life (submitting to life's circumstances)
15. ..... Honest (genuine, sincere)

BIOGRAPHICAL INFORMATION

1. Gender

FEMALE	MALE
1	2

2. To which age group do you belong?

_____

3. Nationality

RSA	OTHER AFRICAN COUNTRIES	EUROPEAN	ASIAN	AMERICAN	OTHER
1	2	3	4	5	6

4. Racial Grouping

AFRICAN	COLOURED	INDIAN	WHITE	OTHER
1	2	3	4	5

5. Language

ENG	AFR	TSW	S.SO	N.SO	ZULU	XHO	NDE	VEN	SHA	ISIS W	OTHER
1	2	3	4	4	5	6	7	8	9	10	11

6. Highest level of formal education

Std 8 & below	Matric	Post metric Cert	Post metric Diploma	Degree	Hons	Masters	Doctorate
1	2	3	4	5	6	7	8

7. Job Category

Snr Mngt	Professionals	Technicians	Clerks Admin	Skilled Agric	Craft	Service & Sales	Elementary	Non-perm.
1	2	3	4	5	6	7	8	9

8. Religion

Christian	Muslim	Hindu	Judaism	Bahai	Atheist	Other
1	2	3	4	5	6	7

9. Sexual Orientation

Heterosexual	Homosexual
1	2

10. Physical ability/ appearance

Physically Able	Physically Disable
1	2

11. How many years have you studied/worked in this institution?

1	2	3	4	5	OTHER (SPECIFY)

SECTION D: VALUES

1	2	3	4	5
NOT IMPORTANT				VERY IMPORTANT

	How important is each of the following for you?						How important is each of the following for the average student/worker in this institution?				
1.	1	2	3	4	5	Religion	1	2	3	4	5
2.	1	2	3	4	5	Hospitality	1	2	3	4	5
3.	1	2	3	4	5	Politeness	1	2	3	4	5
4.	1	2	3	4	5	Reliability	1	2	3	4	5
5.	1	2	3	4	5	Balance	1	2	3	4	5
6.	1	2	3	4	5	Thankfulness	1	2	3	4	5
7.	1	2	3	4	5	Control	1	2	3	4	5
8.	1	2	3	4	5	Respect	1	2	3	4	5
9.	1	2	3	4	5	Reasonable	1	2	3	4	5
10.	1	2	3	4	5	Honesty	1	2	3	4	5

2. How would you describe the white students/ workers in this institution?

The white co-students/ co-workers are in general:

18. Reliable	1	2	3	4	5	Unreliable
19. Fair	1	2				Unfair
20. Honest	1	2	3	4	5	Dishonest
21. Wise	1	2	3	4	5	Foolish
22. Valuable for company	1	2	3	4	5	Useless for company
23. Kind	1	2	3	4	5	Cruel
24. Good	1	2	3	4	5	Bad
25. Hard-working	1	2	3	4	5	Lazy
26. Pleasant	1	2	3	4	5	Unpleasant
27. Loyal to company	1	2	3	4	5	Disloyal to company
28. Ambitious	1	2	3	4	5	Unambitious
29. Intelligent	1	2	3	4	5	Unintelligent
30. Helpful	1	2	3	4	5	Unhelpful
31. Polite	1	2	3	4	5	Impolite
32. Responsible	1	2	3	4	5	Irresponsible
33. Peacemakers	1	2	3	4	5	Quarrelsome
34. Always on time	1	2	3	4	5	Always late

a. What do like most about the white students/workers in this institution?

_____

_____

_____

b. What do you like least about the white students/workers in this institution?

_____

_____

_____

SECTION C (2): SOCIAL ATTITUDE SCALE

NB: This questionnaire is to be answered by black students/workers only.

Coloureds and Indians answer any of the section C (A) or section C (B) questionnaire.

This questionnaire is designed to measure people's social and political attitudes. There are no right or wrong answers. Use the scale below to respond to each statement. On your answer sheet, blacken the number of the box that describes how you feel.

1= Strongly disagree 2= Disagree 3= Uncertain 4= Agree 5= Strongly agree

1. I hardly think about what race I am	1	2	3	4	5
2. I do not understand what whites want from blacks.	1	2	3	4	5
3. I get angry when I think about how blacks have been treated by whites.	1	2	3	4	5
4. I feel as comfortable around whites as I do around blacks	1	2	3	4	5
5. I involve myself in causes regardless of the race of the people involved in them.	1	2	3	4	5
6. I catch myself watching white people to see what they are like.	1	2	3	4	5
7. I feel depressed after I have been around white people	1	2	3	4	5
8. There is nothing that I want to learn from whites.	1	2	3	4	5
9. I seek out new experiences even if I know a large number of whites will be involved.	1	2	3	4	5
10. I enjoy watching the different ways that blacks and whites approach life.	1	2	3	4	5
11. I wish I had a white friend.	1	2	3	4	5
12. I do not feel that I have the social skills to interact effectively with white people.	1	2	3	4	5
13. I white person who tries to get close to you is usually after something.	1	2	3	4	5
14. When a white person holds an opinion with which I disagree, I am not afraid to express my viewpoint.	1	2	3	4	5
15. Sometimes jokes based on white people's experiences are funny.	1	2	3	4	5
16. I think it is exciting to discover the little ways in which black people and white people are different.	1	2	3	4	5
17. I used to believe in racial integration, but now I have my doubts.	1	2	3	4	5
18. I 'd rather socialize with blacks only.	1	2	3	4	5
19. In many ways blacks and whites are similar, but they are also different in some important ways.	1	2	3	4	5
20. Blacks and whites have much to learn from each other.	1	2	3	4	5

4. How would you describe the Indian students/workers in this institution?

The Indian co-students/co-workers are in general:

52. Reliable	1	2	3	4	5	Unreliable
53. Fair	1	2	3	4	5	Unfair
54. Honest	1	2	3	4	5	Dishonest
55. Wise	1	2	3	4	5	Foolish
56. Valuable for company	1	2	3	4	5	Useless for company
57. Kind	1	2	3	4	5	Cruel
58. Good	1	2	3	4	5	Bad
59. Hard-working	1	2	3	4	5	Lazy
60. Pleasant	1	2	3	4	5	Unpleasant
61. Loyal to company	1	2	3	4	5	Disloyal to company
62. Ambitious	1	2	3	4	5	Unambitious
63. Intelligent	1	2	3	4	5	Unintelligent
64. Helpful	1	2	3	4	5	Unhelpful
65. Polite	1	2	3	4	5	Impolite
66. Responsible	1	2	3	4	5	Irresponsible
67. Peacemakers	1	2	3	4	5	Quarrelsome
68. Always on time	1	2	3	4	5	Always late

a. What do you like most about the Indian students/workers in this institution?

_____

_____

_____

b. What do you like least about the Indian students/workers in this institution?

_____

_____

_____

Navorsingsprojek:

Potensiële Probleme van Diversiteitsbestuur in Samesmeltingsinstansies: 'n Geval van die Universiteit van Noordwes en Potchefstroom

Diversiteitbestuur Vraelys

PU for CHE

UNW

ADC MEDIA PRODUCTIONS STUDIO (018) 3892431

Geagte student/ werker

Waardes, houdings en bewuswording van identiteit is alles op hierdie stadium voorop in ons mulitkulturele gemeenskap. Met hierdie projek beoog ons om uit te vind wat die waardes, gesindhede en besef van identiteit van die werkers/ studente van hierdie organisasie is.

U word vriendelik versoek om deel te neem aan hierdie navorsing. Die navorser sal alle inligting wat u verskaf met die **STRENGSTE VERTROULIKHEID** en nodige etiese oorleg hanteer. U sal anoniem bly, sodat u naam nie in die vraelys sal verskyn nie en omdat die navorser beplan om analitiese inligting in groepsverband te doen, bv. die verskillende ouderdomsgroepe en geslag. Deelname is vrywillig.

Die sukses van hierdie projek hang geheel af van u bereidwilligheid en samewerking, sowel as die eerlikheid waarmee u teenoor die vrae reageer.

Na Afdeling A is daar nie korrekte of verkeerde antwoorde nie slegs 'n eerlike reaksie word van u verwag.

Skeur asseblief die onderste gedeelte van hierdie brief , al langs die stippellyn af, nadat u dit geteken het. Hierdie Afdeling word apart versamel, vóór die insameling van die voltooide vraelys, en dien as u toestemming dat u antwoorde vir navorsingsdoeleindes anoniem gebruik mag word.

Baie dankie vir u ondersteuning, hulp en samewerking. Dit word opreg waardeer.

M.A. MOLEFI
NAVORSER

PROF. E. LOUW
STUDIELEIER

Bepaal nou hoe belangrik elk van die volgende waardes vir u as 'n leidende beginsel in u lewe is. Hierdie waardes word gefraseer as handelswyses wat min of meer belangrik vir u mag wees. Weer eens, probeer soveel as moontlik onderskei tussen die waardes deur al die nommers te gebruik.

As 'n LEIDENDE BEGINSEL IN MY LEWE, is hierdie waarde:

Teenstrydig met my waardes	Nie belangrik nie	Belangrik	Baie belangrik	Van die uiterste belang
1	2	3	4	5

1. Onafhanklik (selfstandig, selfversorgend)
2. Gematig (vermy ekstremistiese gevoel en daad)
3. Lojaal (getrou teenoor vriende, groep)
4. Ambisieus (hardwerkend, eersugtig)
5. Liberaal (verdra verskillende idees en gelowe)
6. Nederig (beskeie, teruggetrokke)
7. Waaghalsig (soek avontuur, risiko)
8. Beskerm die omgewing (bewaar natuur)
9. Invloedryk (om 'n invloed op mense en gebeure te hê)
10. Eerbetoon teenoor ouers en bejaardes (respek betoon)
11. Kies eie ideale (soek eie doelstellings)
12. Gesond (om fisies of geestelik gesond te wees)
13. Bekwaam (bevoeg, effektief, doeltreffend)
14. Aanvaarding van my deel in die lewe (ondergeskik aan lewensomstandighede)
15. Eerlik (opreg, openhartig)
16. Bbewaar openbare beeld (beskerm my aansien)
17. Gehoorsaam (betroubaar, deugdelik)
18. Intelligent (logies, denkend)
19. Hulpvaardig (werk vir welsyn van ander)
20. Geniet lewe (geniet kos, seks, vrye tyd ens.)
21. Vroom (hou vas aan godsdienstige oortuigings en geloof)
22. Verantwoordelik (betroubaar, verantwoordelik)
23. Nuuskierig (geïntereseerd in alles, ondersoekend)
24. Vergewend (bereid om ander te vergewe)
25. Suksesvol (bereik doelstellinge)
26. Sindelik (netjies, vesorg)

BIOGRAFIESE INLIGTING

1. Geslag

VROULIK	MANLIK
1	2

2. Tot watter ouderdomsgroep behoort u?

_____

3. Nasionaliteit

RSA	ANDER AFRIKALANDE	EUROPEES	ASIATIES	AMERIKAANS	ANDER
1	2	3	4	5	6

4. Rassegroepering

AFRIKAAN	BRUIN	INDIëR	WIT	ANDER

5. Taal

ENG	AFR	TSW	S.SO	N.SO	ZOELOE	XHO	NDE	VEN	SHA	ISISW	ANDER
1	2	3	4	5	6	7	8	9	10	11	12

6. Hoogste vlak van formele onderring

St. 8 en laer	Matriek	Na-matriek Sert.	Na matriek Dipl.	Graad	Hons.	Meesters	Doktoraal
1	2	3	4	5	6	7	8

7. Werksvlak

Snr. Bestuur	Professioneel	Tegnici	Klerikaal Admin.	Geskoold Landbou	Ambag	Diens & Verkope	Elementêr	Nie perm.
1	2	3	4	5	6	7	8	9

8. Geloof

Christelik	Moslem	Hindoe	Judaïsme	Bahaïsme	Ateïsme	Ander
1	2	3	4	5	6	7

1	2	3	4	5

NIE BELANGRIK NIE
Hoe belangrik is elk van die volgende vir u?

BAIE BELANGRIK
Hoe belangrik is elk van die volgende vir die gemiddelde student/werker in hierdie instansie?

1	2	3	4	5	Geloof	1	2	3	4	5
1	2	3	4	5	Gasvryheid	1	2	3	4	5
1	2	3	4	5	Beleefdheid	1	2	3	4	5
1	2	3	4	5	Betroubaarheid	1	2	3	4	5
1	2	3	4	5	Balans	1	2	3	4	5
1	2	3	4	5	Dankbaarheid	1	2	3	4	5
1	2	3	4	5	Beheer	1	2	3	4	5
1	2	3	4	5	Respek	1	2	3	4	5
1	2	3	4	5	Redelikheid	1	2	3	4	5
1	2	3	4	5	Eerlikheid	1	2	3	4	5

hierdie instansie?

2. Hoe sou u die wit studente/werkers by hierdie instansie beskryf?

Die wit mede-studente/werkers is oor die algemeen:

1. Betroubaar	1	2	3	4	5	Onbetroubaar
2. Regverdig	1	2	3	4	5	Onregverdig
3. Eerlik	1	2	3	4	5	Oneerlik
4. Wys	1	2	3	4	5	Dwaas
5. Kosbaar vir firma	1	2	3	4	5	Nutteloos vir firma
6. Goedhartig	1	2	3	4	5	Wreed
7. Goed	1	2	3	4	5	Sleg
8. Hardwerkend	1	2	3	4	5	Lui
9. Aangenaam	1	2	3	4	5	Onaangenaam
10. Lojaal teenoor firma	1	2	3	4	5	Dislojaal teenoor firma
11. Ambisieus	1	2	3	4	5	Traag
12. Intelligent	1	2	3	4	5	Dom
13. Hulpvaardig	1	2	3	4	5	Onbehulpsaam
14. Beleefd	1	2	3	4	5	Onbeleefd
15. Verantwoordelik	1	2	3	4	5	Onverantwoordelik
16. Vredemakers	1	2	3	4	5	Rusiemakers
17.Altyd betyds	1	2	3	4	5	Altyd laat

a) Waarvan hou u die meeste rondom die wit studente/werkers by Hierdie instansie?

b) Waarvan hou u die minste rondom die wit studente/werkers by hierdie instansie?

NB: Hierdie vraelys moet slegs deur SWART studente/werkers beantwoord word.

BRUIN MENSE en INDIëRS beantwoord enige van die Afdeling C (1) of Afdeling C (2).

Hierdie vraelys is ontwerp om mense se sosiale en politieke gesindhede te meet. Daar is geen regte of verkeerde antwoord nie. Gebruik die skaal hieronder om teenoor elke stelling te reageer. Kleur die blokkie, op u antwoordvel in, by die nommer wat u gevoel die beste beskryf.

1= verskil ten sterkste 2= verskil 3= onseker 4= stem saam 5= stem volkome saam

1. Ek dinks skaars daaraan van watter ras ek is	1	2	3	4	5
2. Ek verstaan nie wat wit mense van swart mense wil hê nie	1	2	3	4	5
3. Ek word kwaad as ek dink hoe swart mense deur wit mense behandel word.	1	2	3	4	5
4. Ek is net so tuis tussen wit mense as swart mense	1	2	3	4	5
5. Ek is betrokke by sake ongeag die ras van die betrokke mense	1	2	3	4	5
6. Ek betrap myself dat ek wit mense dophou om te sien hoe hulle is	1	2	3	4	5
7. Ek voel depressief nadat ek tussen wit mense was	1	2	3	4	5
8. Daar is niks wat ek van wit mense wil leer nie	1	2	3	4	5
9. Ek is op soek na nuwe ervaringe al weet ek dat 'n groot groep wit mense betrokke sal wees	1	2	3	4	5
10. Ek geniet dit om te sien hoe verskillend swart en wit mense die lewe benader	1	2	3	4	5
11. Ek wens ek het 'n wit vriend	1	2	3	4	5
12. Ek dink nie dat ek die sosiale vaardighede besit om effektief met wit mense om te gaan nie	1	2	3	4	5
13. 'n Wit persoon wat probeer om nader aan 'n mens te wil kom, is gewoonlik agter iets aan	1	2	3	4	5
14. Wanneer 'n wit persoon 'n opinie handhaaf waarvan ek verskil is ek nie bang om my standpunt te stel nie	1	2	3	4	5
15. Soms is grappe wat op wit mense se ervaring gebaseer is, snaaks	1	2	3	4	5
16. Ek dink dit is opwindend om te ontdek hoe swart en wit mense in klein dingetjies verskil	1	2	3	4	5
17. Ek het in rasse integrasie geglo, maar betwyfel dit nou	1	2	3	4	5
18. Ek sal liewer slegs met swart mense wil sosialiseer	1	2	3	4	5
19. Op baie maniere is swart en wit mense dieselfde, maar hulle is ook verskillend in belangrike opsigte	1	2	3	4	5
20. Swart en wit mense het baie om van mekaar te leer	1	2	3	4	5
21. Vir die grootste deel van my lewe het ek nie aan rasseaangeleenthede gedink nie	1	2	3	4	5

Die indiër mede-studente/werkers is oor die algemeen:

1. Betroubaar	1	2	3	4	5	Onbetroubaar
2. Regverdig	1	2	3	4	5	Onregverdig
3. Eerlik	1	2	3	4	5	Oneerlik
4. Wys	1	2	3	4	5	Dwaas
5. Kosbaar vir firma	1	2	3	4	5	Nutteloos vir firma
6. Goedhartig	1	2	3	4	5	Wreed
7. Goed	1	2	3	4	5	Sleg
8. Hardwerkend	1	2	3	4	5	Lui
9. Aangenaam	1	2	3	4	5	Onaangenaam
10. Lojaal teenoor firma	1	2	3	4	5	Dislojaal teenoor firma
11. Ambisieus	1	2	3	4	5	Traag
12. Intelligent	1	2	3	4	5	Dom
13. Hulpvaardig	1	2	3	4	5	Onbehulpsaam
14. Beleefd	1	2	3	4	5	Onbeleefd
15. Verantwoordelik	1	2	3	4	5	Onverantwoordelik
16. Vredemakers	1	2	3	4	5	Rusiemakers
17.Altyd betyds	1	2	3	4	5	Altyd laat

a) Waarvan hou u die meeste rondom die indiër studente/werkers by hierdie instansie?

_____

_____

_____

b) Waarvan hou u die minste rondom die indiër studente/werkers by hierdie instansie?

_____

_____

_____

I, _____ hereby declare that I understand the contents of the letter. I give my permission that the data from my completed questionnaire, which I hand in anonymously, may be used for research purposes.

_____
SIGNATURE OF STUDENT/ WORKER

16. ..... Preserving my public image (protecting my face)
17. ..... Obedient (doubtful, meeting obligations)
18. ..... Intelligent (logical, thinking)
19. ..... Helpful (working for the welfare of others)
20. ..... Enjoying life (enjoying food, sex, leisure, etc)
21. ..... Devout (holding to religious faith and belief)
22. ..... Responsible (dependable, reliable)
23. ..... Curious (interested in everything, exploring)
24. ..... Forgiving (willing to pardon others)
25. ..... Successful (achieving goals)
26. ..... Clean (neat, tidy)

THANK YOU!

SECTION B: ATTITUDES

1. How would you describe the black students/workers in this institution?

The black co-students/co-workers are in general:

1. Reliable	1	2	3	4	5	Unreliable
2. Fair	1	2	3	4	5	Unfair
3. Honest	1	2	3	4	5	Dishonest
4. Wise	1	2	3	4	5	Foolish
5. Valuable for company	1	2	3	4	5	Useless for company
6. Kind	1	2	3	4	5	Cruel
7. Good	1	2	3	4	5	Bad
8. Hard-working	1	2	3	4	5	Lazy
9. Pleasant	1	2	3	4	5	Unpleasant
10. Loyal to company	1	2	3	4	5	Disloyal to company
11. Ambitious	1	2	3	4	5	Unambitious
12. Intelligent	1	2	3	4	5	Unintelligent
13. Helpful	1	2	3	4	5	Unhelpful
14. Polite	1	2	3	4	5	Impolite
15. Responsible	1	2	3	4	5	Irresponsible
16. Peacemakers	1	2	3	4	5	Quarrelsome
17. Always on time	1	2	3	4	5	Always late

a. What do you like most about the black students/workers in this institution?

_____

_____

_____

b. What do you like least about the black students/ workers in this institution?

_____

_____

_____

SECTION E - VALUES

In this questionnaire you are to ask yourself: "What values are important to ME as guiding principles in MY life, and what values are less important to ME?". There are two lists of values on below. These values come from different cultures. In the parentheses following each value is an explanation that may help you to understand its meaning.

VALUE LIST 1

As a GUIDING PRINCIPLE IN MY LIFE, this value is:

Opposed to my values	Not important	Important	Very important	Of supreme importance
1	2	3	4	5

1. ..... Equality (equal, opportunity fir all)
2. ..... Inner harmony (at peace with myself)
3. ..... Social power (control over others, dominate)
4. ..... Pleasure (gratification of desires)
5. ..... Freedom (freedom of action and thought)
6. ..... A spiritual life (emphasis on spiritual not material matters)
7. ..... Sense of belonging (feeling that other care about me)
8. ..... Social order (stability of society)
9. ..... An exciting life(stimulating experiences)
10. ..... Meaning in life (a purpose in life)
11. ..... Politeness (courtesy, good manners)
12. ..... Wealth (material possessions, money)
13. ..... National security (protection of my nation from enemies)
14. ..... Self respect (belief in one's own worth)
15. ..... Reciprocation of favours (avoidance and indebtedness)
16. ..... Creativity (uniqueness, imagination)
17. ..... a world at peace (free of war and conflict)
18. ..... Respect for tradition (preservation of time-honored customs)
19. ..... Mature love (deep emotional & spiritual intimacy)
20. ..... Self-discipline (self-restraint, resistance to temptation)

3. How would you describe the coloured students/workers in this institution?

The coloured co-students/co-workers are in general:

35. Reliable	1	2	3	4	5	Unreliable
36. Fair	1	2	3	4	5	Unfair
37. Honest	1	2	3	4	5	Dishonest
38. Wise	1	2	3	4	5	Foolish
39. Valuable for company	1	2	3	4	5	Useless for company
40. Kind	1	2	3	4	5	Cruel
41. Good	1	2	3	4	5	Bad
42. Hard-working	1	2	3	4	5	Lazy
43. Pleasant	1	2	3	4	5	Unpleasant
44. Loyal to company	1	2	3	4	5	Disloyal to company
45. Ambitious	1	2	3	4	5	Unambitious
46. Intelligent	1	2	3	4	5	Unintelligent
47. Helpful	1	2	3	4	5	Unhelpful
48. Polite	1	2	3	4	5	Impolite
49. Responsible	1	2	3	4	5	Irresponsible
50. Peacemakers	1	2	3	4	5	Quarrelsome
51. Always on time	1	2	3	4	5	Always late

a. What do you like most about the coloured students/workers in this institution?

_____

_____

_____

b. What do you like least about the coloured students/workers in this institution?

_____

_____

_____

21. For most of my life, I did not think about racial issues.	1	2	3	4	5
22. I have come to believe that black and white people are very different.	1	2	3	4	5
23. Black people have bent over backwards trying to forgive and make for the past mistakes of whites, now it is time to stop.	1	2	3	4	5
24. It is possible for blacks and whites to have a meaningful social relationships with each other.	1	2	3	4	5
25. There are some valuable things that blacks can learn from whites that they can't learn from other blacks.	1	2	3	4	5
26. I am curious to learn in what ways white people differ from each other.	1	2	3	4	5
27. I limit myself to black activities.	1	2	3	4	5
28. Society may have been unjust to blacks, but it has also been unjust to whites.	1	2	3	4	5
29. I am knowledgeable about which values blacks and whites share.	1	2	3	4	5
30. I am comfortable wherever I am.	1	2	3	4	5
31. In my family, we never talk about racial issues.	1	2	3	4	5
32. If I am to interact with a white person, I usually let him or her to make the first move.	1	2	3	4	5
33. I feel hostile when I am around whites.	1	2	3	4	5
34. I think I understand whites' values.	1	2	3	4	5
35. Blacks and whites can have successful intimate r relationships.	1	2	3	4	5
36. I was raised to believe that people are people regardless of their race.	1	2	3	4	5
37. Nowadays, I go out of my to avoid associating with whites.	1	2	3	4	5
38. I believe that whites are inferior to blacks.	1	2	3	4	5
39. I believe that I know a lot about whites' customs	1	2	3	4	5
40. People, regardless of their race, have strengths and limitations.	1	2	3	4	5
41. I think it's okay for blacks and whites to date each other as long as they don't get married.	1	2	3	4	5
42. Sometimes I'm not sure what I think or feel about whites.	1	2	3	4	5
43. When I am the only black in a group of whites, I feel anxious.	1	2	3	4	5
44. Blacks and whites differ from each other in some ways, but neither race is superior.	1	2	3	4	5
45. I am not embarrassed to admit that I am black.	1	2	3	4	5
46. I think blacks should become more involved in socializing with whites.	1	2	3	4	5
47. I don't understand why whites blame all blacks for their social misfortune.	1	2	3	4	5
48. I believe that blacks look and express themselves better than whites.	1	2	3	4	5
49. I feel comfortable talking to whites.	1	2	3	4	5
50. I value the relationship I have with my white friends.	1	2	3	4	5

SECTION C (1): SOCIAL ATTITUDE SCALE

NB: This questionnaire is to be answered by white students/workers only.

Coloureds and Indians answer any of the section C (A) or section C (B).

This questionnaire is designed to measure people's social and political attitudes. There are no right or wrong answers. Use the scale below to respond to each statement. On your answer sheet blacken the number of the box that best describes how you feel.

1= Strongly disagree 2= Disagree 3= Uncertain 4= Agree 5= Strongly agree

1. I hardly think about what race I am.	1	2	3	4	5
2. I do not understand what blacks want from whites.	1	2	3	4	5
3. I get angry when I think about how whites have been treated by blacks.	1	2	3	4	5
4. I feel as comfortable around blacks as I do around whites.	1	2	3	4	5
5. I involve myself in causes regardless of the race of the people involved in them.	1	2	3	4	5
6. I catch myself watching black people to see what they are like.	1	2	3	4	5
7. I feel depressed after I have been around black people.	1	2	3	4	5
8. There is nothing that I want to learn from blacks.	1	2	3	4	5
9. I seek out new experiences even if I know a large number of blacks will be involved.	1	2	3	4	5
10. I enjoy watching the different ways that blacks and whites approach life.	1	2	3	4	5
11. I wish I had a black friend.	1	2	3	4	5
12. I do not feel that I have the social skills to interact effectively with black people.	1	2	3	4	5
13. A black person who tries to get close to you is usually after something..	1	2	3	4	5
14. When a black person holds an opinion with which I disagree, I am not afraid to express my viewpoint.	1	2	3	4	5
15. Sometimes jokes based on black people's experiences are funny.	1	2	3	4	5
16. I think it is exciting to discover the little ways in which black people and white people are different.	1	2	3	4	5
17. I used to believe in racial integration, but now I have my doubts.	1	2	3	4	5
18. I'd rather socialize with whites only.	1	2	3	4	5
19. In many ways blacks and whites are similar, but they are also different in some important ways.	1	22	3	4	5
20. Blacks and whites have much to learn from each other.	1	2	3	4	5

21. For most of my life, I did not think about racial issues.	1	2	3	4	5
22. I have come to believe that black and white people are very different.	1	2	3	4	5
23. White people have bent over backwards trying to make up for their ancestors' mistreatment of blacks, now it is time to stop.	1	2	3	4	5
24. It is possible for blacks and whites to have a meaningful social relationships with each other.	1	2	3	4	5
25. There are some valuable things that white people can learn from blacks that they can't learn from other whites.	1	2	3	4	5
26. I am curious to learn in what ways black people differ from each other.	1	2	3	4	5
27. I limit myself to white activities.	1	2	3	4	5
28. Society may have been unjust to blacks, but it has also been unjust to whites.	1	2	3	4	5
29. I am knowledgeable about which values blacks and whites share.	1	2	3	4	5
30. I am comfortable wherever I am.	1	2	3	4	5
31. In my family, we never talk about racial issues.	1	2	3	4	5
32. When must I interact with a black person, I usually let him or her make the first move.	1	2	3	4	5
33. I feel hostile when I am around blacks.	1	2	3	4	5
34. I think I understand black people's values.	1	2	3	4	5
35. Blacks and whites can have successful intimate relationships	1	2	3	4	5
36. I was raised to believe that people are people regardless of their race.	1	2	3	4	5
37. Nowadays, I go out of my way to avoid associating with blacks.	1	2	3	4	5
38. I believe that blacks are inferior to whites.	1	2	3	4	5
39. I believe I know a lot about black people's customs.	1	2	3	4	5
40. People, regardless of their race, have strengths and limitations.	1	2	3	4	5
41. I think that it's okay for black people and white people to date each other as long as they don't marry each other.	1	2	3	4	5
42. Sometimes I'm not sure what I think or feel about black people.	1	2	3	4	5
43. When I am the only white in a group of blacks, I feel anxious.	1	2	3	4	5
44. Blacks and whites differ from each other in some ways, but neither race is superior.	1	2	3	4	5
45. I am not embarrassed to admit that I am white.	1	2	3	4	5
46. I think white people should become more involved in socializing with blacks.	1	2	3	4	5
47. I don't understand why black people blame all white people for their social misfortunes.	1	2	3	4	5
48. I believe that white people look and express themselves better than blacks.	1	2	3	4	5
49. I feel comfortable talking to blacks.	1	2	3	4	5
50. I value the relationships that I have with my black friends.	1	2	3	4	5

hierdie vraelys verstaan. Ek gee my toestemming dat die data van my voltooide vraelys, wat ek anoniem inhandig, gebruik mag word vir navorsing.

DANKIE!

_____

STUDENT/WERKER

****

Hetroseksueel	Homoseksueel
1	2

10. Fisiese vermoë/voorkoms

Fisies bevoeg	Fisies onbevoeg
1	2

11. Hoeveel jaar het u gewerk/studeer by hierdie inrigting?

1	2	3	4	5	ANDER (SPESIFISEER)

AFDELING B: GESINDHEDE

1. Hoe sou u die swart student/werkers by hierdie instansie beskryf?

Die swart mede-studente/werkers is oor die algemeen:

1. Betroubaar	1	2	3	4	5	Onbetroubaar
2. Regverdig	1	2	3	4	5	Onregverdig
3. Eerlik	1	2	3	4	5	Oneerlik
4. Wys	1	2	3	4	5	Dwaas
5. Kosbaar vir firma	1	2	3	4	5	Nutteloos vir firma
6. Goedhartig	1	2	3	4	5	Wreed
7. Goed	1	2	3	4	5	Sleg
8. Hardwerkend	1	2	3	4	5	Lui
9. Aangenaam	1	2	3	4	5	Onaangenaam
10. Lojaal teenoor firma	1	2	3	4	5	Dislojaal teenoor firma
11. Ambisieus	1	2	3	4	5	Traag
12. Intelligent	1	2	3	4	5	Dom
13. Hulpvaardig	1	2	3	4	5	Onbehulpsaam
14. Beleefd	1	2	3	4	5	Onbeleefd
15. Verantwoordelik	1	2	3	4	5	Onverantwoordelik
16. Vredemakers	1	2	3	4	5	Rusiemakers
17.Altyd betyds	1	2	3	4	5	Altyd laat

a) Waarvan hou u die meeste rondom die swart studente/werkers by Hierdie instansie?

_____

_____

_____

In hierdie vraelys moet u uself afvra: "Watter waardes is belangrik vir MY as leidende beginsels in MY lewe en watter waardes is minder belangrik vir MY? Daar is twee lyste van waardes hieronder. Hierdie waardes kom uit verskillende kulture. In die hakies, na elke waarde is 'n verduideliking wat mag help om dit beter te verstaan.

WAARDELYS 1

As 'n LEIDENDE BEGINSEL IN MY LEWE, is hierdie waarde:

Teenstrydig met my waardes	Nie belangrik nie	Belangrik	Baie belangrik	Van die uiterste belang
1	2	3	4	5

1. Gelykheid (gelyke geleenthede vir almal)
2. Innerlike harmonie (in vrede met myself)
3. Sosiale mag (beheer oor ander, domineer)
4. Plesier (bevrediging van begeertes)
5. Vryheid (vryheid van daad en gedagte)
6. 'n Geestelike lewe (klem op geestelike, nie materiële sake)
7. 'n Gevoel van behoort (gevoel dat ander vir my omgee)
8. Sosiale orde (stabiliteit van gemeenskap)
9. 'n Opwindende lewe (stimulerende ervarings)
10. Sin in lewe ('n doel in die lewe)
11. Hoflikheid (beleefdheid, goeie maniere)
12. Rykdom (materiële besittings, geld)
13. Nasionale sekuriteit (beskerming van my nasie teen vyande)
14. Selfrespek (glo in 'n mens se eie waarde)
15. Wisselwerking van gunste (ontduiking van verpligtinge)
16. Kreatiwiteit (enigheid, verbeelding)
17. 'n Wêreld in vrede (vry van oorlog en konflik)
18. Respek vir tradisies (bewaring van eeu-oue gewoontes)
19. Volwasse liefde (diep emosionele en geestelike intimiteit)
20. Selfdissipline (selfbeheersing, versoeking kan weestaan)
21. Losmaking (van wêreldse kommer)
22. Gesinsekuriteit (veiligheid van geliefdes)
23. Sosiale erkenning (respek, goedkeuring van ander)
24 Eenheid met natuur (inpas by natuur)
25. 'n Veelsydige lewe (gevul met uitdaging, eienaardigheid, verandering)
26. Wysheid ('n volwasse begrip van die lewe)
27. Outoriteit (die reg om te lei en te beheers)
28. Ware vriendskap (naby, ondersteunende vriende)
29. 'n Mooi wêreld (skoonheid van natuur en die kunste)
30. Sosiale regverdigheid (onreg korrigeer, omgee vir die swakke)

Die bruin mede-studente/werkers is oor die algemeen:

1. Betroubaar	1	2	3	4	5	Onbetroubaar
2. Regverdig	1	2	3	4	5	Onregverdig
3. Eerlik	1	2	3	4	5	Oneerlik
4. Wys	1	2	3	4	5	Dwaas
5. Kosbaar vir firma	1	2	3	4	5	Nutteloos vir firma
6. Goedhartig	1	2	3	4	5	Wreed
7. Goed	1	2	3	4	5	Sleg
8. Hardwerkend	1	2	3	4	5	Lui
9. Aangenaam	1	2	3	4	5	Onaangenaam
10. Lojaal teenoor firma	1	2	3	4	5	Dislojaal teenoor firma
11. Ambisieus	1	2	3	4	5	Traag
12. Intelligent	1	2	3	4	5	Dom
13. Hulpvaardig	1	2	3	4	5	Onbehulpsaam
14. Beleefd	1	2	3	4	5	Onbeleefd
15. Verantwoordelik	1	2	3	4	5	Onverantwoordelik
16. Vredemakers	1	2	3	4	5	Rusiemakers
17.Altyd betyds	1	2	3	4	5	Altyd laat

a) Waarvan hou u die meeste rondom die bruin studente/werkers by hierdie instansie?

_____

_____

_____

b) Waarvan hou u die minste rondom die bruin studente/werkers by hierdie instansie?

_____

_____

_____

23. Swart mense het agteroorgebuig om die wit mense se foute van die verlede te probeer vergewe, nou is dit tyd om te stop	1	2	3	4	5
24. Dit is moontlik vir swart en wit mense om 'n betekenisvolle sosiale verhouding met mekaar te hê	1	2	3	4	5
25.Daar is enkele waardevolle dinge wat swart mense van wit mense kan leer wat hulle nie by ander swart mense kan leer nie	1	2	3	4	5
26. Ek is nuuskierig om te leer in watter opsigte wit mense van mekaar verskil	1	2	3	4	5
27. Ek beperk myself tot swart aktiwiteite	1	2	3	4	5
28. Die samelewing mag onregverdig gewees het teenoor swart mense, maar dit was ook onregverdig teenoor wit mense	1	2	3	4	5
29. Ek is kundig oor die waardes wat swart en wit mense deel	1	2	3	4	5
30. Ek is gemaklik waar ek ookal is	1	2	3	4	5
31. In my familie praat ons nooit oor rasseaangeleethede nie	1	2	3	4	5
32. Wanneer daar 'n wisselwerking tussen my en 'n wit persoon is, laat ek hom/haar gewoonlik die eerste stap neem	1	2	3	4	5
33. Ek voel vyandig wanneer ek tussen wit mense is	1	2	3	4	5
34. Ek dink ek verstaan wit mense se waardes	1	2	3	4	5
35. Swart en wit mense kan suksesvolle intieme verhoudings hê	1	2	3	4	5
36. Ek is groot gemaak dat mense ménse is ten spyte van hulle ras	1	2	3	4	5
37. Deesdae gaan ek uit my pad uit om assosiasie met wit mense te vermy	1	2	3	4	5
38. Ek glo dat wit mense minderwaardig is teenoor swart mense	1	2	3	4	5
39. Ek glo ek weet baie van wit mense se gebruike af	1	2	3	4	5
40. Mense, ongeag hulle ras, het sterk punte en beperkinge	1	2	3	4	5
41. Ek dink dit is aanvaarbaar vir swart en wit mense om met mekaar uit te gaan, solank hulle net nie met mekaar trou nie	1	2	3	4	5
42. Soms is ek nie seker wat ek dink en voel oor wit mense nie	1	2	3	4	5
43. As ek die enigste swart persoon tussen 'n groep wit mense is, voel ek angstig	1	2	3	4	5
44. Swart en wit mense verskil van mekaar in sekere areas, maar nie een is meerderwaardig nie	1	2	3	4	5
45. Ek is nie skaam dat ek swart is nie	1	2	3	4	5
46. Ek dink swart mense moet meer betrokke raak by wit mense	1	2	3	4	5
47. Ek verstaan nie hoekom wit mense alle swart mense blameer vir hulle sosiale teenspoed nie	1	2	3	4	5
48. Ek dink dat swart mense beter lyk en hulleself beter uitdruk as wit mense	1	2	3	4	5
49. Ek voel gemaklik om met wit mense te praat	1	2	3	4	5
50. Ek heg waarde aan die verhoudings wat ek het met my wit vriende	1	2	3	4	5

AFDELING C: SOSIALE GESINDHEIDSKAAL

NB: Hierdie vraelys moet slegs deur WIT studente/ werkers beantwoord word.

BRUIN MENSE en INDIëRS beantwoord enige van die Afdeling C (1) of Afdeling C (2).

Hierdie vraelys is ontwerp om mense se sosiale en politieke gesindhede te meet. Daar is geen regte of verkeerde antwoord nie. Gebruik die skaal hieronder om teenoor elke stelling te reageer. Kleur die blokkie, op u antwoordvel in, by die nommer wat u gevoel die beste beskryf.

1= verskil ten sterkste 2= verskil 3= onseker 4= stem saam 5= stem volkome saam

1. Ek dinks skaars daaraan van watter ras ek is	1	2	3	4	5
2. Ek verstaan nie wat wit mense van swart mense wil hê nie	1	2	3	4	5
3. Ek word kwaad as ek dink hoe swart mense deur wit mense behandel word.	1	2	3	4	5
4. Ek is net so tuis tussen wit mense as swart mense	1	2	3	4	5
5. Ek is betrokke by sake ongeag die ras van die betrokke mense	1	2	3	4	5
6. Ek betrap myself dat ek wit mense dophou om te sien hoe hulle is	1	2	3	4	5
7. Ek voel depressief nadat ek tussen wit mense was	1	2	3	4	5
8. Daar is niks wat ek van wit mense wil leer nie	1	2	3	4	5
9. Ek is op soek na nuwe ervaringe al weet ek dat 'n groot groep wit mense betrokke sal wees	1	2	3	4	5
10. Ek geniet dit om te sien hoe verskillend swart en wit mense die lewe benader	1	2	3	4	5
11. Ek wens ek het 'n wit vriend	1	2	3	4	5
12. Ek dink nie dat ek die sosiale vaardighede besit om effektief met wit mense om te gaan nie	1	2	3	4	5
13. 'n Wit persoon wat probeer om nader aan 'n mens te wil kom, is gewoonlik agter iets aan	1	2	3	4	5
14. Wanneer 'n wit persoon 'n opinie handhaaf waarvan ek verskil is ek nie bang om my standpunt te stel nie	1	2	3	4	5
15. Soms is grappe wat op wit mense se ervaring gebaseer is, spaaks	1	2	3	4	5
16. Ek dink dit is opwindend om te ontdek hoe swart en wit mense in klein dingetjies verskil	1	2	3	4	5
17. Ek het in rasse integrasie geglo, maar betwyfel dit nou	1	2	3	4	5
18. Ek sal liewer slegs met swart mense wil sosialiseer	1	2	3	4	5
19. Op baie maniere is swart en wit mense dieselfde, maar hulle is ook verskillend in belangrike opsigte	1	2	3	4	5
20. Swart en wit mense het baie om van mekaar te leer	1	2	3	4	5
21. Vir die grootste deel van my lewe het ek nie aan rasseaangeleenthede gedink nie	1	2	3	4	5

wit mense baie verskillend is					
23. Swart mense het agteroorgebuig om die wit mense se foute van die verlede te probeer vergewe, nou is dit tyd om te stop	1	2	3	4	5
24. Dit is moontlik vir swart en wit mense om 'n betekenisvolle sosiale verhouding met mekaar te hê	1	2	3	4	5
25. Daar is enkele waardevolle dinge wat swart mense van wit mense kan leer wat hulle nie by ander swart mense kan leer nie	1	2	3	4	5
26. Ek is nuuskierig om te leer in watter opsigte wit mense van mekaar verskil	1	2	3	4	5
27. Ek beperk myself tot swart aktiwiteite	1	2	3	4	5
28. Die samelewing mag onregverdig gewees het teenoor swart mense, maar dit was ook onregverdig teenoor wit mense	1	2	3	4	5
29. Ek is kundig oor die waardes wat swart en wit mense deel	1	2	3	4	5
30. Ek is gemaklik waar ek ookal is	1	2	3	4	5
31. In my familie praat ons nooit oor rasseaangeleethede nie	1	2	3	4	5
32. Wanneer daar 'n wisselwerking tussen my en 'n wit persoon is, laat ek hom/haar gewoonlik die eerste stap neem	1	2	3	4	5
33. Ek voel vyandig wanneer ek tussen wit mense is	1	2	3	4	5
34. Ek dink ek verstaan wit mense se waardes	1	2	3	4	5
35. Swart en wit mense kan suksesvolle intieme verhoudings hê	1	2	3	4	5
36. Ek is groot gemaak dat mense ménse is ten spyte van hulle ras	1	2	3	4	5
37. Deesdae gaan ek uit my pad uit om assosiasie met wit mense te vermy	1	2	3	4	5
38. Ek glo dat wit mense minderwaardig is teenoor swart mense	1	2	3	4	5
39. Ek glo ek weet baie van wit mense se gebruike af	1	2	3	4	5
40. Mense, ongeag hulle ras, het sterk punte en beperkinge	1	2	3	4	5
41. Ek dink dit is aanvaarbaar vir swart en wit mense om met mekaar uit te gaan, solank hulle net nie met mekaar trou nie	1	2	3	4	5
42. Soms is ek nie seker wat ek dink en voel oor wit mense nie	1	2	3	4	5
43. As ek die enigste swart persoon tussen 'n groep wit mense is, voel ek angstig	1	2	3	4	5
44. Swart en wit mense verskil van mekaar in sekere areas, maar nie een is meerderwaardig nie	1	2	3	4	5
45. Ek is nie skaam dat ek swart is nie	1	2	3	4	5
46. Ek dink swart mense moet meer betrokke raak by wit mense	1	2	3	4	5
47. Ek verstaan nie hoekom wit mense alle swart mense blameer vir hulle sosiale teenspoed nie	1	2	3	4	5
48. Ek dink dat swart mense beter lyk en hulleself beter uitdruk as wit mense	1	2	3	4	5
49. Ek voel gemaklik om met wit mense te praat	1	2	3	4	5
50. Ek heg waarde aan die verhoudings wat ek het met my wit vriende	1	2	3	4	5

APPENDIX B

APPENDIX B

FREQUENCY ANALYSIS

The FREQ Procedure

Gender

QAQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Female	91	55.49	91	55.49
Male	73	44.51	164	100.00

Age

QAQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
15-20	36	21.95	36	21.95
21-25	56	34.15	92	56.10
26-30	20	12.20	112	68.29
31-35	13	7.93	125	76.22
36-40	11	6.71	136	82.93
41 and above	28	17.07	164	100.00

Nationality

QAQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
RSA	143	87.20	143	87.20
Other African Countries	19	11.59	162	98.78
European	1	0.61	163	99.39
Asian	1	0.61	164	100.00

Racial Grouping

QAQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
African	124	75.61	124	75.61
Coloured	6	3.66	130	79.27
Indian	12	7.32	142	86.59
White	21	12.80	163	99.39
Other	1	0.61	164	100.00

Language

QAQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Eng	23	14.02	23	14.02

AFR	27	16.46	50	30.49
TSW	96	58.54	146	89.02
S.SO	5	3.05	151	92.07
ZULU	6	3.66	157	95.73
XHO	5	3.05	162	98.78
NDE	2	1.22	164	100.00

Highest Level of Formal Education

QAQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
STD8 & BELOW	11	6.71	11	6.71
Matric	32	19.51	43	26.22
Post Matric Cert	12	7.32	55	33.54
Post Metric Diploma	17	10.37	72	43.90
Degree	49	29.88	121	73.78
Hons	14	8.54	135	82.32
Masters	17	10.37	152	92.68
Doctrate	12	7.32	164	100.00

The FREQ Procedure

Job Category

QAQ7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Snr Mngt	19	11.59	19	11.59
Professionals	32	19.51	51	31.10
Tecnicians	11	6.71	62	37.80
Clerks Admin	32	19.51	94	57.32
Skilled Agric	11	6.71	105	64.02
Craft	2	1.22	107	65.24
Service & Sales	7	4.27	114	69.51
Non Perm	50	30.49	164	100.00

Religion

QAQ8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Christian	145	88.41	145	88.41
Muslim	7	4.27	152	92.68
Bahai	1	0.61	153	93.29
Atheist	2	1.22	155	94.51
Other	7	4.27	162	98.78
9	2	1.22	164	100.00

Sexual Orientation

QAQ9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Heterosexual	150	91.46	150	91.46
Homosexual	14	8.54	164	100.00

Physical Ability

QAQ10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Physically able	155	94.51	155	94.51
Physically Disable	9	5.49	164	100.00

How Many Years Have You Studied/Worked in this institution?

QAQ11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	31	18.90	31	18.90

2	19	11.59	50	30.49
3	31	18.90	81	49.39
4	21	12.80	102	62.20
5	5	3.05	107	65.24
Other(specify)	57	34.76	164	100.00

Reliable

QBQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	19	11.59	19	11.59
Agree	40	24.39	59	35.98
Uncertain	66	40.24	125	76.22
Disagree	22	13.41	147	89.63
Strongly Disagree	17	10.37	164	100.00

The FREQ Procedure

Fair

QBQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	19	11.59	19	11.59
Agree	38	23.17	57	34.76
Uncertain	60	36.59	117	71.34
Disagree	30	18.29	147	89.63
Strongly Disagree	17	10.37	164	100.00

Honest

QBQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	19	11.59	19	11.59
Agree	26	15.85	45	27.44
Uncertain	70	42.68	115	70.12
Disagree	35	21.34	150	91.46
Strongly Disagree	14	8.54	164	100.00

Wise

QBQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	20	12.20	20	12.20
Agree	37	22.56	57	34.76
Uncertain	61	37.20	118	71.95
Disagree	35	21.34	153	93.29
Strongly Disagree	11	6.71	164	100.00

Valuable for Company

QBQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	25	15.24	25	15.24
Agree	39	23.78	64	39.02
Uncertain	60	36.59	124	75.61
Disagree	29	17.68	153	93.29
Strongly Disagree	11	6.71	164	100.00

Kind

QBQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	26	15.85	26	15.85
Agree	36	21.95	62	37.80
Uncertain	56	34.15	118	71.95
Disagree	34	20.73	152	92.68
Strongly Disagree	12	7.32	164	100.00

Good

QBQ7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	27	16.46	27	16.46
Agree	30	18.29	57	34.76
Uncertain	61	37.20	118	71.95
Disagree	32	19.51	150	91.46
Strongly Disagree	14	8.54	164	100.00

The FREQ Procedure

Hard-Working

QBQ8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	24	14.63	24	14.63
Agree	28	17.07	52	31.71
Uncertain	58	35.37	110	67.07
Disagree	33	20.12	143	87.20
Strongly Disagree	21	12.80	164	100.00

Pleasant

QBQ9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	29	17.68	29	17.68
Agree	45	27.44	74	45.12
Uncertain	51	31.10	125	76.22
Disagree	29	17.68	154	93.90
Strongly Disagree	10	6.10	164	100.00

Loyal to Company

QBQ10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	25	15.24	25	15.24
Agree	38	23.17	63	38.41
Uncertain	57	34.76	120	73.17
Disagree	30	18.29	150	91.46
Strongly Disagree	14	8.54	164	100.00

Ambitious

QBQ11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	29	17.68	29	17.68
Agree	33	20.12	62	37.80
Uncertain	53	32.32	115	70.12
Disagree	35	21.34	150	91.46
Strongly Disagree	14	8.54	164	100.00

Intelligent

QBQ12	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	25	15.24	25	15.24
Agree	33	20.12	58	35.37
Uncertain	64	39.02	122	74.39
Disagree	27	16.46	149	90.85
Strongly Disagree	15	9.15	164	100.00

Helpful

QBQ13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	24	14.63	24	14.63
Agree	40	24.39	64	39.02
Uncertain	57	34.76	121	73.78
Disagree	30	18.29	151	92.07
Strongly Disagree	13	7.93	164	100.00

The FREQ Procedure

Polite

QBQ14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	25	15.24	25	15.24
Agree	35	21.34	60	36.59
Uncertain	59	35.98	119	72.56
Disagree	32	19.51	151	92.07
Strongly Disagree	13	7.93	164	100.00

Responsible

QBQ15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	24	14.63	24	14.63
Agree	34	20.73	58	35.37
Uncertain	57	34.76	115	70.12
Disagree	31	18.90	146	89.02
Strongly Disagree	18	10.98	164	100.00

Peacemakers

QBQ16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	22	13.41	22	13.41
Agree	29	17.68	51	31.10
Uncertain	59	35.98	110	67.07
Disagree	31	18.90	141	85.98
Strongly Disagree	23	14.02	164	100.00

Always on Time

QBQ17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	20	12.20	20	12.20
Agree	27	16.46	47	28.66
Uncertain	56	34.15	103	62.80
Disagree	40	24.39	143	87.20
Strongly Disagree	21	12.80	164	100.00

Reliable

QBQ18	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	33	20.12	33	20.12
Agree	40	24.39	73	44.51
Uncertain	58	35.37	131	79.88
Disagree	24	14.63	155	94.51
Strongly Disagree	9	5.49	164	100.00

Fair

QBQ19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	27	16.46	27	16.46
Agree	49	29.88	76	46.34
Uncertain	59	35.98	135	82.32
Disagree	17	10.37	152	92.68
Strongly Disagree	12	7.32	164	100.00

The FREQ Procedure

Honest

QBQ20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	27	16.46	27	16.46
Agree	44	26.83	71	43.29
Uncertain	62	37.80	133	81.10
Disagree	25	15.24	158	96.34
Strongly Disagree	6	3.66	164	100.00

Wise

QBQ21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	27	16.46	27	16.46
Agree	41	25.00	68	41.46
Uncertain	68	41.46	136	82.93
Disagree	20	12.20	156	95.12
Strongly Disagree	8	4.88	164	100.00

Valuable for Company

QBQ22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	28	17.07	28	17.07
Agree	35	21.34	63	38.41
Uncertain	66	40.24	129	78.66
Disagree	26	15.85	155	94.51
Strongly Disagree	9	5.49	164	100.00

Kind

QBQ23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	29	17.68	29	17.68
Agree	27	16.46	56	34.15
Uncertain	83	50.61	139	84.76
Disagree	18	10.98	157	95.73
Strongly Disagree	7	4.27	164	100.00

Good

QBQ24	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	27	16.46	27	16.46
Agree	39	23.78	66	40.24
Uncertain	67	40.85	133	81.10
Disagree	19	11.59	152	92.68
Strongly Disagree	12	7.32	164	100.00

Hard-Working

QBQ25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	34	20.73	34	20.73
Agree	30	18.29	64	39.02
Uncertain	72	43.90	136	82.93
Disagree	19	11.59	155	94.51
Strongly Disagree	9	5.49	164	100.00

The FREQ Procedure

Pleasant

QBQ26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	25	15.24	25	15.24
Agree	39	23.78	64	39.02
Uncertain	74	45.12	138	84.15
Disagree	16	9.76	154	93.90
Strongly Disagree	10	6.10	164	100.00

Loyal to Company

QBQ27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	36	21.95	36	21.95
Agree	35	21.34	71	43.29
Uncertain	67	40.85	138	84.15
Disagree	16	9.76	154	93.90
Strongly Disagree	10	6.10	164	100.00

Ambitious

QBQ28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	33	20.12	33	20.12
Agree	44	26.83	77	46.95
Uncertain	58	35.37	135	82.32
Disagree	19	11.59	154	93.90
Strongly Disagree	10	6.10	164	100.00

Intelligent

QBQ29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	34	20.73	34	20.73
Agree	39	23.78	73	44.51
Uncertain	66	40.24	139	84.76
Disagree	20	12.20	159	96.95
Strongly Disagree	5	3.05	164	100.00

Helpful

QBQ30	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	21	12.80	21	12.80
Agree	44	26.83	65	39.63
Uncertain	74	45.12	139	84.76
Disagree	15	9.15	154	93.90
Strongly Disagree	10	6.10	164	100.00

Polite

QBQ31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	26	15.85	26	15.85
Agree	47	28.66	73	44.51
Uncertain	63	38.41	136	82.93
Disagree	19	11.59	155	94.51
Strongly Disagree	9	5.49	164	100.00

The FREQ Procedure

Responsible

QBQ32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	35	21.34	35	21.34
Agree	33	20.12	68	41.46
Uncertain	65	39.63	133	81.10
Disagree	22	13.41	155	94.51
Strongly Disagree	9	5.49	164	100.00

Peacemakers

QBQ33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	31	18.90	31	18.90
Agree	35	21.34	66	40.24
Uncertain	70	42.68	136	82.93
Disagree	16	9.76	152	92.68
Strongly Disagree	12	7.32	164	100.00

Always on Time

QBQ34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	25	15.24	25	15.24
Agree	37	22.56	62	37.80
Uncertain	69	42.07	131	79.88
Disagree	18	10.98	149	90.85
Strongly Disagree	15	9.15	164	100.00

Reliable

QBQ35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	20	12.20	20	12.20
Agree	31	18.90	51	31.10
Uncertain	82	50.00	133	81.10
Disagree	22	13.41	155	94.51
Strongly Disagree	9	5.49	164	100.00

Fair

QBQ36	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	16	9.76	16	9.76
Agree	26	15.85	42	25.61
Uncertain	80	48.78	122	74.39
Disagree	29	17.68	151	92.07
Strongly Disagree	13	7.93	164	100.00

Honest

QBQ37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	18	10.98	18	10.98
Agree	31	18.90	49	29.88
Uncertain	72	43.90	121	73.78
Disagree	34	20.73	155	94.51
Strongly Disagree	9	5.49	164	100.00

The FREQ Procedure

Wise

QBQ38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	17	10.37	17	10.37
Agree	26	15.85	43	26.22
Uncertain	85	51.83	128	78.05
Disagree	21	12.80	149	90.85
Strongly Disagree	15	9.15	164	100.00

Valuable for Company

QBQ39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	14	8.54	14	8.54
Agree	36	21.95	50	30.49
Uncertain	75	45.73	125	76.22
Disagree	26	15.85	151	92.07
Strongly Disagree	13	7.93	164	100.00

Kind

QBQ40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	18	10.98	18	10.98
Agree	26	15.85	44	26.83
Uncertain	74	45.12	118	71.95
Disagree	33	20.12	151	92.07
Strongly Disagree	13	7.93	164	100.00

Good

QBQ41	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	20	12.20	20	12.20
Agree	34	20.73	54	32.93
Uncertain	71	43.29	125	76.22
Disagree	26	15.85	151	92.07
Strongly Disagree	13	7.93	164	100.00

Hard-Working

QBQ42	Frequency	Percent	Cumulative Frequency	Cumulative Percent

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Strongly Agree	16	9.76	16	9.76
Agree	29	17.68	45	27.44
Uncertain	69	42.07	114	69.51
Disagree	33	20.12	147	89.63
Strongly Disagree	17	10.37	164	100.00

Pleasant

QBQ43	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	19	11.59	19	11.59
Agree	24	14.63	43	26.22
Uncertain	85	51.83	128	78.05
Disagree	27	16.46	155	94.51
Strongly Disagree	9	5.49	164	100.00

The FREQ Procedure

Loyal to Company

QBQ44	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	20	12.20	20	12.20
Agree	27	16.46	47	28.66
Uncertain	85	51.83	132	80.49
Disagree	19	11.59	151	92.07
Strongly Disagree	13	7.93	164	100.00

Ambitious

QBQ45	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	18	10.98	18	10.98
Agree	37	22.56	55	33.54
Uncertain	67	40.85	122	74.39
Disagree	30	18.29	152	92.68
Strongly Disagree	12	7.32	164	100.00

Intelligent

QBQ46	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	18	10.98	18	10.98
Agree	30	18.29	48	29.27
Uncertain	81	49.39	129	78.66
Disagree	27	16.46	156	95.12
Strongly Disagree	8	4.88	164	100.00

Helpful

QBQ47	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	19	11.59	19	11.59
Agree	32	19.51	51	31.10
Uncertain	72	43.90	123	75.00
Disagree	32	19.51	155	94.51
Strongly Disagree	9	5.49	164	100.00

Polite

QBQ48	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	14	8.54	14	8.54
Agree	30	18.29	44	26.83
Uncertain	75	45.73	119	72.56
Disagree	30	18.29	149	90.85
Strongly Disagree	15	9.15	164	100.00

Responsible

QBQ49	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	17	10.37	17	10.37
Agree	26	15.85	43	26.22
Uncertain	75	45.73	118	71.95
Disagree	32	19.51	150	91.46
Strongly Disagree	14	8.54	164	100.00

The FREQ Procedure

Peacemakers

QBQ50	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	13	7.93	13	7.93
Agree	27	16.46	40	24.39
Uncertain	78	47.56	118	71.95
Disagree	25	15.24	143	87.20
Strongly Disagree	21	12.80	164	100.00

Always on Time

QBQ51	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	13	7.93	13	7.93
Agree	26	15.85	39	23.78
Uncertain	85	51.83	124	75.61
Disagree	25	15.24	149	90.85
Strongly Disagree	15	9.15	164	100.00

Reliable

QBQ52	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	21	12.80	21	12.80
Agree	29	17.68	50	30.49
Uncertain	77	46.95	127	77.44
Disagree	21	12.80	148	90.24
Strongly Disagree	16	9.76	164	100.00

Fair

QBQ53	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	22	13.41	22	13.41
Agree	32	19.51	54	32.93
Uncertain	70	42.68	124	75.61
Disagree	26	15.85	150	91.46
Strongly Disagree	14	8.54	164	100.00

Honest

QBQ54	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	23	14.02	23	14.02
Agree	35	21.34	58	35.37
Uncertain	70	42.68	128	78.05
Disagree	26	15.85	154	93.90
Strongly Disagree	10	6.10	164	100.00

Wise

QBQ55	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	22	13.41	22	13.41
Agree	38	23.17	60	36.59
Uncertain	73	44.51	133	81.10
Disagree	20	12.20	153	93.29
Strongly Disagree	11	6.71	164	100.00

The FREQ Procedure

Valuable for Company

QBQ56	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	22	13.41	22	13.41
Agree	27	16.46	49	29.88
Uncertain	79	48.17	128	78.05
Disagree	28	17.07	156	95.12
Strongly Disagree	8	4.88	164	100.00

Kind

QBQ57	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	20	12.20	20	12.20
Agree	35	21.34	55	33.54
Uncertain	72	43.90	127	77.44
Disagree	28	17.07	155	94.51
Strongly Disagree	9	5.49	164	100.00

Good

QBQ58	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	27	16.46	27	16.46
Agree	32	19.51	59	35.98
Uncertain	76	46.34	135	82.32
Disagree	20	12.20	155	94.51
Strongly Disagree	9	5.49	164	100.00

Hard-Working

QBQ59	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	26	15.85	26	15.85
Agree	32	19.51	58	35.37
Uncertain	72	43.90	130	79.27
Disagree	25	15.24	155	94.51
Strongly Disagree	9	5.49	164	100.00

Pleasant

QBQ60	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	25	15.24	25	15.24
Agree	30	18.29	55	33.54
Uncertain	77	46.95	132	80.49
Disagree	26	15.85	158	96.34
Strongly Disagree	6	3.66	164	100.00

Loyal to Company

QBQ61	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	27	16.46	27	16.46
Agree	35	21.34	62	37.80
Uncertain	72	43.90	134	81.71
Disagree	20	12.20	154	93.90
Strongly Disagree	10	6.10	164	100.00

The FREQ Procedure

Ambitious

QBQ62	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	23	14.02	23	14.02
Agree	44	26.83	67	40.85
Uncertain	65	39.63	132	80.49
Disagree	17	10.37	149	90.85
Strongly Disagree	15	9.15	164	100.00

Intelligent

QBQ63	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	29	17.68	29	17.68
Agree	37	22.56	66	40.24
Uncertain	64	39.02	130	79.27
Disagree	21	12.80	151	92.07
Strongly Disagree	13	7.93	164	100.00

Helpful

QBQ64	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	27	16.46	27	16.46
Agree	34	20.73	61	37.20
Uncertain	74	45.12	135	82.32
Disagree	23	14.02	158	96.34
Strongly Disagree	6	3.66	164	100.00

Polite

QBQ65	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	29	17.68	29	17.68
Agree	34	20.73	63	38.41
Uncertain	67	40.85	130	79.27
Disagree	22	13.41	152	92.68
Strongly Disagree	12	7.32	164	100.00

Responsible

QBQ66	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Agree	27	16.46	27	16.46
Agree	31	18.90	58	35.37
Uncertain	68	41.46	126	76.83
Disagree	25	15.24	151	92.07
Strongly Disagree	13	7.93	164	100.00

Peacemakers

QBQ67	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	28	17.07	28	17.07
Agree	32	19.51	60	36.59
Uncertain	65	39.63	125	76.22
Disagree	22	13.41	147	89.63
Strongly Disagree	17	10.37	164	100.00

The FREQ Procedure

Always on Time

QBQ68	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	31	18.90	31	18.90
Agree	29	17.68	60	36.59
Uncertain	58	35.37	118	71.95
Disagree	26	15.85	144	87.80
Strongly Disagree	20	12.20	164	100.00

I Hardly About What Race I am

QCQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	28	17.07	28	17.07
Disagree	31	18.90	59	35.98
Uncertain	40	24.39	99	60.37
Agree	37	22.56	136	82.93
Strongly Agree	28	17.07	164	100.00

I Do Not Understand What Blacks Want from Whites

QCQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	26	15.85	26	15.85
Disagree	17	10.37	43	26.22
Uncertain	51	31.10	94	57.32
Agree	36	21.95	130	79.27
Strongly Agree	34	20.73	164	100.00

I Get Angry When I Think About How Whites Have Been Treated by Blacks

QCQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disgaree	21	12.80	21	12.80
Disagree	25	15.24	46	28.05
Uncertain	43	26.22	89	54.27
Agree	31	18.90	120	73.17
Strongly Agree	44	26.83	164	100.00

I Feel as Comfortable Around Blacks as I do Whites

QCQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Disgaree	17	10.37	17	10.37
Disagree	31	18.90	48	29.27
Uncertain	37	22.56	85	51.83
Agree	44	26.83	129	78.66
Strongly Agree	35	21.34	164	100.00

I Involve Myself in Causes Regardless of the Race of the People Involved in them

QCQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disgaree	22	13.41	22	13.41
Disagree	23	14.02	45	27.44
Uncertain	45	27.44	90	54.88
Agree	50	30.49	140	85.37
Strongly Agree	24	14.63	164	100.00

The FREQ Procedure

I Catch Myself Watching Black People to See What They Are Like

QCQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disgaree	38	23.17	38	23.17
Disagree	29	17.68	67	40.85
Uncertain	35	21.34	102	62.20
Agree	37	22.56	139	84.76
Strongly Agree	25	15.24	164	100.00

I Feel Depressed After I Have Been Around Black People

QCQ7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disgaree	38	23.17	38	23.17
Disagree	38	23.17	76	46.34
Uncertain	32	19.51	108	65.85
Agree	32	19.51	140	85.37
Strongly Agree	24	14.63	164	100.00

There is Nothing That I Want to Learn From Blacks

QCQ8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disgaree	37	22.56	37	22.56
Disagree	32	19.51	69	42.07
Uncertain	33	20.12	102	62.20
Agree	37	22.56	139	84.76
Strongly Agree	25	15.24	164	100.00

I Seek Out New Experience Even If I Know a Large Number of Blacks Will be Involved

QCQ9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disgaree	23	14.02	23	14.02
Disagree	23	14.02	46	28.05
Uncertain	39	23.78	85	51.83
Agree	49	29.88	134	81.71
Strongly Agree	30	18.29	164	100.00

I Enjoy Watching The Different Ways That Blacks and Whites Approach Life

			Cumulative	Cumulative

QCQ10	Frequency	Percent	Frequency	Percent
Strongly Disagree	27	16.46	27	16.46
Disagree	16	9.76	43	26.22
Uncertain	37	22.56	80	48.78
Agree	42	25.61	122	74.39
Strongly Agree	42	25.61	164	100.00

I Wish I Had A Black Friend

QCQ11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	27	16.46	27	16.46
Disagree	16	9.76	43	26.22
Uncertain	48	29.27	91	55.49
Agree	43	26.22	134	81.71
Strongly Agree	30	18.29	164	100.00

The FREQ Procedure

I Do Not Feel That I Have The Social Skills To Interact Effectively With Black People

QCQ12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	30	18.29	30	18.29
Disagree	29	17.68	59	35.98
Uncertain	45	27.44	104	63.41
Agree	33	20.12	137	83.54
Strongly Agree	27	16.46	164	100.00

A Black Person Who Tries to Get Close To You Is Usually After Something

QCQ13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	28	17.07	28	17.07
Disagree	36	21.95	64	39.02
Uncertain	38	23.17	102	62.20
Agree	34	20.73	136	82.93
Strongly Agree	28	17.07	164	100.00

When a Black Person Holds an Opinion With Which I Disagree, I am Not Afraid To Express My Viewpoint

QCQ14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	27	16.46	27	16.46
Disagree	24	14.63	51	31.10
Uncertain	34	20.73	85	51.83
Agree	53	32.32	138	84.15
Strongly Agree	26	15.85	164	100.00

Sometimes Jokes Based on Black Peoples Experience Are Funny QCQ16 = I Think It Is Exciting To Discover The Little Ways In Which Black People And White People Are Different QCQ17 = I Used To Believe In Racial Intergration,

QCQ15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	23	14.02	23	14.02
Disagree	17	10.37	40	24.39
Uncertain	46	28.05	86	52.44
Agree	48	29.27	134	81.71

Strongly Agree	30	18.29	164	100.00

QCQ16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	18	10.98	18	10.98
Disagree	27	16.46	45	27.44
Uncertain	49	29.88	94	57.32
Agree	45	27.44	139	84.76
Strongly Agree	25	15.24	164	100.00

QCQ17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	25	15.24	25	15.24
Disagree	26	15.85	51	31.10
Uncertain	47	28.66	98	59.76
Agree	48	29.27	146	89.02
Strongly Agree	18	10.98	164	100.00

The FREQ Procedure

QCQ18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	22	13.41	22	13.41
Disagree	35	21.34	57	34.76
Uncertain	42	25.61	99	60.37
Agree	36	21.95	135	82.32
Strongly Agree	29	17.68	164	100.00

In Many Ways Blacks and Whites Are Similar, but They Are Also Different In Some Important Ways

QCQ19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	19	11.59	19	11.59
Disagree	30	18.29	49	29.88
Uncertain	35	21.34	84	51.22
Agree	44	26.83	128	78.05
Strongly Agree	36	21.95	164	100.00

Blacks And Whites Have Much To Learn From Each Other

QCQ20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	13	7.93	13	7.93
Disagree	15	9.15	28	17.07
Uncertain	30	18.29	58	35.37
Agree	53	32.32	111	67.68
Strongly Agree	53	32.32	164	100.00

For Most Of My Life, I Did Not Think About Racial Issues

QCQ21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	16	9.76	16	9.76
Disagree	28	17.07	44	26.83
Uncertain	36	21.95	80	48.78
Agree	40	24.39	120	73.17
Strongly Agree	44	26.83	164	100.00

I Have To Believe That Black And White People Are Very Different

QCQ22	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Disagree	13	7.93	13	7.93
Disagree	27	16.46	40	24.39
Uncertain	43	26.22	83	50.61
Agree	35	21.34	118	71.95
Strongly Agree	46	28.05	164	100.00

White People Have Bent Over Backwards Trying To Make Up For Their Ancestors Mistreatement
of Blaks, Now It Is Time To Stop QCQ24 = It Is Possible For Blacks and Whites
To Have a Meaningful Social Relationships With Each Other' QCQ25 = 'Ther

QCQ23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	20	12.20	20	12.20
Disagree	15	9.15	35	21.34
Uncertain	38	23.17	73	44.51
Agree	50	30.49	123	75.00
Strongly Agree	41	25.00	164	100.00

The FREQ Procedure

QCQ24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	19	11.59	19	11.59
Disagree	16	9.76	35	21.34
Uncertain	43	26.22	78	47.56
Agree	50	30.49	128	78.05
Strongly Agree	36	21.95	164	100.00

QCQ25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	23	14.02	23	14.02
Disagree	20	12.20	43	26.22
Uncertain	48	29.27	91	55.49
Agree	46	28.05	137	83.54
Strongly Agree	27	16.46	164	100.00

I am Curious To Learn In What Ways Black People Differ From Each Other

QCQ26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	22	13.41	22	13.41
Disagree	21	12.80	43	26.22
Uncertain	49	29.88	92	56.10
Agree	49	29.88	141	85.98
Strongly Agree	23	14.02	164	100.00

I Limit Myself to White Activities

QCQ27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	27	16.46	27	16.46
Disagree	30	18.29	57	34.76
Uncertain	44	26.83	101	61.59
Agree	38	23.17	139	84.76
Strongly Agree	25	15.24	164	100.00

Society May Have Been Unjust To Blacks, But It Has Also Been Unjust To Whites

QCQ28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	30	18.29	30	18.29
Disagree	23	14.02	53	32.32

Uncertain	47	28.66	100	60.98
Agree	40	24.39	140	85.37
Strongly Agree	24	14.63	164	100.00

I am Knowledgeable About Which Values Blacks And Whites Share

QCQ29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	18	10.98	18	10.98
Disagree	21	12.80	39	23.78
Uncertain	39	23.78	78	47.56
Agree	52	31.71	130	79.27
Strongly Agree	34	20.73	164	100.00

The FREQ Procedure

I Am Comfortable Wherever I Am

QCQ30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	18	10.98	18	10.98
Disagree	31	18.90	49	29.88
Uncertain	45	27.44	94	57.32
Agree	40	24.39	134	81.71
Strongly Agree	30	18.29	164	100.00

In My Family, We Never Talk About Racial Issues

QCQ31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	20	12.20	20	12.20
Disagree	34	20.73	54	32.93
Uncertain	41	25.00	95	57.93
Agree	37	22.56	132	80.49
Strongly Agree	32	19.51	164	100.00

When Must I Interact With A Black Person, I Usually Let Him/Her Make The First Move

QCQ32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	21	12.80	21	12.80
Disagree	44	26.83	65	39.63
Uncertain	38	23.17	103	62.80
Agree	31	18.90	134	81.71
Strongly Agree	30	18.29	164	100.00

I Feel Hostile When I Am Around Blacks

QCQ33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	27	16.46	27	16.46
Disagree	41	25.00	68	41.46
Uncertain	43	26.22	111	67.68
Agree	27	16.46	138	84.15
Strongly Agree	26	15.85	164	100.00

I Think I Understand Black Peoples Values' QCQ35 = 'Blacks and Whites Can Have

Successful Intimate Relationships QCQ36 = I Was Raised To Believe That People

Are People Regardless of Their Race' QCQ37 = 'Nowadays, I Go Out Of My Way

QCQ34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	27	16.46	27	16.46
Disagree	25	15.24	52	31.71
Uncertain	47	28.66	99	60.37
Agree	34	20.73	133	81.10
Strongly Agree	31	18.90	164	100.00

QCQ35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	17	10.37	17	10.37
Disagree	23	14.02	40	24.39
Uncertain	50	30.49	90	54.88
Agree	40	24.39	130	79.27
Strongly Agree	34	20.73	164	100.00

The FREQ Procedure

QCQ36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	19	11.59	19	11.59
Disagree	28	17.07	47	28.66
Uncertain	42	25.61	89	54.27
Agree	38	23.17	127	77.44
Strongly Agree	37	22.56	164	100.00

QCQ37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	30	18.29	30	18.29
Disagree	36	21.95	66	40.24
Uncertain	36	21.95	102	62.20
Agree	31	18.90	133	81.10
Strongly Agree	31	18.90	164	100.00

QCQ38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	23	14.02	23	14.02
Disagree	33	20.12	56	34.15
Uncertain	41	25.00	97	59.15
Agree	32	19.51	129	78.66
Strongly Agree	35	21.34	164	100.00

QCQ39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	25	15.24	25	15.24
Disagree	26	15.85	51	31.10
Uncertain	44	26.83	95	57.93
Agree	36	21.95	131	79.88
Strongly Agree	33	20.12	164	100.00

People, Regardless Of Their Race, Have Strengths And Limitations

QCQ40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	22	13.41	22	13.41
Disagree	18	10.98	40	24.39
Uncertain	39	23.78	79	48.17
Agree	42	25.61	121	73.78
Strongly Agree	43	26.22	164	100.00

'I Think That Its Okay For Black People And White People To Date Each Other As Long As They Don't Marry Each Other QCQ42 = Sometimes Im Not Sure What I Think Or Feel About Black People

QCQ41	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	22	13.41	22	13.41
Disagree	34	20.73	56	34.15
Uncertain	43	26.22	99	60.37
Agree	31	18.90	130	79.27
Strongly Agree	34	20.73	164	100.00

The FREQ Procedure

QCQ42	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	18	10.98	18	10.98
Disagree	36	21.95	54	32.93
Uncertain	40	24.39	94	57.32
Agree	35	21.34	129	78.66
Strongly Agree	35	21.34	164	100.00

When I Am The Only White In A Group Of Blacks, I Feel Anxious

QCQ43	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	26	15.85	26	15.85
Disagree	28	17.07	54	32.93
Uncertain	46	28.05	100	60.98
Agree	28	17.07	128	78.05
Strongly Agree	36	21.95	164	100.00

Blacks and Whites Differ From Each Other In Some Ways, but Neither Race Is Superior

QCQ44	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	19	11.59	19	11.59
Disagree	16	9.76	35	21.34
Uncertain	39	23.78	74	45.12
Agree	44	26.83	118	71.95
Strongly Agree	46	28.05	164	100.00

I Am Not Embarrassed To Admit That I Am White

QCQ45	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	12	7.32	12	7.32
Disagree	21	12.80	33	20.12
Uncertain	38	23.17	71	43.29
Agree	31	18.90	102	62.20
Strongly Agree	62	37.80	164	100.00

I Think White People Should Become More Involved In Socializing With Blacks

QCQ46	Frequency	Percent	Cumulative Frequency	Cumulative Percent

Strongly Disagree	11	6.71	11	6.71
Disagree	18	10.98	29	17.68
Uncertain	39	23.78	68	41.46
Agree	43	26.22	111	67.68
Strongly Agree	53	32.32	164	100.00

'I Don't Understand Why Black People Blame All White People For Their Social Misfortunes

QCQ48 = I Believe That White People Look And Express Themselves Better Than Blacks

QCQ49 = I Feel Comfortable Talking To Blacks QCQ50 = I Value

QCQ47	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	14	8.54	14	8.54
Disagree	21	12.80	35	21.34
Uncertain	32	19.51	67	40.85
Agree	45	27.44	112	68.29
Strongly Agree	52	31.71	164	100.00

The FREQ Procedure

QCQ48	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	20	12.20	20	12.20
Disagree	19	11.59	39	23.78
Uncertain	39	23.78	78	47.56
Agree	48	29.27	126	76.83
Strongly Agree	38	23.17	164	100.00

QCQ49	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	15	9.15	15	9.15
Disagree	19	11.59	34	20.73
Uncertain	38	23.17	72	43.90
Agree	45	27.44	117	71.34
Strongly Agree	47	28.66	164	100.00

QCQ50	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	12	7.32	12	7.32
Disagree	18	10.98	30	18.29
Uncertain	43	26.22	73	44.51
Agree	40	24.39	113	68.90
Strongly Agree	51	31.10	164	100.00

Religion

QDQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	8	4.88	8	4.88
Less Important	15	9.15	23	14.02
Uncertain	28	17.07	51	31.10
Important	33	20.12	84	51.22
Very Important	80	48.78	164	100.00

Hospitality

QDQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	15	9.15	15	9.15
Less Important	13	7.93	28	17.07
Uncertain	35	21.34	63	38.41
Important	36	21.95	99	60.37
Very Important	65	39.63	164	100.00

Politeness

QDQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	11	6.71	11	6.71
Less Important	9	5.49	20	12.20
Uncertain	38	23.17	58	35.37
Important	42	25.61	100	60.98
Very Important	64	39.02	164	100.00

The FREQ Procedure

Reliability

QDQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	13	7.93	13	7.93
Less Important	9	5.49	22	13.41
Uncertain	37	22.56	59	35.98
Important	39	23.78	98	59.76
Very Important	66	40.24	164	100.00

Balance

QDQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	15	9.15	15	9.15
Less Important	11	6.71	26	15.85
Uncertain	36	21.95	62	37.80
Important	36	21.95	98	59.76
Very Important	66	40.24	164	100.00

Thankfulness

QDQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	10	6.10	10	6.10
Less Important	8	4.88	18	10.98
Uncertain	36	21.95	54	32.93
Important	40	24.39	94	57.32
Very Important	70	42.68	164	100.00

Control

QDQ7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	10	6.10	10	6.10
Less Important	3	1.83	13	7.93
Uncertain	35	21.34	48	29.27
Important	37	22.56	85	51.83
Very Important	79	48.17	164	100.00

Respect

QDQ8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	7	4.27	7	4.27
Less Important	14	8.54	21	12.80
Uncertain	30	18.29	51	31.10
Important	35	21.34	86	52.44
Very Important	78	47.56	164	100.00

Reasonable

QDQ9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	5	3.05	5	3.05
Less Important	14	8.54	19	11.59
Uncertain	30	18.29	49	29.88
Important	44	26.83	93	56.71
Very Important	71	43.29	164	100.00

The FREQ Procedure

Honesty

QDQ10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Important	6	3.66	6	3.66
Less Important	7	4.27	13	7.93
Uncertain	35	21.34	48	29.27
Important	39	23.78	87	53.05
Very Important	77	46.95	164	100.00

CHI-SQUARE TESTS

Statistics for Table of QAQ1 by QBQ1

Statistic	DF	Value	Prob
Chi-Square	4	3.6613	0.4538
Likelihood Ratio Chi-Square	4	3.6626	0.4536
Mantel-Haenszel Chi-Square	1	0.0009	0.9767
Phi Coefficient		0.1494	
Contingency Coefficient		0.1478	
Cramer's V		0.1494	

Statistics for Table of QAQ2 by QBQ1

Statistic	DF	Value	Prob
Chi-Square	20	26.0486	0.1642
Likelihood Ratio Chi-Square	20	25.0305	0.2003
Mantel-Haenszel Chi-Square	1	0.5824	0.4454
Phi Coefficient		0.3985	
Contingency Coefficient		0.3702	
Cramer's V		0.1993	

Statistics for Table of QAQ4 by QBQ1

Statistic	DF	Value	Prob
Chi-Square	16	22.7368	0.1210
Likelihood Ratio Chi-Square	16	20.3641	0.2043
Mantel-Haenszel Chi-Square	1	0.7790	0.3774
Phi Coefficient		0.3723	
Contingency Coefficient		0.3489	
Cramer's V		0.1862	

Statistics for Table of QAQ6 by QBQ1

Statistic	DF	Value	Prob
Chi-Square	28	29.6990	0.3778
Likelihood Ratio Chi-Square	28	29.4117	0.3919
Mantel-Haenszel Chi-Square	1	1.0213	0.3122
Phi Coefficient		0.4255	
Contingency Coefficient		0.3916	
Cramer's V		0.2128	

WARNING: 75% of the cells have expected counts less than 5. Chi-Square may not be a valid test.

Sample Size = 164

Statistics for Table of QAQ1 by QBQ5

Statistic	DF	Value	Prob
Chi-Square	4	3.4872	0.4798
Likelihood Ratio Chi-Square	4	3.4893	0.4795
Mantel-Haenszel Chi-Square	1	0.0166	0.8976
Phi Coefficient		0.1458	
Contingency Coefficient		0.1443	
Cramer's V		0.1458	

Statistics for Table of QAQ2 by QBQ5

Statistic	DF	Value	Prob
Chi-Square	20	30.1694	0.0672
Likelihood Ratio Chi-Square	20	30.2825	0.0654
Mantel-Haenszel Chi-Square	1	0.2239	0.6361
Phi Coefficient		0.4289	
Contingency Coefficient		0.3942	
Cramer's V		0.2145	

Statistics for Table of QAQ4 by QBQ5

Statistic	DF	Value	Prob
Chi-Square	16	21.9690	0.1442
Likelihood Ratio Chi-Square	16	22.0744	0.1408
Mantel-Haenszel Chi-Square	1	0.0481	0.8265
Phi Coefficient		0.3660	

Contingency Coefficient	0.3437
Cramer's V	0.1830

Statistics for Table of QAQ6 by QBQ5

Statistic	DF	Value	Prob
Chi-Square	28	25.1026	0.6222
Likelihood Ratio Chi-Square	28	26.4988	0.5456
Mantel-Haenszel Chi-Square	1	3.3387	0.0677
Phi Coefficient		0.3912	
Contingency Coefficient		0.3643	
Cramer's V		0.1956	

Statistics for Table of QAQ1 by QBQ10

Statistic	DF	Value	Prob
Chi-Square	4	5.2682	0.2609
Likelihood Ratio Chi-Square	4	5.3068	0.2572
Mantel-Haenszel Chi-Square	1	0.0023	0.9617
Phi Coefficient		0.1792	
Contingency Coefficient		0.1764	
Cramer's V		0.1792	

Statistics for Table of QAQ2 by QBQ10

Statistic	DF	Value	Prob
Chi-Square	20	20.2728	0.4410
Likelihood Ratio Chi-Square	20	20.4982	0.4272
Mantel-Haenszel Chi-Square	1	0.7523	0.3857
Phi Coefficient		0.3516	
Contingency Coefficient		0.3317	
Cramer's V		0.1758	

Statistics for Table of QAQ4 by QBQ10

Statistic	DF	Value	Prob
Chi-Square	16	19.3048	0.2532
Likelihood Ratio Chi-Square	16	19.6132	0.2381
Mantel-Haenszel Chi-Square	1	0.0670	0.7957
Phi Coefficient		0.3431	
Contingency Coefficient		0.3245	
Cramer's V		0.1715	

Statistics for Table of QAQ6 by QBQ10

Statistic	DF	Value	Prob
Chi-Square	28	17.6931	0.9336
Likelihood Ratio Chi-Square	28	20.0721	0.8618
Mantel-Haenszel Chi-Square	1	1.3610	0.2434
Phi Coefficient		0.3285	
Contingency Coefficient		0.3121	
Cramer's V		0.1642	

Statistics for Table of QAQ1 by QBQ17

Statistic	DF	Value	Prob
Chi-Square	4	4.2229	0.3767
Likelihood Ratio Chi-Square	4	4.4029	0.3542
Mantel-Haenszel Chi-Square	1	1.8675	0.1718
Phi Coefficient		0.1605	
Contingency Coefficient		0.1584	
Cramer's V		0.1605	

Statistics for Table of QAQ2 by QBQ17

Statistic	DF	Value	Prob
Chi-Square	20	11.2508	0.9395
Likelihood Ratio Chi-Square	20	11.4589	0.9334
Mantel-Haenszel Chi-Square	1	0.5683	0.4509
Phi Coefficient		0.2619	
Contingency Coefficient		0.2534	
Cramer's V		0.1310	

Statistics for Table of QAQ4 by QBQ17

Statistic	DF	Value	Prob
Chi-Square	16	29.8994	0.0185
Likelihood Ratio Chi-Square	16	27.2793	0.0385
Mantel-Haenszel Chi-Square	1	0.0836	0.7725
Phi Coefficient		0.4270	
Contingency Coefficient		0.3927	
Cramer's V		0.2135	

Statistics for Table of QAQ6 by QBQ17

Statistic	DF	Value	Prob
Chi-Square	28	34.3353	0.1901
Likelihood Ratio Chi-Square	28	36.2853	0.1355
Mantel-Haenszel Chi-Square	1	0.2065	0.6496
Phi Coefficient		0.4576	
Contingency Coefficient		0.4161	
Cramer's V		0.2288	

Statistics for Table of QAQ1 by QDQ1

Statistic	DF	Value	Prob
Chi-Square	4	1.9279	0.7490
Likelihood Ratio Chi-Square	4	2.0010	0.7356
Mantel-Haenszel Chi-Square	1	0.2538	0.6144
Phi Coefficient		0.1084	
Contingency Coefficient		0.1078	
Cramer's V		0.1084	

Statistics for Table of QAQ2 by QDQ1

Statistic	DF	Value	Prob
Chi-Square	20	26.8424	0.1398
Likelihood Ratio Chi-Square	20	31.4900	0.0490
Mantel-Haenszel Chi-Square	1	8.3133	0.0039
Phi Coefficient		0.4046	
Contingency Coefficient		0.3750	
Cramer's V		0.2023	

Statistics for Table of QAQ4 by QDQ1

Statistic	DF	Value	Prob
Chi-Square	16	18.6673	0.2863
Likelihood Ratio Chi-Square	16	21.3433	0.1657
Mantel-Haenszel Chi-Square	1	3.0690	0.0798
Phi Coefficient		0.3374	
Contingency Coefficient		0.3197	
Cramer's V		0.1687	

Statistics for Table of QAQ6 by QDQ1

Statistic	DF	Value	Prob

Chi-Square	28	31.5999	0.2911
Likelihood Ratio Chi-Square	28	37.2640	0.1132
Mantel-Haenszel Chi-Square	1	0.9353	0.3335
Phi Coefficient		0.4390	
Contingency Coefficient		0.4019	
Cramer's V		0.2195	

The FREQ Procedure

Statistics for Table of QAQ1 by QDQ2

Statistic	DF	Value	Prob
Chi-Square	4	2.4080	0.6612
Likelihood Ratio Chi-Square	4	2.5071	0.6434
Mantel-Haenszel Chi-Square	1	0.7643	0.3820
Phi Coefficient		0.1212	
Contingency Coefficient		0.1203	
Cramer's V		0.1212	

Statistics for Table of QAQ2 by QDQ2

Statistic	DF	Value	Prob
Chi-Square	20	21.0032	0.3969
Likelihood Ratio Chi-Square	20	22.3220	0.3233
Mantel-Haenszel Chi-Square	1	3.3463	0.0674
Phi Coefficient		0.3579	
Contingency Coefficient		0.3369	
Cramer's V		0.1789	

The FREQ Procedure

Statistics for Table of QAQ4 by QDQ2

Statistic	DF	Value	Prob
Chi-Square	16	9.7170	0.8810
Likelihood Ratio Chi-Square	16	11.7952	0.7580
Mantel-Haenszel Chi-Square	1	0.2499	0.6171
Phi Coefficient		0.2434	
Contingency Coefficient		0.2365	
Cramer's V		0.1217	

Statistics for Table of QAQ6 by QDQ2

Statistic	DF	Value	Prob
Chi-Square	28	33.4346	0.2201
Likelihood Ratio Chi-Square	28	40.8807	0.0551
Mantel-Haenszel Chi-Square	1	0.2649	0.6068
Phi Coefficient		0.4515	
Contingency Coefficient		0.4115	

Statistics for Table of QAQ1 by QDQ4

Statistic	DF	Value	Prob
Chi-Square	4	1.4074	0.8429
Likelihood Ratio Chi-Square	4	1.4122	0.8421
Mantel-Haenszel Chi-Square	1	0.0343	0.8531
Phi Coefficient		0.0926	
Contingency Coefficient		0.0922	
Cramer's V		0.0926	

Statistics for Table of QAQ2 by QDQ4

Statistic	DF	Value	Prob
Chi-Square	20	14.2811	0.8160
Likelihood Ratio Chi-Square	20	15.5497	0.7441
Mantel-Haenszel Chi-Square	1	0.7636	0.3822
Phi Coefficient		0.2951	
Contingency Coefficient		0.2830	
Cramer's V		0.1475	

The FREQ Procedure

Statistics for Table of QAQ4 by QDQ4

Statistic	DF	Value	Prob
Chi-Square	16	8.2895	0.9398
Likelihood Ratio Chi-Square	16	10.4651	0.8412
Mantel-Haenszel Chi-Square	1	0.2942	0.5876
Phi Coefficient		0.2248	
Contingency Coefficient		0.2193	
Cramer's V		0.1124	

Statistics for Table of QAQ6 by QDQ4

Statistic	DF	Value	Prob
Chi-Square	28	38.4280	0.0906
Likelihood Ratio Chi-Square	28	41.1126	0.0524
Mantel-Haenszel Chi-Square	1	0.6855	0.4077
Phi Coefficient		0.4841	
Contingency Coefficient		0.4357	
Cramer's V		0.2420	

The FREQ Procedure

Statistics for Table of QAQ1 by QDQ10

Statistic	DF	Value	Prob
Chi-Square	4	1.4147	0.8416
Likelihood Ratio Chi-Square	4	1.4456	0.8362
Mantel-Haenszel Chi-Square	1	0.4305	0.5117
Phi Coefficient		0.0929	
Contingency Coefficient		0.0925	
Cramer's V		0.0929	

Statistics for Table of QAQ2 by QDQ10

Statistic	DF	Value	Prob
Chi-Square	20	19.6645	0.4791
Likelihood Ratio Chi-Square	20	22.9191	0.2928
Mantel-Haenszel Chi-Square	1	3.1435	0.0762
Phi Coefficient		0.3463	
Contingency Coefficient		0.3272	
Cramer's V		0.1731	

The FREQ Procedure

Statistics for Table of QAQ4 by QDQ10

Statistic	DF	Value	Prob
Chi-Square	16	18.0851	0.3189
Likelihood Ratio Chi-Square	16	19.8103	0.2289
Mantel-Haenszel Chi-Square	1	0.4252	0.5144
Phi Coefficient		0.3321	
Contingency Coefficient		0.3152	
Cramer's V		0.1660	

Statistics for Table of QAQ6 by QDQ10

Statistic	DF	Value	Prob
Chi-Square	28	21.5453	0.8019
Likelihood Ratio Chi-Square	28	24.0072	0.6812
Mantel-Haenszel Chi-Square	1	2.3461	0.1256
Phi Coefficient		0.3625	
Contingency Coefficient		0.3408	
Cramer's V		0.1812	

APPENDIX C

Dear Student/Worker

Values, attitudes and awareness of identity are all on centre stage at present in our multicultural society. With this project we aim to investigate what the values, attitudes and sense of identity of this organization's students/ workers are.

You are cordially requested to participate in this research. The researcher will treat all information that you supply in the **STRICTEST CONFIDENCE** and with due ethical consideration. You will remain anonymous so your name should not appear on the questionnaire, and because the researcher plans to analyses information in group context, for example, with regard to the different age groups or gender groups. Participation is voluntary.

The success of this project depends entirely on you willingness and co-operation, as well as the honesty with which you respond to the questions.

After Section A there are no correct or incorrect answers- only an honest response is expected of you.

Please tear off the bottom part of this letter along the dotted lines once you have signed it. This section is collected separately, prior to the collection of the completed questionnaire, and serves as your consent that your responses may be used (anonymously) for research purposes.

Thank you very much for your support, help and co-operation. It is highly appreciated.

M.A. MOLEFI
RESEARCHER

PROF. E. LOUW
STUDY SUPERVISOR