

Investigating the impact of trust on the diversity climate of a South African tertiary institution

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EXECUTIVE SUMMARY

The purpose of this study was to develop theoretical insight on the concepts of trust and diversity climate and to empirically test for any possible relationships between these two concepts within a tertiary institution.

For the purpose of this study trust was defined as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party. Diversity climate was defined as the employees' perceptions of the policies and practices that communicate the extent to which fostering diversity and eliminating discrimination is a priority in the organisation.

The study took on a quantitative approach and the questionnaire used in the study was a combination of three previously validated instruments. Trust was measured through a combination of the organizational trust inventory and the behavioural trust inventory. The dimensions used to measure trust, included, propensity towards trust, ability, benevolence, integrity, trust, reliance based trust and disclosure based trust. The diversity climate was measured through a diversity climate assessment instrument that consisted of nine items.

The results indicate that the employees agree that the organization is committed towards diversity management and eliminating discrimination. A correlation analysis between the dimensions of trust and diversity climate revealed that all of the trust dimensions, except for the propensity towards trust have some sort of relationship with diversity climate. The results further indicated that the group of employees that only have an education up to Matric/Grade 12 indicated a higher propensity towards trust than compared to the group that has either a diploma or a post graduate degree. Propensity towards trust and disclosure based trust dimensions revealed the only noticeable differences between the Black and White groups. There was no practical significance within the diversity climate construct for the gender, education, ethnic, employment status or level of employment groups and this should be regarded as a positive result for the institution.

KEYWORDS: Trust, diversity climate, organizational behaviour and South Africa.

UITVOERENDE OPSOMMING

Die doel van hierdie studie was tweeledig. Eerstens poog dit om 'n teoretiese raamwerk te bied waarbinne die konsepte van vertroue en diversiteitsklimaat binne die werksplek verduidelik kan word en tweedens, om op 'n empiriese wyse die verband – indien enige, tussen hierdie twee konsepte binne die opset van 'n hoëronderrysinstelling te bewys.

Vir die doel van hierdie studie was 'vertroue' gedefinieer as die bereidwilligheid van 'n party om hulself kwesbaar te stel vir die optrede van 'n ander party. Hierdie kwesbaarheid spruit voort uit die verwagting dat die ander party op so 'n wyse sal optree dat dit vertroue inboesem, ongeag die kwesbare party se vermoë om die ander party se optrede te monitor of te beheer. Die term 'diversiteitsklimaat' is gedefinieer as die persepsie van werknemers rakende aspekte soos beleid, prosedure en praktyk as sogenaamde drywers van diversiteit. Hierdie definisie sluit ook in tot watter mate die genoemde beleid, prosedure en praktyk gebruik word om diskriminasie in die werksplek te elimineer.

Tydens die studie is daar gebruik gemaak van 'n kwantitatiewe navorsingsproses en die vraelys wat gebruik was, was 'n kombinasie van drie erkende en geldige meetinstrumente. Vertroue was gemeet deur gebruik te maak van 'n kombinasie van die organisatoriese-vertrouensindeks en die gedrag-en-vertrouensindeks. Vertroue was ook gemeet aan die hand van die respondent se geneigdheid tot vertroue, vermoëns, welwillendheid, integriteit, betroubaarheid en die gemak waarmee hy/sy inligting openbaar maak. Die diversiteitsklimaat was gemeet aan die hand van 'n diversiteitsklimaatinstrument wat uit nege dele bestaan het.

Die resultate van die studie toon dat werknemers saamstem dat die instelling verbind is tot diversiteitsbestuur en die uitskakeling van diskriminasie. 'n Vergelyking tussen die onderskeie dimensies van vertroue en diversiteitsklimaat toon dat al die dimensies van vertroue met die uitsluitel van die geneigdheid tot vertroue, verband hou met die instelling se diversiteitsklimaat. Die studie toon voorts dat die groep respondente wat slegs oor matriek/Graad-12 beskik 'n groter geneigdheid openbaar in terme van vertroue in vergeleke met respondente met 'n diploma, graad of nagraadse kwalifikasie. Die geneigdheid tot vertroue en openbaarmaking – soos gebaseer op die dimensies van vertroue, het die enigste merkbare verskille tussen

wit en swart respondente getoon. Die resultate het voorts getoon dat aspekte soos geslag, vlak van onderrig, etnisiteit, werknemerstatus of vlak van indiensneming geen beduidende impak het op die samestelling van die instelling se diversiteitsklimaat nie. Laasgenoemde kan as 'n positiewe resultaat vir die instelling beskou word.

SLEUTELWOORDE: Vertroue, diversiteitsklimaat, organisatoriese-gedrag en Suid-Afrika

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ABBREVIATIONS

ANOVA:	Analysis of variance
BTI:	Behavioural trust inventory
IMCD:	Interactional model of cultural diversity
OTI:	Organisational trust inventory
RTR:	Risk taking in the relationship
USA:	United States of America

CHAPTER 1

ORIENTATION AND PROBLEM STATEMENT

1.1 INTRODUCTION

The study focused on an investigation of the relationship between trust and the diversity climate within a South African university. Previous research done on trust, by Mayer, Davis and Schoorman (1995:728), has suggested that increased trust among employees within an organisation can lead to certain positive outcomes. This study will focus on whether a constructive diversity climate within an organisation can be one of these positive outcomes.

Chapter 1 will provide direction in terms of the rationale, research objectives, and methodology that will be used. The chapter will furthermore highlight the value-adding benefits and limitations of the study.

1.2 BACKGROUND

The rate of intercultural contact in the South African workforce has increased after 1994 (Jackson, Van der Vijver & Burckard, 2001:385). The South African Constitution seeks to eliminate unfair discrimination (1996) and, by means of legislation, South Africa is attempting to change and present a workforce that represents the South African demographics. Therefore, I am of the opinion that several industries within South Africa will attempt to attract more diverse human resources, which will include people of different backgrounds, race, religion, sexual orientation and nationalities. South African universities are also gradually redirecting their student bodies and staff to reflect the demographics of the South African society (Cross, 2004:406).

According to Linnehan and Konrad (1999:399), the field of diversity management is a contested terrain. I am of the opinion that several South African managers and researchers will agree with Linnehan and Konrad and might even furthermore be of the opinion that diversity management is a well-debated topic within South Africa. According to Cross (2004:387), the tertiary education sector is not to be excluded from this debate.

I am currently employed at a South African university and my work environment requires a clear understanding of diversity management and also on how to improve diversity management. In order to achieve our strategic objectives, we have to manage one of our more valuable resources (human) to perform to the best of their abilities, irrespective of their demographic or social backgrounds, with a limited amount of financial resources. Therefore, I am of the opinion that trust should be investigated, researched and developed as a soft skill to enhance our organisation's diversity climate and in order to achieve our strategic goals and to create a culture within our institution that reflects, respects and appreciates the diverse composition of South Africa.

1.2.1 DEFINITION OF TRUST

“The challenge facing researchers interested in trust is that a great deal is involved in the process of party “A” (the trustor) trusting party “B” (the trustee)” (Dietz & Den Hartog, 2006:558). The definition of the trust construct that will be used in this research will mainly be based on the research done by Mayer *et al.* (1995). The majority of the research and proposed definition by Mayer *et al.* (1995:712) are mainly focused on the aspect of trustworthiness. The theory of Mayer and colleagues separates trust from its antecedents and outcomes (Mayer & Gavin, 2005:874).

According to Mayer *et al.* (1995:712), “trust can be defined as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party”. It should also be mentioned that the research done by Mayer *et al.* (1995) has contributed significantly towards eliminating confusion surrounding a proper definition of trust.

The definition as proposed by Mayer *et al.* (1995:712) has been used in widespread research and, as already mentioned, their focus was on trustworthiness as an antecedent of trust. Although trustworthiness is an important and significant determinant of trust, it does not equate to trust (Gillespie, 2012:178). In simple terms, Gillespie (2012:178) suggests that person A may be perceived as trustworthy by person B, but that may not lead to person B actually trusting person A. There has to be an enactment of trust, better known as ‘trusting behaviour’ for the trust process to

be complete (Gillespie, 2012:176). This is an important factor to be taken into consideration, especially when it comes to the actual measurement of trust.

In order to ensure the operationalisation of trust fits with the theoretical definition; one has to decide on what key constructs are under investigation (Gillespie, 2012:181). These constructs can either be trust, perceived trustworthiness, trusting behaviour, distrust or a combination (Gillespie, 2012:181).

For this particular research, the focus will be on a combination of the core elements of trust, as suggested by Mayer *et al.* (1995:715), and the trusting behaviour of Gillespie (2012:176). The measurement of trust will be done through a combination of measuring instruments of Mayer and Davis (1999:136) and Gillespie (2012:187). The measuring instrument of Mayer and Davis (1999:136) measures perceived trustworthiness (antecedents of trust), propensity and trust. The measuring instrument of Gillespie (2012:187) measures the actual “willingness to be vulnerable” through a measurement of reliance-based trust and disclosure-based trust. Therefore, I am of the opinion that the combined measuring instrument for this study will be able to measure a more ‘complete’ trust construct.

The primary motivation and reason to also make use of the measuring instrument of Mayer and Davis (1999:136) and not only of Gillespie (2012:187) was based on the fact that the trustworthiness questionnaire of Mayer and Davis (1999:136) measured perceived trust in a vertical manner; more specifically, trust in top management (Mayer & Davis, 1999:127). According to Dass and Parker (1999:77), top management usually selects the organisation’s strategy for the management of diversity and it is the responsibility of middle and lower-level managers to implement these strategies.

1.2.1.1 Core elements of trust

The core elements that Mayer *et al.* (1995:715) proposed within their research are the factors of perceived trustworthiness, namely ability, benevolence and integrity; the model also includes the trustor’s propensity towards trust. The core elements from Gillespie (2012) that will also form part of the study are from the behavioural trust inventory (BTI), which will enable the study to capture a person’s willingness to be vulnerable (Gillespie, 2012:181). It was important to also capture the willingness

to be vulnerable. The reason therefore is that the definition of Mayer *et al.* (1995:712) includes a vital concept of being vulnerable and that trust is not about taking risk, but rather a 'willingness' to take risk. According to Mayer *et al.* (1995:724), there is no risk taken in the willingness to be vulnerable, but risk is natural in the 'behavioural manifestation' of the willingness to be vulnerable. A person does not need to risk anything in order to trust, but a person must take a risk in order to engage in the trusting action (Mayer *et al.*, 1995:724). An in-depth discussion about the proposed model of Mayer *et al.* (1995) will be discussed in Chapter 2.

1.2.1.2 Conceptual components of trust

According to Hupcey *et al.* (2001:286), the conceptual components of trust are the antecedents, attributes, boundaries and outcomes. The literature study in Chapter 2 will investigate and conceptualise the concept of trust in order to formulate a clear understanding of trust. The literature study will also include an in-depth discussion on the conceptualisation of trust as proposed by Dietz and Den Hartog (2006), who included in their study different forms of trust. These different forms of trust include trust as a belief, trust as a decision and trust as an action (Dietz & Hartog, 2006:558). The empirical part of this research will, however, only focus on the core elements of trust, as mentioned in paragraph 1.2.1.3, and the actual trusting behaviour, as suggest by Gillespie (2012:176).

1.2.1.3 Diversity climate

According to Pugh, Dietz, Brief and Wiley (2008:1422), diversity climate refers to the employees' perceptions of the policies and practices that communicate the extent to which fostering diversity and eliminating discrimination are a priority in the organisation. According to Cox (1994:14), diversity climate affects organisational effectiveness both directly and through its effects on individual-level outcomes. Cox (1994:14) further notes that diversity climate influences affective reactions, such as how employees feel about their job and employer, and includes variables such as job/career satisfaction, job involvement, and organisational identification. For the purpose of the proposed study, the variable measuring the diversity climate will be based on the research done by McKay *et al.*, (2007:35), which developed a measuring instrument to measure the diversity climate within an organisation.

1.2.1.4 Diversity climate, diversity management and trust

As already mentioned, organisations in South Africa will experience more change due to the diversification of their workforce and will therefore require careful management. Martins (2000:31), in his study, found that there is a connection between trust relationships and managerial practices. These managerial practices include information sharing, work support, credibility and team management (Martins, 2000:28).

As already indicated, the diversity climate refers to the perceptions of employees on how well a specific organisation is doing in terms of managing diversity (Pugh *et al.*, 2008:1422). An organisation with a demographically heterogeneous workforce will be perceived as doing more to support and foster diversity (Pugh *et al.*, 2008:1423). Therefore, the demographic heterogeneity of groups in organisations is associated with a more positive climate for diversity (McKay & Avery, 2006:395); in other words, the management or creation of diversity has a direct impact on the diversity climate within organisations. This is an important factor, because the 'link' between trust and diversity climate should not be limited to diversity climates only, but should also include diversity management; this will be investigated in depth within Chapter 2.

Some studies have indicated that ethnic diversity erodes trust (Stolle *et al.*, 2008:71) or even has no effect on trust (Sturgis *et al.*, 2010:76). The problems with these studies are that the research milieu was within a social context, and the trust measured was a generalised form of trust. According to Zolin *et al.* (2004:20), diversity within organisations is associated with lower levels of perceived trustworthiness.

Taking all of the above into consideration, there are several possible relationships between trust and some form of diversity. The above only highlights the need for the proposed study to conceptualise the relationship between trust and diversity climate.

1.3 PURPOSE OF THE STUDY

The purpose of the study is to conceptualise the relationship between trust and the diversity climate within a South African university. To fulfil the proposed purpose, the study will analyse the relationship between the identified constructs of trust and diversity climate.

Trust as a concept is a well-researched separate topic. However, empirical research on diversity climate is limited (Pugh *et al.*, 2008:1423). Within a South African context, the topic of trust having an influence on the diversity climate has not been researched much, and a search on the Nexus search engine did not reveal any similar studies. Although the topic has seen some international interest and research, we should keep in mind that South Africa's diversity management challenges are unique. I am furthermore of the opinion that diversity within our companies and universities in South Africa creates very good research opportunities on what factors can lead to improved diversity management and overall performance.

Staff composition from different social and ethnic backgrounds creates management challenges unique to South Africa and requires a unique type of leadership style. Combs (2002:2) suggest that the 21st century is shaping a new era for a leadership focus on diversity management. According to Denton and Vloeberghs (2002:86), the diversification process in South Africa will lead to organisations experiencing 'new' challenges. These challenges include fierce competition, a lack of international experience, increased labour demands, high labour costs and challenges relating to the implementation of affirmative action (Denton & Vloeberghs, 2002:86). Combs (2002:2) furthermore suggests that interactions with globalisation, expanding markets and changing workforce demographics should also pose challenges for managers tasked with managing diversity. According to Cross (2004:387), institutions are attempting to respond to challenges within their respective transformation processes, which affects every aspect of academic life, student access and support, outreach programmes, staff recruitment and retention, academic programme development, research, scholarship and the social and learning environment on campus.

In view of the above, diversity management within South Africa may pose some unique challenges. The main purpose of this study is to prove that South African organisations should be able to create constructive levels of diversity climate through the development and enhancement of trust and in the process save valuable resources.

1.3.1 PROBLEM STATEMENT

The South African Constitution seeks to eliminate unfair discrimination (1996) and, by means of legislation, South Africa is attempting to present a workforce that represents the South African demographics; therefore, I am of the opinion that several industries within South Africa will attract more diverse human resources and this will include people with different backgrounds, race, religion, sexual orientation and nationalities.

All companies and industries within South Africa are encouraged through legislation to create a diverse workforce. Several companies and industries have invested large amounts of capital in order to create a more positive diversity climate. At this stage, some of these investments to increase the positive diversity climate have not produced the expected results, due to negative perceptions and experiences. Therefore, I am of the opinion that companies, industries, government, researchers and decision-makers will be interested in a concept to create a positive diversity climate with the development of trust as a soft skill and in the process saving valuable monetary resources.

Although we have seen a great deal of change since 1994, I am sure that we will witness even more change in the future, not only in our country on a social level, but also in several industries and organisations. Our organisations are changing to represent the demographics of our country; in other words, diversification is taking place. A critical question would be: How will we be able to handle the change and still reach our objectives, without investing huge amounts of resources? Part of the answer can be found in an article by Dervitiotis (2006) with the title: *Building trust for excellence in performance and adaption to change*. Dervitiotis (2006:809) suggests that to address the challenge of change, organisations should develop quality personal-, organisational- and inter-organisational relationships and that these relationships can be enhanced by building and developing trust.

1.4 RESEARCH QUESTIONS

This study aims to provide solutions to organisations in South Africa to develop and enhance a constructive diversity climate with the development of trust.

The main research question of this study can be formulated as follows: What is the nature of the relationship between trust and the diversity climate of the tertiary institution targeted in this study?

The study will also attempt to answer the following research questions:

1. What relationship exists between the propensity for trust and the diversity climate?
2. What impact does perceived trustworthiness (ability, integrity and benevolence) have on the diversity climate?
3. What relationship exists between the organisational trust inventory and the diversity climate?
4. What relationship exists between reliance-based trust and diversity climate?
5. What relationship exists between disclosure-based trust and diversity climate?
6. What relationship exists between the willingness to be vulnerable (behavioural manifestation of trust) and diversity climate?

1.4.1 RESEARCH OBJECTIVES

The research objectives are divided into general and specific objectives.

1.4.1.1 General objective

The general objective of this study would be to determine the relationship between trust and the diversity climate within a higher education university in South Africa.

1.4.1.2 Specific objectives

- To conceptualise the relationship between trust and diversity climate.
- To formulate an in-depth theoretical platform on the core elements of trust and diversity climate.
- To source documented and validated research instruments to measure trust and the diversity climate.
- To empirically test the relationship between trust and diversity climate by gathering primary data from an appropriate unbiased sample and statistically analysing it.

- To make recommendations to the management of the institution based on the findings.

1.4.1.3 Expected contribution of the study

I am of the opinion that, due to a lack of resources and especially monetary resources, organisations within South Africa will explore possibilities to create a positive diversity climate with the smallest possible cost and sacrifices of resources. South Africa has a very diverse workforce and the concept of using trust as a soft skill to create a positive diversity climate can also lead to a more effective and productive diversity management environment.

A) Individual

Several managers and decision-makers across all industries have diversity targets within their respective key performance areas. If these individuals had knowledge of how to create and sustain a positive diversity climate, they would be able to perform in their key performance areas with much more ease.

B) Organisation

It is expected of all organisations across all industries to contribute and assist in terms of diversity targets. As with any organisation, our organisation has limited monetary resources and struggles to achieve the set diversity goals with the available resources. The development of soft skills within any organisation and the creation of a culture that promotes a positive diversity climate that does not require a great deal of investments, should attract the attention of several decision-makers.

C) Research

Trust and diversity climate have been researched as separate topics. Pugh *et al.*, (2008:1423) highlight the fact that empirical research on diversity climate is limited. Studies linking trust and diversity are also extremely limited. A Nexus study to identify previous studies that have linked these two concepts, for example, confirmed the extremely limited nature of research of this nature. In fact, no study has ever been conducted within a South African context that addresses the link between the different components of trust and diversity intended in this study. According to Cross (2004:407), there is a need for South African scholars to sustain current research on

diversity. South Africa has unique diversity challenges and provides a fascinating setting for both national and international research.

SCOPE

The discipline of this study will be classified under the subject field of organisational behaviour, which, according to McShane and Von Glinow (2010:4), is the study of what people think, feel and do in and around organisations.

This study will focus on the relationship between trust and the diversity climate of a South African university. The proposed university has campuses in more than one province. The Gauteng campus will be targeted in this study.

1.5 RESEARCH METHODOLOGY

According to Welman *et al.* (2011:2), research is a process that involves obtaining scientific knowledge by means of various objective methods and procedures. The purpose of research is to describe how things are, explain why things are the way they are, and to predict phenomena (Welman *et al.*, 2011:22). Research methodology considers and explains the logic behind research methods (Welman *et al.*, 2011:2).

The proposed research was conducted in two phases. The first phase consisted of an in-depth literature study. A literature study attempts to illustrate how previous studies relate to the proposed study and how these studies are tied in (Welman *et al.*, 2011:3). The second phase consisted of an empirical study whereby hypotheses were formulated from literature, which will then be measured and tested.

PHASE 1: LITERATURE REVIEW

In phase one, a complete review of available literature on trust and diversity climate was conducted. The purpose of a literature study is to summarise the primary findings and knowledge from previous, relevant research (Werkmeister *et al.*, 2010:394). According to Welman *et al.* (2011:41), the researcher should clearly demonstrate in the literature review how previous studies relate to one another and how the proposed research ties in with similar research.

Therefore, the literature review in this research formulated clear definitions of trust and diversity climate and also investigated any proposed relationships by previous researchers. Topics that were researched within the literature review included the following:

- The antecedents of trust (ability, benevolence and integrity);
- Dimensions (Cognitive- and affective-based trust, lateral and vertical trust);
- Outcomes of trust;
- Moderators of trust;
- Diversity climate;
- Forms of trust;
- Trusting behaviour.

Sources for the research must be credible (De Vos *et al.*, 2005:127). The sources included, but were not limited to, the following:

- Articles in accredited academic journals;
- Textbooks, dictionaries and reference material;
- Dissertations, mini-dissertations, research reports and theses;
- Scientific databases, such as EBSCOhost, JSTOR and ScienceDirect.

The keywords for the study were:

- Organisational behaviour;
- Trust;
- Diversity climate

PHASE 2: EMPIRICAL STUDY

The purpose of the empirical study is to clarify the research design, the proposed participants, the measuring instruments and a description of the statistical analysis that will be used.

1.6.1.2 Research design

According to Bono and McNamara (2011:659), the primary principles of a well-structured research design are to match the design to the question, match the construct descriptions with operations, carefully specify the model, use measures with recognised construct validity and select appropriate samples and procedures.

The study followed a quantitative approach. According to Welman *et al.* (2011:8), the purpose of quantitative research is to evaluate objective data consisting of numbers. The primary source of information and data was a quantitative empirical study that focused on the strength and nature of the relationship between levels of trust and the diversity climate of the institution.

According to Matveev (2002:59), quantitative and qualitative observations provide intercultural researchers with different ways of operationalising and measuring theoretical constructs and practical concepts. Quantitative methods can provide a high level of measurement precision and statistical power and qualitative methods can supply a greater depth of information about the nature of communication processes in a particular research setting (Matveev, 2002:59). Table 1.1 summarises certain strengths and weaknesses between quantitative and qualitative intercultural studies, as indicated in the study by Matveev (2002).

Table 1.1: The strengths and weaknesses of quantitative and qualitative studies

	Quantitative	Qualitative
Strengths	<p>High levels of reliability of gathered data.</p> <p>Clear and precise specifying of the independent and dependent variables under investigation.</p> <p>Eliminating or minimising subjectivity of judgement.</p>	<p>Can obtain more in-depth information.</p> <p>Flexible ways to perform data collection, subsequent analysis and interpretation of collected information.</p> <p>Descriptive capability based on primary and unstructured data.</p>
Weaknesses	<p>Fails to provide information about the context of a situation.</p> <p>Unable to control the environment.</p> <p>Possible predetermined outcomes.</p> <p>Limited outcomes to only to those</p>	<p>Departing from original objectives.</p> <p>Excessive subjectivity of judgement.</p> <p>Requires highly experienced researchers.</p> <p>Lack of consistency and reliability</p>

	outlined in the original research proposal due to closed type questions and structured format.	because the researcher can employ different probing techniques and the respondent can choose to withhold certain information.
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(Source: adapted from Matveev, 2002:65)

The study followed a descriptive research route, and exploratory research was not considered. Descriptive research concentrates on the identification of relationships between constructs, and exploratory research concentrates on the reasons why some relationships exist (Rosmarin *et al.*, 2011:409). The primary objective of this study was to identify a relationship between trust and diversity climate. The relationship cannot be explored at this stage, because uncertainty still exists as to whether the relationship between trust and diversity climate even exists within the proposed milieu.

A variable is a property that takes two or more values (Welman *et al.*, 2011:142). The variables in this study were trust, with all of the core elements as defined in Chapter 2, and the diversity climate. The dependent variable was the diversity climate of the institution and the independent variable was the levels of trust. The study will attempt to determine whether the independent variable (trust) will have an effect on the dependent variable (diversity climate).

According to Welman *et al.* (2011:52), a research design is the plan according to which the study obtains participants and collects information from them. The specific design for this study was a cross-sectional survey design. A questionnaire was formulated from existing questionnaires and respondents were then requested to complete the questionnaires only once.

Validity refers to the extent to which the research findings accurately represent what is really happening in the situation (Welman *et al.*, 2011:142). Reliability is concerned with the findings of the research and relates to the credibility of the findings (Welman *et al.*, 2011:145). In order for the study to present reliability, the study had to produce evidence that the conclusions can stand up to the closest scrutiny. With the measurement of a certain construct with a measuring instrument, the study will have to prove that measurements are comparable between individuals (Welman *et al.*, 2011:145).

In order to reach certain specific research objectives, a pilot study preceded this study. According to Welman *et al.* (2011:148), a pilot study can be used to test a measuring instrument by making use of a limited number of subjects from the same population as for which the eventual study is intended.

In conclusion, and taking the above into consideration: The study followed a quantitative approach and made use of a cross-sectional survey. The main part of the research included a comprehensive literature review. From the literature review, constructs were identified that were measured. A pilot study was conducted to test the effectiveness of the measuring instrument.

1.6.1.2 Participants

The entire staff component on the specific campus of the proposed institution was targeted. The target population included all permanent and non-permanent staff. It was important to include all types of appointments as the data for diversity climate did not discriminate between permanent and non-permanent staff. The sampling technique was a population survey.

1.6.2.3 Measuring instrument

The constructs that will be measured will be trust and diversity climate.

The measuring instrument that was used to measure the levels of trust was a combination of two previously validated measurement instruments, namely the Organisational Trust Inventory (OTI) by Mayer and Davis (1999) and the Behavioural Trust Inventory (BTI) by Gillespie (2003).

The diversity climate construct was measured by making use of a measuring instrument used in research by McKay *et al.* (2007:61). Scale responses are scored on a five-point Likert scale. 1 equals 'well below expectations' and 5 equals 'well above expectations' The instrument measured a Cronbach α of .91 within the study of McKay *et al.* (2007:43)

The measuring instrument was translated from English to Afrikaans and Sesotho. Possible errors were identified by a professional translator and corrected. The translator has several years of experiences and is fluent in all three languages. Proof of the correctness is attached as Appendix B.

As proposed by Welman *et al.* (2011:148), in order to promote validity and reliability of the measuring instrument, a pilot study was conducted. The translated measuring instrument was administered in a pilot study in order to determine any errors.

In conclusion, a combination of the trustworthiness questionnaire adapted from Mayer and Davies (1999:136) and Gillespie's (2012:187) was used to measure trust levels within the organisation. The measuring instrument also included questions by McKay *et al.* (2007:61) to test the levels of diversity climate.

1.6.2.4 Procedure

A) Pilot study

Questionnaires were translated from English into Afrikaans and Sesotho. After the initial translation, the questionnaires were administered in a pilot study in order to determine any errors.

B) Main study

Printed questionnaires were distributed to heads of departments, team leaders and department secretaries. They were requested to distribute questionnaires to staff members within their specific departments. Questionnaire instructions were discussed with team leaders and heads of departments and an emphasis was placed on confidentiality.

C) Ethical considerations

All information was treated as confidential and the questionnaire did not require personal details. A confidentiality agreement was also distributed with the questionnaire and is attached in Appendix A. Final conclusions and recommendations will be sent to the institution and will serve as feedback of the research conducted.

1.6.2.5 Statistical analysis

Completed questionnaires from the pilot study and main study were taken to the North-West University's Statistical Consultation Services. The data was analysed with the IBM 2013 SPSS Statistics Version 21 program.

After establishing the validity and reliability of the instruments within the targeted population, basic descriptive statistics and correlations between constructs were analysed.

1.6 LIMITATIONS/ANTICIPATED PROBLEMS

All of the respondents had to be literate in order to participate. Therefore, specific attention was focused during the distribution stage of the questionnaire.

Due to the combination of three measuring instruments into one, with each of them having a unique scale, it was anticipated that the study may experience some confusion with the completion of the questionnaire. Clearly written and verbal instructions minimised this particular risk.

1.7 CHAPTER DIVISION

Chapter 1: Introduction and problem statement

Chapter 2: Literature review

Chapter 3: Description of the implementation phase

Chapter 4: Discussion of results

Chapter 5: Conclusions and recommendations

1.8 CHAPTER SUMMARY

The face of the South African workforce is changing in order to represent the demographics of the country. The proposed research will attempt to empirically prove a relationship between trust and the diversity climate of a South African university.

Trust can be defined as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Mayer *et al.*, 1995:712). Diversity climate refers to the employees' perceptions of the policies and practices that communicate the extent to which fostering diversity and eliminating discrimination is a priority in the organisation (Pugh, 2008:1422).

There is enough evidence to prove that trust has a relationship with diversity; the trust, however, is within a social context and another milieu. The main objective of this study was to empirically investigate the possible relationship between trust and diversity climate in order to equip South African organisations with more 'tools' to create, develop and manage diversity.

Chapter 2 will consist of a comprehensive literature study. The literature study will clearly define trust and diversity climate. The literature study will also investigate possible relationships between trust and diversity climate as researched by previous researchers.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review highlights the most significant findings as discussed by previous researchers on the applicable topic (Welman *et al.*, 2011:250). According to Rousseau *et al.* (1998:393), trust as a phenomenon requires theory and research that reflect trust's many facets and levels. Researchers furthermore face a difficult task when examining trust, because there is a great deal involved in the process of "party A" (trustor) trusting "party B" (trustee) (Dietz & Den Hartog, 2006:557).

South Africa has changed significantly since 1994 and through legislation the country is attempting to present a workforce that represents the demographics of the country. Several organisations are attempting to improve inclusiveness of underrepresented individuals by initiating positive efforts to manage their diversity (Gilbert *et al.*, 1999:61).

Therefore, the purpose of this literature review is to investigate and critically discuss the most relevant research on trust and diversity climate. The investigation in this chapter will also include discussions on any previous researched relationships or possible relationships between trust and the diversity climate.

2.2 DEFINITION OF TRUST

Trust is a well-researched topic and several authors have attempted to develop a definition of trust (Zarvandi & Zarvandi, 2012:44). The South African Pocket Oxford Dictionary (2008:982) defines trust "as a firm belief in the reliability of strength of someone or something". The definition of trust is not as simple as the dictionary suggests and the rest of this chapter will prove the complexity and difficulty when defining trust.

According to Rousseau *et al.* (1998:394), there is no universally accepted scholarly definition of trust. I am of the opinion that the reason why it is difficult to formulate or obtain an exact definition of trust may be because it has been researched in multiple

settings and disciplines. Surujlal and Zhang (2009:125) confirmed that trust has been investigated in a variety of settings, such as interpersonal trust, dyadic trust, inter-organisational trust, societal trust, peer trust in the workplace and trust in leadership.

Rousseau *et al.* (1998:394) furthermore suggest that trust is a complex topic and even went as far as suggesting that trust, is a 'multiplex' topic. It is furthermore also important to take note of Zarvandi and Zarvandi (2012:38), who described trust as a multidimensional theory and that trust contains several dimensions that make up the construct. Martins (2000:28), however states, that the definition of trust is an active 'phenomenon' that depends on the interaction of various factors. Perhaps the reason why trust has been defined in several forms is because authors approach the conceptualisation from several theoretical approaches, for example: economic or socio-psychology approaches (Seppänen *et al.*, 2007:254).

The problem with defining trust is that the definition may be guided by the discipline where trust is investigated, and these disciplines can include psychological or organisational behaviour (Rousseau *et al.*, 1998:394). Adding to this difficulty of defining trust is that some researchers view trust as a behavioural intention of internal action, while other researchers argue trust is one and the same with trustworthiness. In certain settings, some researchers have even argued that trust should be viewed as a facet of personality and that trust is a synonym for cooperation or risk-taking (Colquitt *et al.*, 2007:909).

As mentioned in Chapter 1, the study will formulate a definition of trust based on the landmark article by Mayer *et al.* (1995). Rousseau *et al.* (1998) suggest in their study that the definition of trust in the research of Mayer *et al.* (1995) is the most cited definition in related research. According to Mayer *et al.* (1995:712), "trust can be defined as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party". As the definition suggests, there should be a willingness to be vulnerable, and Rousseau *et al.* (1998:394) suggested in their research that this particular "willingness to be vulnerable" is a critical component of a definition of trust.

In order to create a clear understanding of trust, and also to motivate the reason for using the definition of trust as proposed by Mayer *et al.* (1995), the study will explore

more than one definition of trust. It will enable the study to identify similarities, and in the process demonstrate how relevant and applicable the definition of trust from Mayer *et al.* (1995) really is. The definitions of trust found in relevant literature are presented in Table 2.1.

Table 2.1: Definitions of trust

Definition	Source
Trust is psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behaviour of another.	(Rousseau <i>et al.</i> , 1998:395).
The extent to which a person is confident in, and willing to act on the basis of the words, actions, and decisions of another.	(McAllister, 1995:25).
Trust reflects an expectation or belief that the other party will act benevolently.	(Whitener <i>et al.</i> , 1998).
Trust is the opportunistic expectation by one person, group, or firm of the behaviour of another person, group, or firm in common endeavour or economic exchange, under conditions of vulnerability and dependence on the part of the trusting party, for the purpose of facilitating cooperation between both parties that will result in an ultimate joint gain but, given the lack of effective contractual, hierarchical, legal, or social enforcement methods, with reliance upon voluntary accepted duty by the trusted party to protect the rights and interest of all others engaged in the endeavour or exchange.	(Hosmer, 1995:392).
One believes, and is willing to depend on, another party.	(McKnight <i>et al.</i> , 1998:474).
A psychological state comprising the expectation that another will perform a particular action which is important to you, coupled with a willingness to accept vulnerability which may arise from the actions of that other party.	(Six & Skinner, 2010:110)
One party's willingness to be vulnerable to another party based on the belief that the latter party is competent, open, concerned and reliable.	(Mishra, 1996:265)

(Source: Author)

An investigation into the different definitions for trust, as presented in Table 2.1, presents some indication that there is consensus between some authors on certain elements of the definition of trust. A willingness to be vulnerable and some sort of risk involved in the trust process is a common feature within proposed definitions. Therefore, based on the above investigation, the proposed definition by Mayer *et al.* (1995:712) is the most suited and relevant definition for this particular research, as it contains elements that are present in numerous relevant past research.

2.2.1 ATTRIBUTES OF TRUST

Hupcey *et al.* (2001:286) stated that in order for trust to exist there are certain features or attributes that must be present. The individual must be in a certain situation where he or she has identified a need that cannot be satisfied without the help from someone; the individual should also be dependent upon another individual or group to have a certain need met. Furthermore, trust also involves a person's willingness to be placed in a situation where there is risk involved (Hupcey *et al.*, 2001:286). These attributes highlight some critical core components of trust that need more detailed consideration, namely the willingness to accept vulnerability towards another, and risk-taking behaviour. The core attributes that this study will focus on are a willingness to be vulnerable and risk.

2.2.2.1 Willingness to be vulnerable

As mentioned earlier, "the willingness to be vulnerable" is considered as a critical component in any definition of trust (Rousseau *et al.*, 1998:394). Mayer and Davis (1999:124) also argue that the conceptualisation process of trust should include "willingness to be vulnerable". The question remains then, why is it so important to include some sort of "willingness to be vulnerable" in the conceptualisation of trust?

The answer can be found in the research of Davis *et al.*, (2000), where they found significant evidence of increased performance in restaurants where employees were willing to be vulnerable towards general managers of the restaurant group. The study was able to find evidence of more profit and a decrease in staff turnover in the restaurants where general managers were able to harvest more trust from their employees, compared to the restaurants where general managers were not able to generate more trust from their employees (Davis *et al.*, 2000).

What does the “willingness to be vulnerable” in real terms mean? To illustrate the answer, one should think about the following example: An employee intentionally shares sensitive information with his/her manager that might be detrimental towards the future of that employee. The sharing of the sensitive information is putting the employee at risk and therefore he/she is demonstrating “a willingness to be vulnerable” (Mayer & Gavin, 2005:880).

2.2.2.2 Risk and its role in trust

According to Davis *et al.* (2000:564), and Mayer *et al.* (1995:724), a key part of the vital theoretical analysis of trust is risk. Mayer *et al.* (1995:724) explain that there is no risk in the “willingness to be vulnerable” as per the definition, but risk is fundamental in the behavioural manifestation of the “willingness to be vulnerable”. A person does not need to risk something in order to trust another person, but a person has to take a risk in order to engage in the trusting action (Mayer *et al.*, 1995:724). There is also enough evidence across several disciplines of trust that risk is an important condition for trust to exist (Williamson, 1993:486). Trust will lead to risk-taking in any given relationship and the form of risk-taking will depend on the specific situation (Mayer *et al.*, 1995:724).

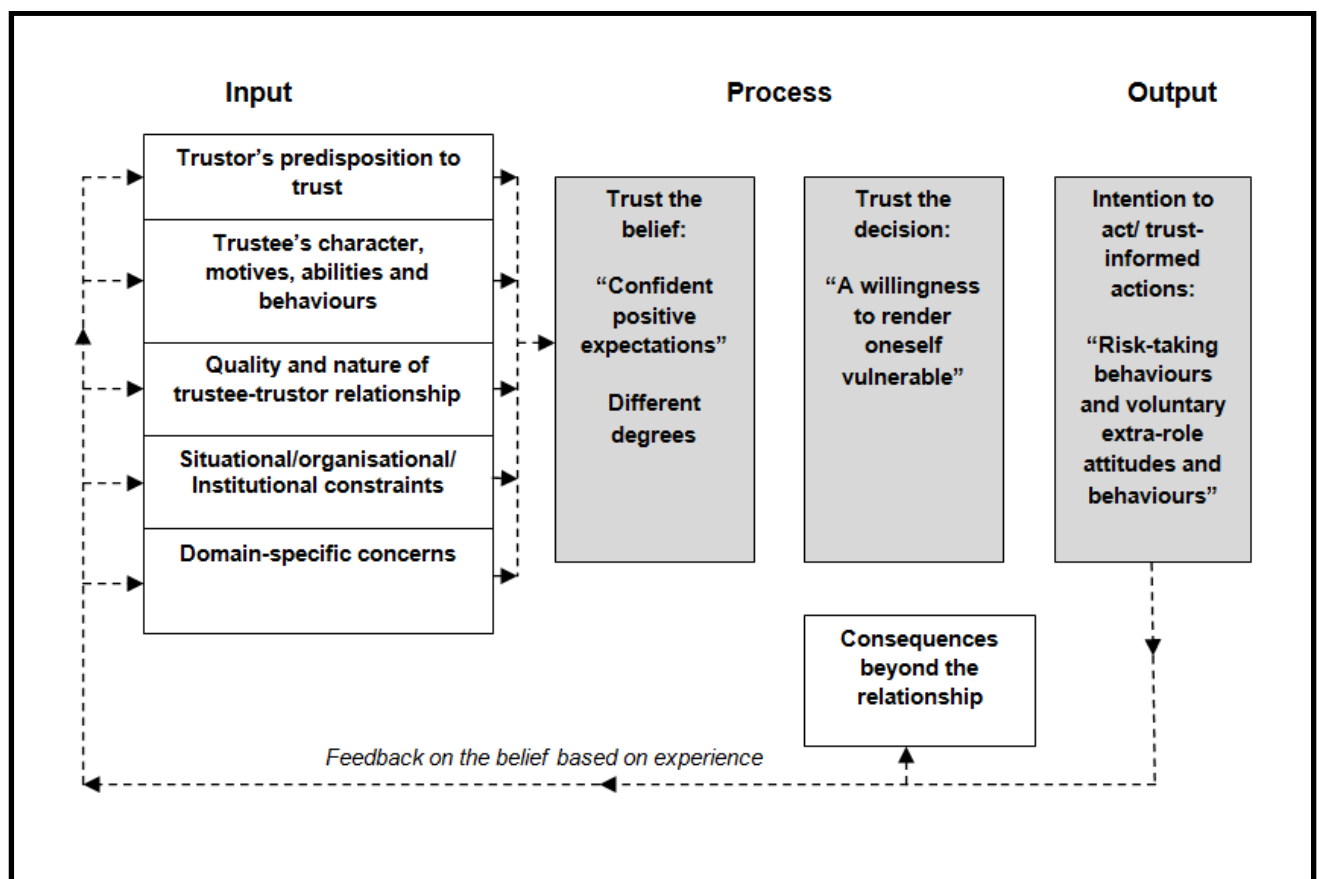
Uncertainty regarding whether the other person involved intends to and will act as imagined is considered as the source of the risk (Rousseau *et al.*, 1998:395). The path dependent connection between trust and risk taking starts from a mutual relationship; risk creates an opportunity for trust, which then leads to risk-taking (Rousseau *et al.*, 1998:395). Trust will cease to exist when the decision to place oneself in a dependent or a vulnerable position is not based on some assessment of risk. Trust also ceases to exist when there is a perception of no choice and the risks are more than the benefits (Hupcey *et al.*, 2001:290).

A good example to illustrate the role of risk in the trust process could be where a supervisor allows an employee to assist a sensitive and important client rather than the supervisor himself. The supervisor risks certain consequences if the employee does not meet the requirements or needs of the client (Mayer *et al.*, 1995:725).

2.3 TRUST AS A PROCESS

The process of trust, as illustrated by Dietz and Den Hartog (2006:564), captures the core elements of trust that will be used and measured in this study. The process is based on an open systems model (input-throughput-output) (Dietz & Den Hartog, 2006:564). The inputs are considered as the antecedents and propensity of trust, the different components of the trust process and the different ‘trust informed’ behavioural outcomes. In the case of this study, the inputs are considered as: ability, benevolence, integrity and propensity towards trust, as in Mayer *et al.* (1995 & 1999). The ‘throughput’ will be the trusting behaviour, as explained by Gillespie (2012), which may be reflected in the specific patterns of communication and decision-making processes, within the organisation. Figure 2.1 clearly illustrates the trust process as described by Dietz and Den Hartog (2006:564).

Figure 2.1: The trust process



Source: Dietz and Den Hartog (2006:564)

Mayer and Davies (1999) had the same approach in their research, and when they conceptualised their trust construct, they also separated trust from its antecedents.

Mayer and Davies (1999:124) explain that “the reason for this is that the trustor will be willing to be vulnerable to another party based on the trustor’s propensity of other people in general and on the trustor’s perception that the particular issue is trustworthy”. With thorough examination of the model as proposed by Dietz and Den Hartog (2006:564), it is possible to determine critical conceptual components within the process. These conceptual components of trust are the antecedents and propensity towards trust (input), trusting behaviour (process) that consists of “trust the belief” and “trust the decision” and the final component that is the possible outcomes (output). These conceptual components will be discussed in the following section.

2.3.1 CONCEPTUAL COMPONENTS OF TRUST

From the argument in paragraph 2.3, it is clear and also very applicable to this study that the conceptual components of trust that this study will consider are the antecedents and propensity, trusting behaviour and the possible outcome. To facilitate critical reasoning, the study also has to acknowledge the opinion of other authors. Hupcey *et al.* (2001:286) recommended that the conceptual components of trust should also include the attributes and boundaries with the components as stated in paragraph 2.3. Although the components from Hupcey *et al.* (2001:286) are also relevant, it has to be emphasised that the study will only focus on components as already mentioned, because those are the components or elements that will be measured.

2.3.1.1 Antecedents of trust and propensity towards trust

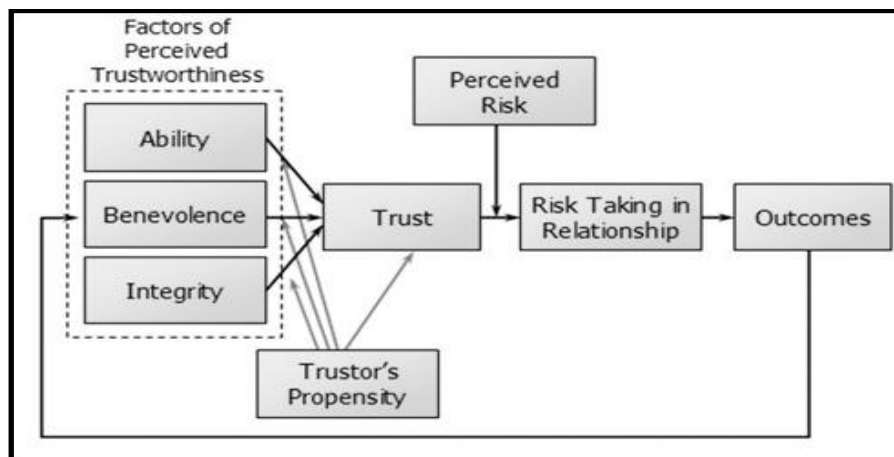
Trust can be separated from its antecedents (trustworthiness characteristics of the trustee) and its outcomes (Mayer *et al.*, 1995). Therefore, an approach to facilitate the understanding of why someone will have a greater or lesser amount of trust is to understand the attributes of the trustee; in other words, how trustworthy is a person according to the perceptions of the other person involved in the process (Mayer *et al.*, 1995:716)?

According to Mayer *et al.* (1995:718), the three factors of trustworthiness, namely ability, benevolence and integrity, are often used to explain perceptions of trustworthiness. Ability can be defined as “a group of skills and attributes which

enables a party to have influence within some specific situation” (Mayer *et al.*, 1995:717; Davis *et al.*, 2000:566). Benevolence represents a positive personal point of reference of the trustee to the trustor (Mayer *et al.*, 1995:718; Davis *et al.*, 2000:566) and integrity is a belief that another person adheres to a set of acceptable principles (Mayer *et al.*, 1995:719; Davis *et al.*, 2000:566). It is also important to note that ability, benevolence and integrity are important to trust and each may differ separately from the others (Mayer *et al.*, 1995:720; Mayer & Davis, 1999:124). “It may be in certain situations that the trustee’s ability is considered more important than the other factors” (Mayer & Davis, 1999:124). Other authors, such as Cunningham and McGregor (2000:1578), have also included predictability or reliability in their research as strong contenders for the antecedents of trust.

Figure 2.2 illustrates the antecedents of trust and how they fit into the trust process as suggested in the model of trust developed by Mayer *et al.* (1995:715).

Figure 2.2: Model of trust



Source: Mayer *et al.* (1995:715)

Within the model of Mayer *et al.* (1995:715), the importance of propensity is also illustrated. Propensity can be considered as the general willingness to trust others (1995:715). Propensity can also influence how much trust a person has in a trustee before information of that specific person has been observed (Mayer *et al.*, 1995:715).

It is important to understand that antecedents in a sense are some sort of background, experiences or previous circumstances. One could easily argue that

the antecedents of trust should also be categorised as a possible source of trust. This is an important concept, because Mayer *et al.* (1995) suggested that trustworthiness (benevolence, ability and integrity) should be regarded as the antecedent of trust, while Martins (2000:28) suggested that personal factors and managerial practices should be regarded as possible antecedents of trust, specifically within organisations. These personal factors, or so-called “big five”, include agreeableness, conscientiousness, resourcefulness, emotional stability and extraversion (Martins, 2000:28). The managerial practices from Martins (2000:28) include information sharing, work support, credibility and team management. Therefore, it is possible to consider more antecedents of trust as proved by Martins (2008:28); this study, however, will only consider the antecedents of trust as proposed by Mayer *et al.* (1995) and the propensity towards trust.

Table 2.2 illustrates the possible antecedents towards trust and the reasons why this study considers propensity, ability, benevolence and integrity as important antecedents of trust. The table was developed in a study conducted by Burke *et al.* (2007:614), and they found concrete literature proof for the antecedents of trust as described by other authors. Table 2.2 indicates these antecedents as proposed by Burke *et al.* (2007:614).

Table 2.2: Comparison of factors impacting trust

Authors	Focus	Antecedents				
		Propensity	Ability	Benevolence	Integrity	Additional constructs
Butler (1991)	Managerial trust	No	Competence	Loyalty, openness, receptivity, availability	Consistency, discreetness, fairness, integrity, promised, fulfilment	No
Mishra (1996)	Trust in organisations Trust in leadership	No	Competence	Caring, openness	Reliability, openness	No
Sitkin & Roth (1993)	Trust in organisations	No	Ability	No	Value congruence	No
Whitener et al., (1998)	Managerial trustworthy behaviour	Propensity to trust	Communication, sharing and delegation of control, perceived competence, Ability, affect	Demonstration of concern	Behaviour consistency, Behavioural integrity, perceived similarity	Task independence
Williams (2001)	General trust/groups	Motivation to trust	Ability, affect	Benevolence, affect	Integrity, affect	Organisational context (competition), in-group/out-group membership
Dirk & Ferrin (2002)	Trust in leadership	Propensity to trust	Unmet expectations, perceived organisational support	Interactional justice, perceived justice, participative decision making, transactional & transformational leadership, unmet expectations, perceived organisational support	No	Length of relationship, direct/indirect leadership

Source: Burke *et al.* (2007:614)

2.3.1.2 Perceived trustworthiness

Perceived trustworthiness refers to the perceptions and beliefs about the trustworthy character of another person (Gillespie, 2012:176). The model of Mayer *et al.* (1995) further suggests that perceived trustworthiness (consisting of ability, benevolence and integrity) should also be considered as the antecedent of trust. Dietz and Den Hartog (2006:558) furthermore described perceived trustworthiness in their research as a set of beliefs about the other party and one's relationship with that person. This set of beliefs can lead the trustor to assume that the trustee's actions will have positive consequences for the trustor (Dietz & Den Hartog, 2006:558). It is

furthermore important to note that trustworthiness can be a good predictor for trust within organisations, and therefore the reason why trust and trustworthiness should be regarded as two separate constructs (Colquit, Scott & Lepine, 2007).

2.3.2 TRUSTING BEHAVIOUR

From the above, one can easily understand why several authors have mentioned in their work that trust is a complex and multidimensional process and a difficult construct to conceptualise. A critical question at this stage could be: What does actually lead to a person trusting another person? Yes, we agree certain antecedents should be present, i.e. a willingness to be vulnerable and some sort of risk, but that still does not explain how the actual decision to trust someone takes place.

According to Dietz and Den Hartog (2006:559), part of the trusting behaviour section in the trusting process is whereby the belief in a person's trustworthiness is noticeable. At this specific stage, the trustor considers the trustee to be trustworthy and intends to allow him/her to be subject to the risk of possible disadvantageous actions on the part of the trustee, on the basis that such outcomes are unlikely. However, the problem is that the decision only implies an intention to act and not the final decision (Dietz & Den Hartog, 2006:559). For the trustor to demonstrate explicitly his/her trust in the trustee, the trustor has to engage in any form of "trust-informed, risk-taking" behaviour for the actual process of trust to be complete (Mayer *et al.*, 1995:724). What is required is a behavioural materialisation or enactment of trust or the so-called trusting behaviour (Gillespie, 2012:176).

Gillespie (2003) explains trusting behaviour as part of her development of the behavioural trust inventory (BTI), whereby she further illustrates that the trusting behaviour can either be reliance-based or disclosure-based. Reliance is relying on another's skills, knowledge, judgments or actions, including delegating and giving autonomy and disclosure in sharing work-related or personal information of a sensitive nature (Gillespie, 2003:10).

The purpose of the BTI was to measure "the willingness to be vulnerable" and to measure trust in leader-member and peer relationships in a team environment (Gillespie, 2003:8).

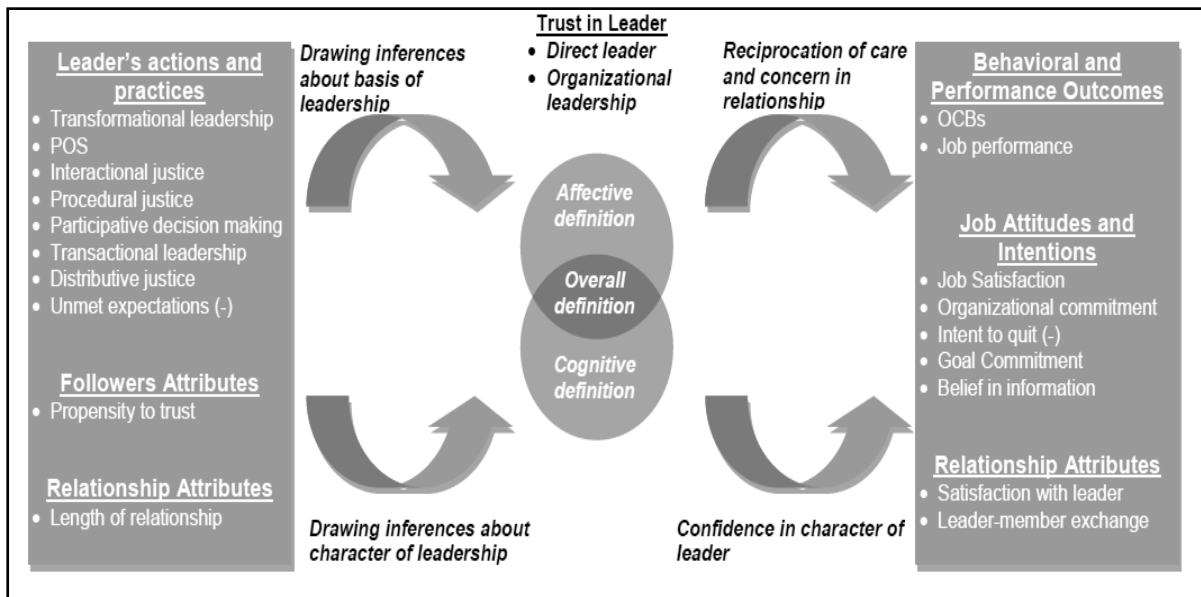
2.3.3 OUTCOMES OF TRUST

Trust can have several outcomes; these outcomes can include cooperation, sharing sensitive information and allowing the trustee control over issues that are important to the trustor (Mayer & Davis, 1999:124). Positive outcomes over a period of time, especially where the trustor was vulnerable, will lead to the trustor engaging in a trust decision easier than in the past (Mayer & Davis, 1999:124). Therefore, the outcome of trust is evaluated according to the internal correspondence between the expectations of the trustor and the actual behaviour of the trustee (Hupcey *et al.*, 2001:290). If the individuals' needs were met, the outcome of the situation will be considered as positive (Hupcey *et al.* 2001:290).

Mayer *et al.* (1995:725) described the outcome of trust as the risk taking in the relationship or better known as RTR. According to Mayer *et al.* (1995:725), RTR distinguishes the outcome of trust from general risk-taking behaviours, because it can only take place within the context of a specific, identifiable relationship with another party. RTR furthermore proposes that trust will increase the possibility that the trustor will not only form some emotional link with a trustee, but also that the trustor will allow personal vulnerability (Mayer *et al.*, 1995:725).

Research done by Dirks and Ferrin (2002) suggests that trust in leadership may have strong relationship with several performance outcomes. These outcomes ranged from job performance to job satisfaction and even included organisational commitment (Dirks & Ferrin, 2002:613). Figure 2.3 illustrates the possible outcomes of trust in a leader within an organisational setting.

Figure 2.3: Trust in leader



Source: Dirks and Ferrin (2002:613)

2.4 HISTORIC CONTEXT OF TRUST

Schoorman *et al.* (2007:346) explain that within the model of trust, as presented by Mayer *et al.* (1995), 'time' is a clear concern in the theory, and that 'time' will have an important role in the meaningfulness of factors contained in the model (Schoorman *et al.*, 2007:346). The reason for this is that propensity will be an important factor in the beginning of the relationship or trust process (Schoorman *et al.*, 2007:346). Ability and integrity will also have an impact on the trust process or relationship fairly quickly, and benevolence will need more time to be assessed correctly in the process (Schoorman *et al.*, 2007:346). Therefore, we can argue that certain elements make one person trusting another take longer. This is an important factor, especially for this particular study and within a South African context, because the formation and development of trust will take considerable time.

2.5 SIMILARITY ATTRACTION CONCEPT AND TRUST

The theory of 'similarity attraction' suggests that people tend to be more attracted to others who are perceived as more similar, and people will avoid others who are perceived different (Colquitt *et al.*, 2011:391). Therefore, people from the same culture or ethnic group will tend to be more attracted to each other than to other cultures or ethnic groups and in a sense create a wider gap between different ethnic

groups within organisations. The effect of the similarity attraction concept on trust cannot be ignored, because it is more difficult to develop trust across cultures than compared to a group of the same race or culture; in other words, people from the same race or culture tend to trust each other more and easier (Cox, 1994:81). A good example will be to observe which employees sit together during a lunch or tea break. In most cases, the same cultures or ethnic groups will sit together and they will share personal stories (willingness to be vulnerable) with each other that will facilitate the trust-building process. Therefore, it is logical that the similarity attraction concept will have an influence on trust within organisations, especially organisations that are attempting to increase their diversity profile and this concept is therefore definitely applicable to South African organisations.

2.5.1 TRUST BETWEEN DIFFERENT CULTURES

Due to the similarity attraction concept, and its influence on trust and taking into consideration the specific cultural milieu of South Africa, it is important for this study to investigate and acknowledge the influence of different cultures on the trust process. In a cross-cultural study by Costigan *et al.* (2007), the relationship between affect-based trust, cognition-based trust and the enterprising behaviour (creativity, risk taking, initiative, motivation and assertiveness) of employees from four different countries (USA, Turkey, Poland and Russia) were investigated. When trust has a cognitive basis, a person looks for a rational reason to trust another person, and when a person makes an emotional and mutual investment in a relationship, the basis of trust is affective (McAllister, 1995:26).

The results from the study by Costigan *et al.* (2007:783) suggest that there is a stronger relationship between affect-based trust and enterprising behaviour between employees from Turkey, Poland and Russia, who have a more collectivist culture, compared to the more individualist culture of the USA. Also take note that the characteristics of an individualist culture include a closer distance between a supervisor and subordinate relationship, compared to a wider distance between similar relationships in a collectivist culture.

2.6 TRUST IN SOUTH AFRICA

As illustrated, trust is a complex topic that requires thorough investigation. A critical question regarding trust is: Can the same principles of trust be duplicated and exactly applied to South Africa? As noted earlier, Costigan *et al.* (2007) suggest that cultural backgrounds definitely have an effect on trust. Taking into consideration that South Africa has 11 official languages, several religions and even inhabitants of other African countries, we have a very diverse cultural setting. Therefore, this study cannot ignore the possible influence of any form of diversity on the formation of trust between employees, based on the results of the Costigan *et al.* (2007) study. Therefore, when investigating the trust concept within South Africa, the investigation should acknowledge the effects of cultural difference and diversity.

2.7 TRUST AND COMPETITIVE ADVANTAGE

Several authors have recognised the importance of trust within organisations (Zarvandi & Zarvandi, 2012:44; Davis *et al.*, 2000). It is also important to note that the lack of trust within organisations may be detrimental towards the overall development of a particular organisation (Zarvandi & Zarvandi, 2012:44). According to Barney and Hansen (1994:188), there is enough evidence to prove that higher levels of trust can be a source of competitive advantage, especially in economic exchanges. McAllister (1995:25) also identified that trust is a crucial component for the organisation's success, especially where employees have to implement the company's business strategy.

In a study conducted by Davis *et al.* (2000:573), they found adequate evidence that trust in a general manager can be associated with positive organisational performance, and that if the specific general manager can develop trust, he/she should be able to assist the organisation to gain a competitive advantage. Mayer and Gavin (2005:885) also found proof that trust (in specifically management) can have a positive effect on employees' ability to focus on what specifically must be done, and also the overall performance of the organisation. Covey (2006:22) also stated that there is a definite relationship between trust within organisations and performance. As trust increases, it will lead to an increase in speed (performance) and a reduction in organisational costs (Covey, 2006:22).

For this particular study, it is important to take note of the fact that trust has an influence on performance. The reason to highlight the relationship between performance and trust is because diverse groups tend to trust each other less, as reported in several studies that have tested the impact between trust and diversity in a social setting (Uslander, 2006; Lancee & Dronkers, 2013 and Kazemipur, 2006). Therefore, the distrust between diverse groups should theoretically have a negative influence on performance.

2.8 TRUST AND LEADERSHIP

Because the decision-makers in our organisations are also associated with leadership, it is important to recognise the conceptual connection between leadership and trust. Trust is a primary characteristic associated with leadership (Robbins & Judge, 2013:422). A deconstructive condition of this association of leadership and trust can have serious adverse effects on team performances (Robbins & Judge, 2013:422).

Followers who trust their leader will be confident that their rights and interests will not be misused (Robbins & Judge, 2013:422). It is also important to note that a leader's primary task is to work with people and to access their knowledge and creative thinking in order to assist in the problem-solving process, and, without trust, none of this will be possible (Robbins & Judge, 2013:422).

2.9 BACKGROUND: DIVERSITY CLIMATE

The composition of the modern workforce has changed considerably over recent years (Pugh *et al.*, 2008:1422). Coupled with the changing composition of organisations has been a growing interest in the issue of diversity in organisations among researchers (Pugh *et al.*, 2008:1422). One of the areas that researchers are starting to focus on is how employees understand and form impressions of organisational policies and practices regarding diversity (Pugh *et al.*, 2008:1422). Therefore, diversity climate is an emerging area of research that studies the perceptions of employees of an organisation's diversity-related policies, practices and procedures (Ziegart & Hanges, 2005). It is also important to note that empirical research on diversity climate is limited (Pugh *et al.*, 2008:1423; Hicks-Clarke & Iles, 2000:325).

2.9.1 DIVERSITY

Diversity is the degree to which a group or team's composition of members is different in terms of any attribute that might be used as a basis of categorising people (Colquitt *et al.*, 2011:319). Diversity is not only limited to race and gender, and there are several characteristics to classify people (Colquitt *et al.*, 2011:319). These characteristics can include, but are not limited to, gender, race, religion, education, sexual orientation and even age. According to Colquitt *et al.* (2011:85), the numbers of foreign-born employees in developed countries are also increasing and should also be categorised as an element of diversity.

Literature also suggests different types of diversity and this includes "surface-level diversity and deep-level diversity" (Colquitt *et al.*, 2011:391; McShane & Von Glinow, 2010:21). Surface-level diversity refers to observable characteristics, such as race, ethnicity, sex and age, and deep-level diversity refers to characteristics that are less noticeable, but can be inferred to after a direct experience between team members (Colquitt *et al.*, 2011:391; McShane & Von Glinow, 2010:21). These characteristics of deep-level diversity can include attitudes, values and personality (Colquitt *et al.*, 2011:391; McShane & Von Glinow, 2010:21).

It should also be mentioned that, over time, surface-level diversity should change to a more productive scenario due to the learning process and knowledge sharing (Colquitt *et al.*, 2011:391). Over time, team members within deep-level diverse teams should experience more negativity as they learn more about each other, especially when values and goals become more noticeable (Colquitt *et al.*, 2011:391).

Cultural diversity is another term that is used within the field of diversity. By examining the meaning of diversity, cultural diversity should be nothing more than the different cultures within an organisation, team or workforce. The term culture at a surface level can include some sort of exotic customs, religions, foods, clothing and lifestyle and, at a deeper level, values and ways of interpreting the world, social structure and ways of interpersonal relations (Shani & Lau, 2000:208).

The increasing diversity of cultural backgrounds that form individuals' behaviour is considered as one of the major challenges for a manager (Shani & Lau, 2000:209).

People with different backgrounds, values and beliefs within the workplace can be a source of misunderstandings and conflict (Shani & Lau, 2000:209).

2.9.2 DIVERSITY IN SOUTH AFRICA

I am of the opinion that due to South Africa's history, the country and especially organisations in South Africa have unique challenges. The South African Constitution seeks to eliminate unfair discrimination (1996), and with legislation, South Africa is attempting to present a workforce that represents the South African demographics. According to Rosado (1996:2), diversity is a new trend followed by many institutions and nations.

Certain legislation in South Africa has also been developed to assist diversity and change and to stimulate transformation (Robbins *et al.*, 2009:464). The legislation includes, but is not limited to, the Constitution (1996), Labour Relations Act 66 of 1995, Basic Conditions of Employment Act 75 of 1997, Employment Equity Act 55 of 1998 and the Broad-based Black Economic Empowerment Act 53 of 2003.

The detail of the legislation will not be discussed, but it should be mentioned that all of the legislation mentioned promotes and encourages in some sort of way the development of diversity through a transformation and empowerment process. Authors such as Peterson (2008:24) suggest that diversity has its roots in affirmative action laws. Certain laws that promote diversity are unique to our country and therefore support the earlier argument that South Africa has a unique diversity milieu with unique challenges.

South African universities have not been excluded from an increase in diversity through a transformation process (Cross, 2004:387). Most South African universities are attempting to address the challenges associated with increased diversity on their respective campuses (Cross, 2004:388). South African universities are also steadily redirecting their student bodies and staff to reflect the demographics of South Africa through the development of awareness of social imbalances (Cross, 2004:406).

It is also important to note that organisations have also faced some challenges since 1994 with regard to diversity and the transformation process (Denton & Vloeberghs, 2003:93). These challenges include increased competition for market share and the

entry and competition of international competition, and therefore South Africa requires more and better diversity managers (Denton & Vloeberghs, 2003:93).

South African diversity and especially research are also unique in terms of who we refer to in the research. In studies from the USA, Europe and other developed countries, they tend to refer to the 'minorities' and place a great deal of emphasis on the opinion of the 'minorities'. Within a South African context, we refer to the participants directly responsible for an increase in diversity as 'previously disadvantaged' or 'the underrepresented, race or gender' within our organisations. The term 'transformation' is also very popular. Taking the above into consideration is more evidence in support of this study's opinion that the South African diversity setting is unique.

2.9.3 DIVERSITY CLIMATE

According to Moran and Volkwien (1992), climate and culture are connected terms. The climate of an organisation is influenced to a large extent by the organisation's culture and the perception of organisational practices by individuals within these organisations (Hicks-Clarke & Iles, 2000:325). It is furthermore important to note that the climate of an organisation is very dependent on policies and procedures and is also influenced by management's attitudes and behaviours (Hicks-Clarke & Iles, 2000:325). Goyal and Shrivastava (2013:55) also mention that the organisational climate represents the culture of an organisation and therefore the diversity climate represents the 'culture' of diversity and relevant characteristics associated with diversity.

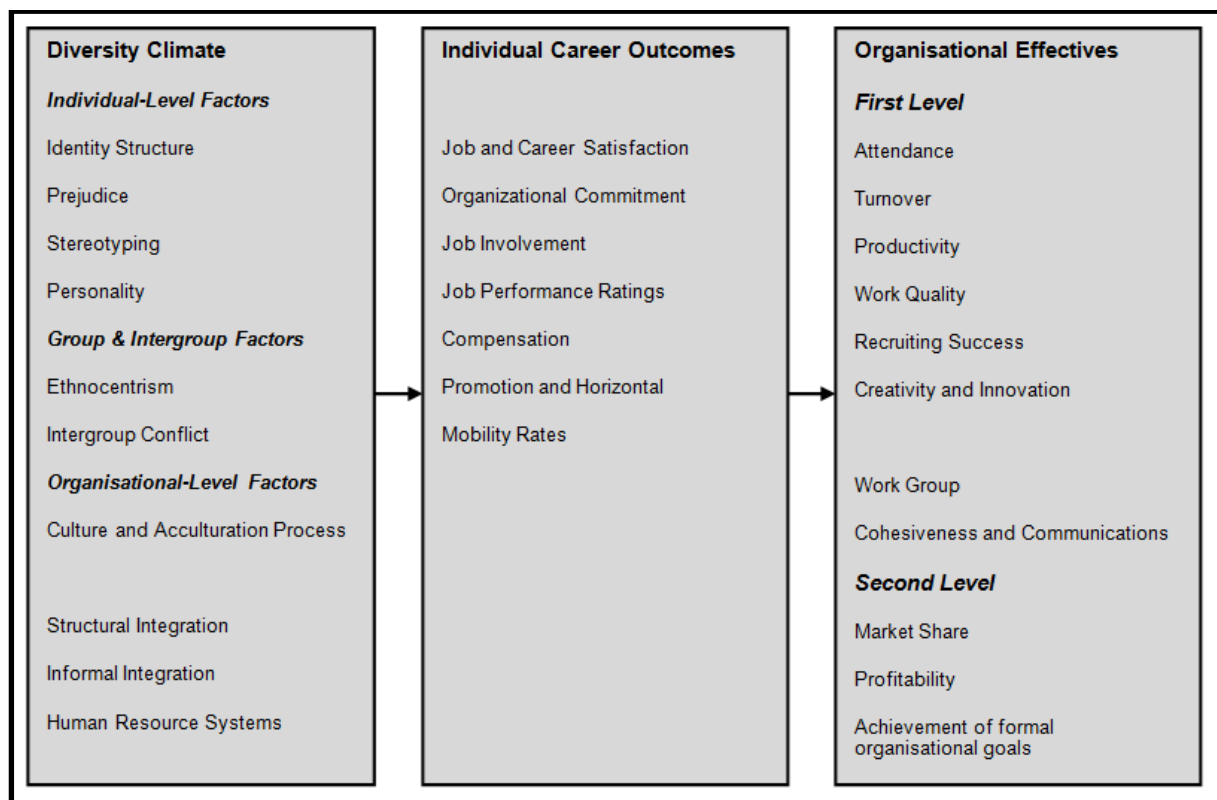
Cox (1994:14) developed a framework whereby he linked the human resource diversity and climate of an organisation. Cox (1994:14) views diversity climate as relating three different sets of factors. These factors include individual factors, group/intergroup factors and organisational factors (Cox, 1994:14). These factors of (Cox, 1994:14) can be explained as follows:

- Individual factors: Identity structures, prejudice, stereotyping and personality.
- Group/intergroup factors: Cultural differences, ethnocentrism and intergroup conflict.

- Organisational factors: Cultural and acculturation process, structural integration, informal integration and institutional bias in human resource systems.

The interactional model of cultural diversity (IMCD) developed by Cox (1994:14) describes the effects of diversity climate in organisational effectiveness. The model illustrates that diversity climate has effects on staff attendance, turnover, productivity and work quality. In the model, Cox (1994:14) further explains that the majority group members are considered to have different perceptions than the non-majority group members. Non-majority group members are “more likely to be aware of the effects of group membership than majority group members” (Cox, 1994:15). Figure 2.4 illustrates the IMCD model as developed by Cox (1994:14).

Figure 2.4: Interactional model of cultural diversity



Source: Cox (1994:14)

From Figure 2.4, it is quite clear that Cox (1994) suggests that diversity climate within organisations not only affects the organisational effectiveness, but also has an effect on certain individual outcomes.

Although the factors influencing the diversity climate, as described by Cox (1994:14), are still realistic and relevant, it is important to take note of other factors that may influence the diversity climate from other authors. According to Price *et al.* (2004:569), the diversity climate can also be influenced by the organisation's historical legacy of inclusion or exclusion of minorities. The structural diversity of staff, psychological perceptions of race and behavioural dimensions across diverse groups are also considered as factors that can influence the diversity climate of an organisation (Price *et al.*, 2004:569).

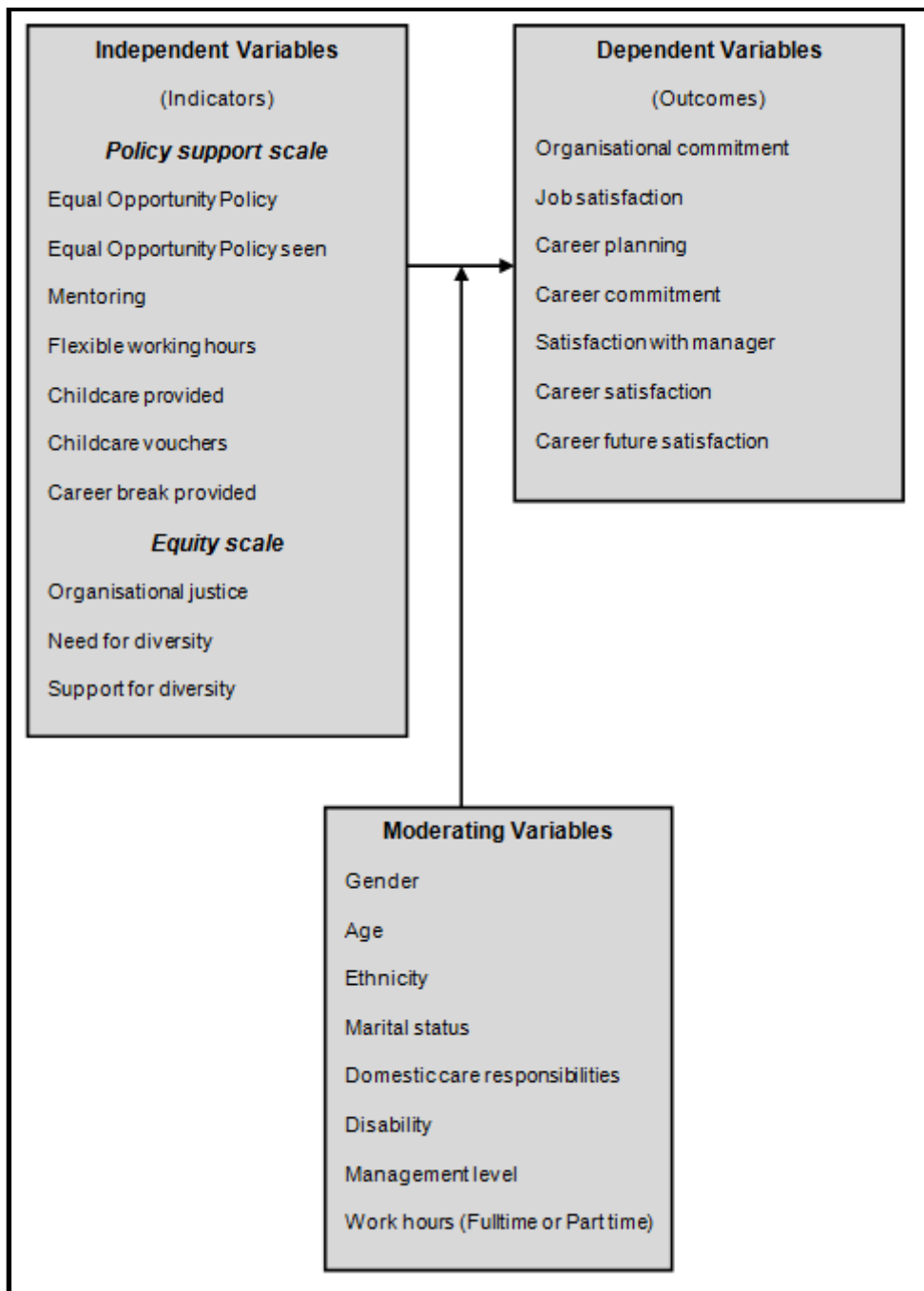
Taking all of the above into consideration, this study will consider diversity climate as the shared perceptions of the policies and practices that indicate to what extent the organisation is committed to eliminating discrimination and to valuing diversity (Pugh *et al.*, 2008:1422). This is in line with the definition of diversity climate by McKay *et al.* (2008:352), who defined diversity climate as the “degree to which a firm advocates fair human resource policies and socially integrates underrepresented employees”. McKay *et al.* (2008:352) further explain that “diversity climate entails how social context is affected by group membership, as manifested in various forms of demographic differences”.

2.9.4 ANTECEDENTS OF DIVERSITY CLIMATE

The antecedents of diversity climate can include human resource policies and practices together with the ethnic and gender composition of the organisation (McKay & Avery, 2006:403). Pugh *et al.* (2008:1426), in their study, found that the communities whereby an organisation is established can also have an influence on the perceptions of the employees on the diversity climate of that specific organisation.

In a model presented by Hicks-Clarke and Iles (2000:330), they developed indicators for a positive climate and these indicators includes policy support scales and equity support scales. In short, the model by Hicks-Clarke and Iles (2000:330) suggests that if an organisation is able to create equal policies for all staff, has fair organisational justice, demonstrates a need to diversity and supports diversity, the organisation will be able to create a positive diversity climate with positive outcomes. The model by Hicks-Clark and Iles (2000:330) is illustrated in Figure 2.5

Figure 2.5: Climate for diversity model



Source: Hicks-Clarke and Iles (2000:330)

2.10 DIVERSITY CLIMATE AND DIVERSITY MANAGEMENT

As suggested by the definition of diversity climate, it is nothing more than a perception of how committed an organisation is towards managing diversity. Therefore, it is easy to argue that the actual management of diversity within

organisations will have a direct impact on the perceptions that employees have of the matter.

Perception is the way in which something is regarded, understood or interpreted; we can therefore argue that diversity climate is the way that diversity management is regarded or interpreted by employees within that specific organisation. It seems reasonable for managers who are responsible for the management of organisations to believe that if they have developed and maintained a racially diverse organisation, their employees would perceive that they are promoting and maintaining diversity and eliminating discrimination as the highest priority of the organisation (Gelfand, Nishii, Raver & Schneider, 2005:104).

2.11 DIVERSITY MANAGEMENT

The literature review is able to motivate a direct link between diversity climate and diversity management, and therefore it is important to further explore the concept of diversity management in order to create a better understanding and reasoning of the concept.

According to Basset-Jones (2005:173), diversity management forms part of the human resource management functions. Diversity management is furthermore part of the subsystems of human resource management that include recruitment, rewards, performance appraisals and employee development (Basset-Jones, 2005:173). Therefore, diversity management is nothing less than a normal organisational managerial function.

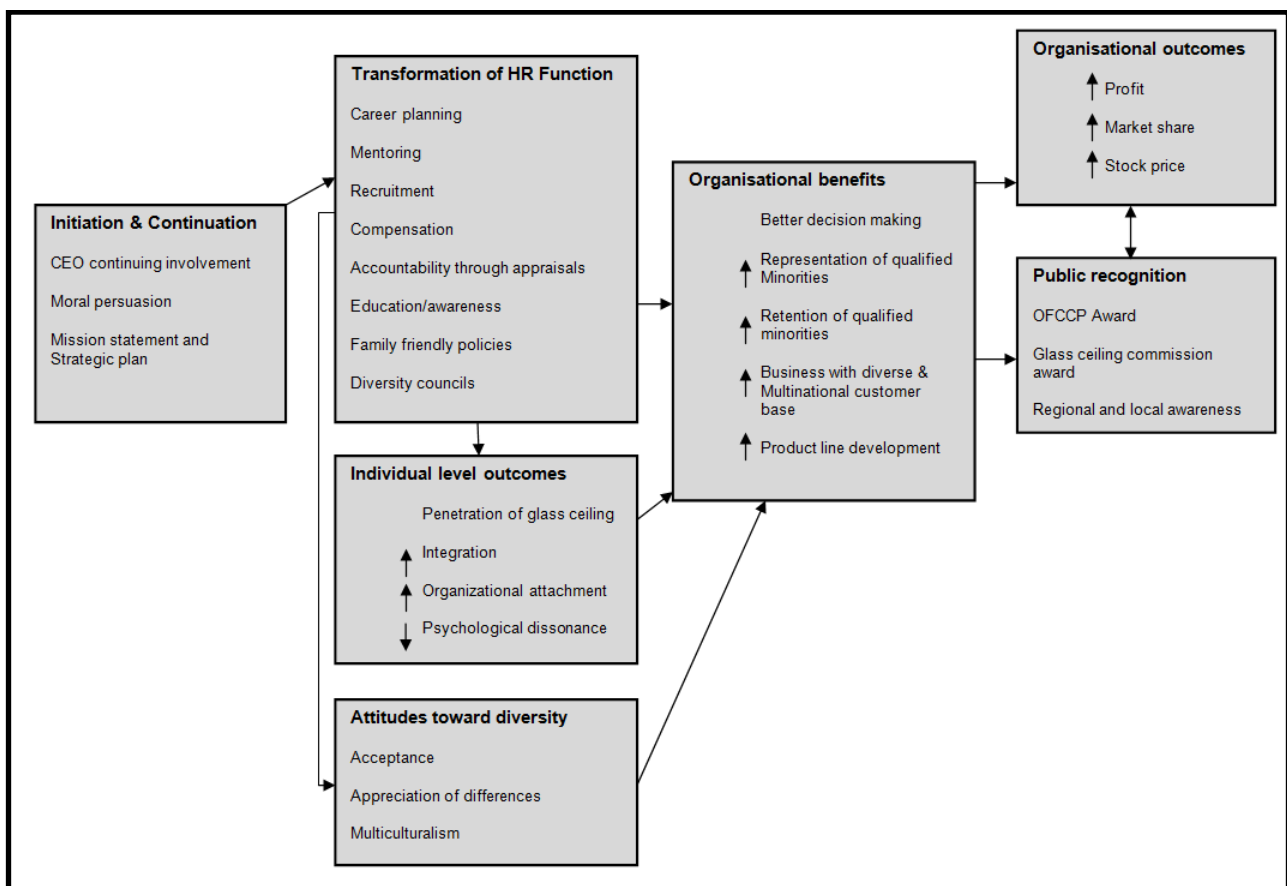
“Diversity management makes everyone more aware of and sensitive to the needs and differences of others” (Robbins & Judge, 2013:90). According to Cox (1994:11), managing diversity entails planning and implementing organisational systems and practices to manage people so that the potential advantages of diversity are maximised. Furthermore, diversity management should aim to maximise the abilities of all employees to contribute towards organisational goals and therefore to reach their full potential no matter their race, gender, nationality or age (Cox, 1994:11).

To manage diversity effectively requires organisations to include diversity into the strategic plan (Hitt, Miller & Collella, 2006:62). It is also important that diversity should be managed holistically and throughout the entire organisation (Gwele,

2009:10). In reality, this means that diversity management should be clear in terms of being measurable and should indicate how diversity can contribute towards achieving the strategic goals, directions and plans of the organisation (Hitt *et al.*, 2006:62).

The organisation should also develop means of defining and measuring diversity effectiveness and then incorporate these measures of effectiveness into the overall strategy of the organisation (Hitt *et al.*, 2006:62). It will also be beneficial if diversity can also be at the centre of the organisation’s core values and mission statement (Hitt *et al.*, 2006:62). The following model by Gilbert *et al.* (1999:67), illustrated as Figure 2.6, illustrates the concept of diversity management and what elements can contribute towards managing diversity effectively.

Figure 2.6: Model for effective diversity management



Source: Gilbert *et al.* (1999:67)

2.11.1 DIVERSITY MANAGEMENT AND COMPETITIVE ADVANTAGE

It is important to note that there is enough evidence to prove that a diverse workforce can create a competitive advantage and increase thoroughness in decision-making (Basset-Jones, 2005:173; McShane & Von Glinow, 2010:21). There are also some studies that have indicated that more diverse companies demonstrated better customer service and financial performance (McShane & Von Glinow, 2010:21).

Cox and Blake (1991) explain that organisations will be able to create a competitive advantage by managing diversity effectively. The areas where organisations will gain an advantage include cost, resource acquisition, marketing, creativity, problem-solving and system flexibility (Cox & Blake, 1991:47). It is also important to note that the ability of organisations to recruit, retain and motivate staff from diverse cultural backgrounds can assist in developing a competitive advantage (Cox & Blake, 1991:54).

2.11.2 BENEFITS OF DIVERSITY

According to Cox (1994:17), a diverse workforce can have a positive effect on organisational processes such as communication, creativity and problem-solving, and all of the processes are closely related to organisational performance. Cox (1994:17) also states that several authors have agreed that diverse groups and organisations have performance advantages over homogeneous organisations and groups.

More diverse work groups within organisations will have more knowledgeable perspectives that can stimulate information sharing and in return promote learning (Colquit *et al.*, 2011:391). The knowledge as a result of this learning process is shared and integrated with knowledge of other team members and eventually helps the team to perform better (Colquitt *et al.*, 2011:391). Especially teams that have to work in a complex environment or process can benefit a great deal from establishing a diverse team or workforce (Colquitt *et al.*, 2011:391).

When recruiting more diverse human resources you are creating a larger pool of knowledge that can serve as a platform for enhanced creative thinking (Cox, 1994:31; Colquit *et al.*, 2011:391). The reason for the enhanced creative thinking is that organisations have more opinions from a 'realistic representation' and they will

be able to enhance marketing (Cox, 1994:28). A diverse team will also perform better at problem-solving (Cox, 1994:33).

To illustrate the benefits above, imagine an only heterosexual male team had to make decisions regarding the latest make-up and cosmetic marketing campaign – not a good strategy. However, a diverse team consisting of all races, genders and sexual orientations will be able to create a much better and more informed strategy to improve sales.

2.11.3 DISADVANTAGES AND BARRIERS OF DIVERSITY

Although the advantages of diversity are well known, the study should also acknowledge the possible disadvantages of diversity. One of the theories that is widely used is called the 'similarity-attraction approach' (Colquitt *et al.*, 2011:391). The theory suggests that people tend to be more attracted to others who are perceived as more similar and people will avoid others who are perceived as different (Colquitt *et al.*, 2011:391). It should also be mentioned that research has proven that diversity and especially pertaining to cultural background, race and attitudes has been associated with communication problems, poor team performance (Colquitt *et al.*, 2011:391), and problems relating to cohesiveness (Bassett-Jones, 2005:172).

According to Kreitner and Kinicki (2006:64), there are certain barriers that organisations will encounter when the organisation attempts to develop and advance diversity. These barriers from Kreitner and Kinicki (2006:64) include:

- Inaccurate stereotype and prejudice: This barrier suggests that differences are perceived as weaknesses and that recruiting from a diverse group of people will result in the surrender of competence and quality.
- Ethnocentrism: This barrier suggests that one person may feel that his/her culture is superior regarding rules and norms and is more relevant than other cultures.
- Poor career planning: This particular barrier is related to the lack of opportunities for diverse employees to get the same type of work that will enable them to qualify them for senior management positions.

- An unsupportive and hostile working environment for diverse employees: Employees from different racial backgrounds are frequently excluded from social events outside normal working hours. Employees from the same race also form better friendships within organisations.
- Lack of political knowledge and ability on the part of diverse employees: Certain employees may be excluded from promotions because they 'do not know how to play the game' of getting along and getting ahead in the organisation.
- Difficulty in balancing career and family problems: Females still hold the majority of child-related responsibilities and therefore cannot work over weekends or even overtime.
- Fear of reverse discrimination: Certain employees still believe that managing diversity is some sort of front for reverse discrimination; the result is that some employees believe certain employees are gaining at the expense of other employees.
- Diversity is not seen as an organisational priority: The result of this is that employees may engage in some sort of subtle resistance in the form of complaints and negative attitudes.
- The need to redevelop the organisation's performance appraisal and incentive systems: Appraisal and incentive systems must emphasise the need to effectively manage diversity. This will require new criteria to measure success and may be met with resistance from employees who will not benefit anymore.
- Resistance to change: Managing diversity entails certain changes – both organisational and personal.

2.12 TRUST AND DIVERSITY CLIMATE

As mentioned earlier, literature exploring the relationship between trust and diversity climate is very limited. From the limited research, there have been some authors who have explored some sort of role of trust within diversity and diversity climate. For example, Virick *et al.* (2004) explored the relationship between perceptions of diversity climate and employee commitment. Virick *et al.* (2004:5) found that trust mediated this relationship between perceptions of diversity climate and employee

commitment. The study furthermore found that employees formulated opinions and perceptions of an organisation's diversity policies and practices to create a diversity climate, and these perceptions had an impact on the employees' trust in management (Virick *et al.*, 2004:5). According to Virick *et al.* (2004:5), gender and race moderated the relationship between the perceptions of diversity climate and trust in management.

As stated in paragraph 2.9.3, the diversity climate can be directly influenced by policies, practices, attitudes and behaviours by managers. This is an important point because, according to Covey (2006), trust can be present in an environment where policies and practices are not managed in a bureaucratic manner. Therefore, it is possible that an attitude and approach of empowerment of managers can facilitate the levels of trust and in the process assist in the creation of a positive diversity climate.

2.13 TRUST AND DIVERSITY

As previously explained, diversity is a predecessor for diversity climate, and should not be considered as the same item. Therefore, it is important that previous relationships between trust and diversity should also be analysed in order to contribute towards the reasoning of this study.

In the academic field, authors have either explored the impact of trust on diversity or the other way around. Especially research in a global setting or even as part of an investigation on virtual teams seems to be very popular. One of these studies is by Peters and Karren (2009:494), who found that trust and diversity have an effect on team performance in virtual teams, and that trust could moderate practical diversity. According to Bjornstad *et al.* (2011:13), trust may be a key mediator in internationally distributed teams and teams may benefit a great deal from incorporating trust-building exercises.

In another study, Pinjani and Palvia (2013:151) found that there is a relationship between mutual trust and knowledge sharing within global virtual teams. This is an important factor and proves that diverse teams rely on trust in order to share knowledge and improve team effectiveness (Pinjani & Palvia, 2013:151).

According to Dervisiotis (2006:809), businesses are expanding their activities across the global economy and therefore experience an increase in personal interactions and transactions with organisations they do not know. He suggests that without trust these global interactions are destined for failure and that organisations should develop 'authentic' trust to enhance sustainable organisational performance (Dervisiotis. 2006:809). Weber (2002:211) further found evidence that trust may lead to improved team effectiveness in cross-functional diverse teams.

2.13.1 GENERALISED TRUST AND SOCIAL DIVERSITY

Several researchers and studies have explored the relationship between generalised trust and social diversity. These include studies by Hooghe *et al.* (2009), Uslaner (2006), Lancee and Dronkers, (2011), and Kazemipur (2006). The problem is that the trust construct and diversity constructs have been defined within a different meaning and context in the majority of these research items. In most cases, the trust construct was defined as a generalised trust and diversity a social diversity in a social setting, for example in a neighbourhood or community. The studies by Hooghe *et al.* (2009), Uslander (2006), Lancee and Dronkers (2013), and Kazemipur (2006) have one thing in common – all of the studies found that some sort of diversity is deconstructive for trust. Although not relevant to this particular study, it is still worth mentioning in order to create and stimulate critical thinking and to prove that there is a possibility of a theoretical relationship between trust and diversity.

2.14 POSITIVE DIVERSITY CLIMATE AND ORGANISATIONAL EFFECTIVENESS

Davis *et al.* (2000:573) found significant evidence in their study that trust can be an important contributing factor of organisational performance. According to Davis *et al.* (2000:565), organisational performance can take on various forms and it is important to select the correct indicators of performance that will fit the industry. It is furthermore important to note that organisational effectiveness is a unique multidimensional construct and that the specific dimensions are unique to the nature of the business and goals of the organisation (Goodman & Pennings, 1977).

One can easily argue that a positive diversity climate could possibly be an indicator of organisational performance for organisations in South Africa. The majority of South African organisations have included diversity management elements in their

strategic planning due to the direction of certain South African legislation promoting and encouraging diversity through a transformation process.

Therefore, it is possible to draw a theoretical connection between trust, organisational effectiveness and diversity climate.

2.15 CHAPTER CONCLUSION

Trust is a complex process that has been studied in a wide variety of settings. The reason why trust is a complex process is because there is a great deal involved in the process of the trustor actually trusting the trustee. The literature review has revealed that the 'willingness to be vulnerable' and some sort of risk are important factors to consider when a researcher wants to conceptualise trust. The willingness to be vulnerable and risk-taking are acknowledged as important, but the process of trust requires a behavioural manifestation in order to be complete, or better known as the trusting behaviour. According to Mayer *et al.* (1995), trust can be separated from its antecedents and outcomes. Therefore, it is possible to measure trust through the measurement of perceived trustworthiness and the measurement of the individual factors that make up trustworthiness. These factors are ability, benevolence, integrity and propensity towards trust.

Diversity as a concept is not only based on the actual head counts of different races within our organisations, but includes different types of religion, language, sexual orientation, age and even the birth country of employees. Diversity management is a process whereby these 'differences' are managed in such a way that everyone feels that they belong to the organisation and that they are adding value. Diversity climate refers to the perceptions of employees on how committed an organisation is towards managing diversity and creating an environment of inclusiveness and is therefore directly dependent on effective diversity management.

An important part of the trust process is the actual outcome of trust. The reason why the study considers the outcome of trust as very important is because this study has attempted to prove that the outcomes of trust could possibly assist in creating a positive diversity climate. It is also important to note that the formation of trust needs time to develop, and taking into consideration that the development and formation of

trust can facilitate a positive diversity climate, it may be that a positive diversity climate may take longer to develop than originally anticipated.

It has been proven that trust and the development of trust can assist organisations seeking to gain a competitive advantage. Furthermore, a diverse workforce with positive perceptions of employees towards diversity has more benefits over those with a homogeneous workforce. If trust and diversity can be combined, and a diversity climate can be enhanced through the development of trust, it should theoretically assist even more in creating a competitive advantage.

2.16 CHAPTER SUMMARY

This chapter has discussed several topics of trust and diversity. The first section focused on trust and found a relevant definition for trust. Trust can be defined as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Mayer *et al.*, 1995:712). The literature on trust further suggests that perceived trustworthiness can be considered as a good predictor for trust and that the factors of trustworthiness and propensity towards trust are considered as antecedents of trust. The factors of trustworthiness include ability, integrity and benevolence.

The literature review has revealed that trust can have several outcomes, from organisational performance to even job satisfaction. Concrete evidence could also be found in the literature that confirms the development of trust and can assist in improving the competitive advantage of an organisation.

Secondly, this chapter explored the concept of diversity, diversity management and diversity climate. Diversity is a concept that explains the differences among people or employees in an organisation. South Africa provides a unique setting for diversity and leadership challenges through unique legislation and governance. Diversity management is a process whereby organisations manage their diverse workforces in such a way that all employees feel inclusive and actively contribute towards the achievement of organisational goals. The elements that can be used to facilitate diversity management include a range of human resource functions and even transparent commitment from top management towards diversity management.

Diversity climate is the perceptions of employees on how committed the organisation is towards inclusiveness and diversity. The diversity climate is directly influenced by the actions and processes of diversity management. The chapter was also able to prove that diversity and diversity management are beneficial for any organisation.

Thirdly, through theoretical arguments, this chapter was also able to demonstrate a possible link between trust and diversity even in other types of forms not required for this study. If organisations are able to include effective diversity management as part of the organisational effectiveness indicators, it should theoretically be possible to enhance a diversity climate through the development of trust and to improve organisational performance.

CHAPTER 3

EMPIRICAL RESEARCH

3.1 INTRODUCTION

The previous chapter investigated applicable literature on the concept of trust and diversity climate. The literature has enabled this study to create a clear understanding of the trust and diversity climate constructs, together with possible theoretical relationships in different settings and milieus.

The purpose of Chapter 3 is to highlight the research process by presenting a description of the research methods and techniques that were applied during the research. The chapter will further offer detailed explanations of the research process, measuring instrument, population, data collection method, analysis methods and ethical considerations. Chapter 3 was further intended to provide information to enable any future replication of the research (Welman *et al.*, 2011:250).

3.2 RESEARCH APPROACH

There are different research methods that can be used to achieve the objectives of the proposed research. The two most common approaches are quantitative and qualitative approaches. As mentioned in Chapter 1, this study will make use of a quantitative approach. According to Welman *et al.* (2011:8), the purpose of quantitative research is to evaluate objective data consisting of numbers. It is also important to mention that a quantitative approach makes use of measurements and statistics. Quantitative methods can provide a high level of measurement precision and statistical power (Matveev, 2002:59). The strengths and weaknesses of the two approaches were illustrated in Table 1.1 in Chapter 1.

3.3 RESEARCH DESIGN

According to Welman *et al.* (2011:52), a research design is the plan according to which the study obtains participants and collects information from them. The specific design for this study will be a cross-sectional survey design. A questionnaire will be formulated from existing questionnaires and respondents will be requested to only complete questionnaires once.

The study will follow a descriptive research route, and exploratory research cannot be considered. Descriptive research concentrates on the identification of relationships between constructs and exploratory research concentrates on the reasons why some relationships exist (Rosmarin *et al.*, 2011:409). The primary objective of this study is to identify a relationship between trust and diversity climate. The concepts and processes of reliability, validity will be discussed in paragraph 3.4.

3.4 RELIABILITY AND VALIDITY

Validity refers to the extent to which the research findings accurately represent what is really happening in the situation (Welman *et al.*, 2011:142). Reliability is concerned with the findings of the research and relates to the credibility of the findings (Welman *et al.*, 2011:145). According to Streiner (2003:103), reliability is the degree to which measurements of individuals on different occasions or by different observers, or by similar or parallel tests, produce the same or similar results. This study made use of Cronbach's alpha and mean inter-item correlation in order to determine reliability.

With the measurement of a certain construct with a measuring instrument, the study will have to prove that measurements are comparable between individuals (Welman *et al.*, 2011:145).

As mentioned earlier, the measuring instrument consisted of the previously validated OTI, BTI and diversity climate measuring instrument and therefore it is also important for this study to take note of the reliability values from the original research. A Cronbach alpha of 0.91 was measured in the original diversity climate research by McKay *et al.* (2007). Gillespie (2012:184) reported reliability scales of 0.90 and 0.93 for the BTI. The original research by Mayer and Davis (1999) applied their instrument more than once during their studies and reported two reliability values for each dimension. Mayer and Davis (1999) measured the following Cronbach alphas:

- Ability – 0.85 & 0.88
- Benevolence – 0.87 & 0.89
- Integrity – 0.82 & 0.88
- Propensity – 0.55 & 0.66
- Trust – 0.59 and 0.60

3.5 PARTICIPANTS

The original research proposal of this particular study was sent to the senior management of the institution with a request to conduct the study among the permanent and non-permanent staff. Written permission from the institution where the study was conducted was obtained.

As already mentioned, the participants who were targeted included both permanent and non-permanent employees, with no restrictions on reporting levels or departments. Employees from companies that offer outsourced services to the institution were not targeted.

3.5.1 SAMPLE SELECTION

Sampling methods can be categorised as either probability or non-probability sampling. Using probability sampling, each member of the population has a known chance of being included in the sample and with non-probability sampling, the probability is not known (Welman *et al.*, 2011:56). A population survey was conducted. The results and response rate are discussed in Chapter 4.

In total, 350 questionnaires were distributed within the institution through various channels, from department secretaries to heads of departments. Respondents were given 14 days to either return the questionnaires or to notify the researcher for collection.

3.6 MEASURING INSTRUMENT

The constructs that will be measured will be trust and diversity climate. The constructs were discussed and defined in detail in Chapter 2. The complete and translated questionnaire is attached as Appendix A.

3.6.1 TRUST CONSTRUCT

The measuring instrument that was used to measure the levels of trust will be a combination of two previously validated measurement instruments, namely the Organisational Trust Inventory (OTI) by Mayer and Davis (1999) and the Behavioural Trust Inventory (BTI) by Gillespie (2012). The constructs of trust that will be measured, as explained in Mayer *et al.* (1995:629), will be propensity to trust, ability,

benevolence, integrity and trust. The section from Gillespie (2012:187) will measure the 'willingness to be vulnerable' and the constructs include reliance-based trust and disclosure-based trust.

It was the opinion of this researcher that the measurement of trust through the combination of the OTI from Mayer and Davis (1999) and the BTI from Gillespie (2012) will be a more 'complete' measurement of trust. The reason for this argument is that the OTI measures 'perceived trustworthiness' and the BTI measures the so-called 'leap of faith', whereby a person moves from thinking about trusting someone to actually trusting the particular person.

3.6.1.1 Organisational trust inventory – OTI

The OTI from Mayer and Davies (1999:136) makes use of a five-point Likert scale, whereby a score of 1 equals 'disagree strongly' and a score of 5 equals 'agree strongly' (Mayer & Davies, 1999:136). The OTI consists of five dimensions with 28 scale items. The dimensions are propensity, ability, benevolence, integrity and trust. As discussed in Chapter 2, the combination of ability, benevolence and integrity is also considered as perceived trustworthiness and will also be classified as a separate construct.

Typical items from Mayer and Davies (1999:136) are as follows:

- Propensity towards trust: "One should be very cautious with strangers".
- Ability: "Management is known to be successful at the things it tries to do".
- Benevolence: "Management is very concerned about my welfare".
- Integrity: "Management has a strong sense of justice".
- Trust: "I would be willing to let management have complete control over my future in this company".

3.6.1.2 Behavioural trust inventory – BTI

As mentioned earlier, the BTI from Gillespie (2012) measures reliance-based trust and disclosure-based trust and is measured by means of ten scale items. The BTI measures reliance-based trust and disclosure-based trust; in other words, the willingness of a person to be vulnerable. Reliance is relying on another's skills, knowledge, judgments or actions, including delegating and giving autonomy, and

disclosure is sharing work-related or personal information of a sensitive nature (Gillespie, 2003:10). The BTI makes use of a seven-point Likert scale, where a score of 1 equals 'not at all' and a score of 7 indicates 'completely' (Gillespie, 2012:187). Typical items in the measuring instrument from Gillespie (2012) are as follows:

- Reliance-based trust: "Rely on your leader's task-related skills and abilities".
- Disclosure-based trust: "Share your personal beliefs with your leader".

3.6.2 DIVERSITY CLIMATE CONSTRUCT

The section measuring the diversity climate was developed by McKay *et al.* (2007). The instrument measures the perceptions of individuals on how committed the organisation is towards eliminating discrimination and creating an environment of inclusiveness (McKay *et al.*, 2007:61). The diversity climate measuring instrument makes use of a five-point Likert scale, where a score of 1 equals 'well below expectations' and five equals 'well above expectations'.

A typical item in the measuring instrument from McKay *et al.* (2007) is as follows:

- "Respect perspectives of people like me".

3.6.3 DEVELOPMENT AND TESTING OF QUESTIONNAIRE: PILOT STUDY

As already mentioned, the questionnaire was translated into Afrikaans, English and Sesotho. An underlying purpose of the translation was to ensure all participants within the sample group had a fair chance of understanding the questionnaire, based on the fact that the sample group was within a multicultural setting. After the translation, the questionnaire was sent to a language expert for verification purposes. The language expert did confirm that the translation was according to standard and that all three languages of the questionnaire could be interpreted the same. A letter from the language expert is attached as Appendix B.

Questionnaires for the purpose of the pilot study were distributed to six Afrikaans-, four Sesotho- and six English-speaking respondents. After completion, the respondents were asked to indicate whether they could understand and interpret the

questionnaires. All of the respondents did indicate they could understand the contents of the questionnaire and all questions are clear.

3.8 DATA GATHERING PROCEDURES

Primary data was gathered through the distribution of hard copy questionnaires. The reason for a hard copy questionnaire was to give all employees a fair chance of completing the questionnaire, as certain employees are not office bound and do not have regular access to e-mails or the internet. The questionnaires that were distributed included all three translated languages, a cover letter and informed consent form. The cover letter explained the purpose of the study, indicated that it will take approximately 20 minutes to complete and included the contact details of the researcher. The cover letter also gave respondents assurance that confidentiality is a high priority for the study. Respondents were given 14 days to complete questionnaires or to notify the researcher for collection.

3.8.1 ETHICAL CONSIDERATIONS

According to Welman *et al.* (2011:201), researchers should take notice of certain ethical considerations. Firstly, the researchers should obtain permission from the respondents after they have been thoroughly and accurately informed about the purpose of the research. Secondly, the respondents should be assured of their right to privacy and that their identity will remain anonymous. Thirdly, the respondents should be assured that they will be protected against any physical or emotional harm. Finally, researchers should take care not to manipulate respondents or treat them with any disrespect.

The respondents of this research were informed about the purpose of the study, that their identity will be protected and that the completion of the questionnaire is voluntary, through an explanation and instruction letter attached to the questionnaire (Appendix A). All participants were also requested to sign an informed consent form; the completed and signed consent forms are in property of the researcher. The informed consent form that was used to obtain consent from respondents is attached as Appendix C.

The completion of this study is subject to ethical clearance by an ethics committee. The committee expressed their satisfaction with the ethical precautions imposed by this study and has granted ethical clearance.

3.9 STATISTICAL ANALYSIS

The primary data obtained from the questionnaires was captured after the data was cleaned and coded by the researcher. The data was analysed by the IBM 2013 SPSS Statistics Version 21 program by the North-West University Statistical Consultation Services. Descriptive statistics were calculated in order to determine frequencies, means and standard deviations of trust and diversity climate as discussed in paragraph 3.6. The means will be able to indicate the central tendency and the standard deviations will be able to indicate how the values are distributed around the mean (Welman *et al.*, 2011:233).

For internal consistency, the most widely-used measure of reliability is the Cronbach's alpha and is denoted by α (Streiner, 2003:101). The Cronbach's alpha measures how well each individual item in the measuring instrument correlates with the sum of the remaining items (Streiner, 2003:101). An α -value above 0.60 is deemed to be acceptable and 0.90 is excellent. Average inter-item correlation was also calculated and is used to measure the general tendency between items of the measuring instrument. According to Field (2009:678), inter-item correlation should preferably be above 0.3. Clark and Watson (1995:316) further suggested that mean inter-item values for broader higher order constructs are desirable at values as low as 0.15 to 0.20, and narrow constructs require a mean inter-item correlation value between 0.40 and 0.50. According to Field (2009:678), mean inter-item correlations should preferably be between 0.3 and 0.6.

Provided that validity and reliability could be demonstrated, Spearman's correlation coefficients were calculated between the trust constructs and the diversity climate scores in order to determine any possible relationships and the nature of such relationships. The correlations were interpreted as follows:

- ± 0.1 = small effect
- ± 0.3 = medium effect
- ± 0.5 = large effect

Cohen's d-values were also calculated in order to determine any practical differences between the means of different groups. According to Ellis and Steyn (2003:52), d-values can be interpreted as follows:

$d \approx 0.2$ – Small effect; no practically significant difference

$d \approx 0.5$ – Medium effect; practically visible difference

$d \approx 0.8$ – Large effect; practically significant difference

3.10 RESEARCH OBJECTIVES

The research objectives are divided into general and specific objectives.

3.10.1 General objective

The general objective of this study would be to determine the relationship between levels of trust and the diversity climate within a higher education university in South Africa.

3.10.2 Specific objectives

- To conceptualise the relationship between trust and diversity climate.
- To formulate an in-depth theoretical platform on the core elements of trust and diversity climate.
- To source documented and validated research instruments to measure trust and the diversity climate.
- To translate validated research instruments into acceptable languages for South African-specific research.
- To conduct a pilot study in order to test the effectiveness of the translated measuring instruments.
- To empirically test the relationship between levels of trust and diversity climate by gathering primary data from an appropriate unbiased sample and to analyse it statistically.
- To determine statistically which construct and sub-construct of trust have the strongest relationship with constructive levels of the diversity climate.

- To make recommendations to the management of the institution based on the findings.

3.10 CONCLUSION

The general objective of this study was to determine the relationship between levels of trust and the diversity climate within a higher education university in South Africa. In order to determine the general objective, this study undertook an empirical investigation through a quantitative study at a business unit of a South African university. All staff (permanent and temporary) at the institution was targeted and everyone was given a fair chance to participate in the study. Therefore, a printed questionnaire was used to gather primary data. Detailed results will be discussed in Chapter 4.

3.11 CHAPTER SUMMARY

The intention of Chapter 3 was to provide direction in terms of what research approach and design were followed, who the participants were and why it was important to consider reliability and validity factors. The analysis of statistics included reliability and validity scores, descriptive statistics, Spearman's correlation, p-values from t-tests, analysis of variances and Cohen's d-values.

CHAPTER 4

EMPIRICAL RESULTS

4.1 INTRODUCTION

Chapter 3 provided the methodology applied during the research. This chapter will firstly provide results on the demographic information of the respondents, and secondly, descriptive results on the concepts of trust and diversity climate. Finally, the data will be explored for any relationships between the constructs with an analysis of any statistical and practical significance between groups.

4.1.1 Findings: Response rate

The original research design was a population survey and therefore 350 questionnaires were distributed. Only 99 respondents completed the questionnaire in the allowed time, resulting in a 28.28% response rate.

According to Creswell (2005:367), questionnaires with high response rates enable the researcher to generalise the results with confidence. Therefore, the sampling technique for the particular study was considered to be a non-probability convenience sample, rather than a population survey.

Nowadays, it is unfortunately quite common for researchers to obtain only low response rates and lower frequencies could be a sign of our busy lifestyles (Carley-Baxter, Hill *et al.*, 2009). According to Muijs (2012), a specific feature of a questionnaire could also have an impact on the response rate, and in the case of this study, that feature could have been the length (47 items).

In the end, the reasons for the low response rate are not clear and to pinpoint a reason will be speculation.

4.2 BIOGRAPHIC RESULTS

Table 4.1 summarises the biographic frequencies from the respondents.

Table 4.1: Frequencies of biographic results

Biographic element	Frequency n=99	Percentage n=99
Year born		
1950 and earlier	3	3
1951-1960	12	12.1
1961-1970	20	20.2
1971-1980	23	23.2
1981-1990	35	35.4
1991 and onwards	4	4
Gender		
Male	33	33.3
Female	64	64.6
Educational qualifications		
Matric / Grade 12	31	31.3
Post-matric qualification (Diploma)	19	19.2
University degree	14	14.1
Postgraduate degree	34	34.3
Demographic/Ethnic group		
White	57	57.6
Black	37	37.4
Indian	1	1
Coloured	3	3
Other	0	0
Employment status		
Permanent	80	80.8
Temporary	18	18.2
Level of employment		
Senior management	6	6.1
Middle/line management	41	41.4
General worker	51	51.5

From Table 4.1, we are able to determine that 35.4% of the respondents were born between 1981 and 1990; therefore, the majority of the respondents were aged between 24 and 33 years old.

64.4% of the respondents were female and only 33.3% were males, thereby resulting in the females being the majority.

Regarding qualifications, 34.3% of the respondents indicated their highest qualifications to be a postgraduate degree, 31.3% have a matric/grade 12 certificate, 19.2% a diploma and 14.1% a university degree.

On ethnic groups, 57.6% of the respondents were white, 37.4 were black, 1% Indian and 3% coloured.

The sample furthermore consisted of 80.8% permanent employees and 18.2 temporary employees. 6.1% of the respondents indicated they represented senior management, 41.4% middle/line management and 51.5% indicated they were general workers.

Taking all of the above into consideration, the dominant demographic properties were white, permanently-employed females.

4.2 RELIABILITY AND VALIDITY

4.2.1 VALIDITY

As mentioned earlier, the measuring instrument was a combination of three previously validated instruments. The first section of the measuring instrument (OTI) consisted of 28 variables and therefore required a minimum of 140 participants for a valid factor analysis, if the minimum of five respondents per variable was applied, as proposed by Kass and Tinsley (1979), and cited by Field (2009:639).

The second section of the measuring instrument (BTI) consisted of ten variables and therefore the minimum required respondents were 50, if the same principle from Kass and Tinsley (1979) was applied. The final section (diversity climate) consisted of nine variables and therefore required 45 minimum respondents for a factor analysis.

Based on these guidelines, factor analysis could only be conducted for the BTI and diversity climate sections of the questionnaire.

4.2.1.1 Factor analysis: BTI

According to Field (2009:640), the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy could be used to determine whether a sample is suitable for a factor analysis. A value close to 1 indicates that patterns of correlations are relatively compact and therefore a factor analysis should yield distinct, reliable factors (Field, 2009:640). Values between 0.7 and 0.8 should be considered as good (Field, 2009:640). The BTI achieved a KMO value of 0.78 and can therefore be considered as good and a factor analysis should yield distinct, reliable factors.

In Table 4.2, an exploratory principal axis factor analysis was used as the extraction method and the rotation method was the Oblimin with Kaiser normalisation method. Eigenvalues larger than 1.0 were used as criteria for factor selection, as proposed by Field (2009:660).

Table 4.2: BTI total variance explained

Factor	Initial eigenvalues			Rotation sums of squared loadings ^a
	Total	% of variance	Cumulative %	Total
1	4.640	46.397	46.397	3.852
2	2.405	24.051	70.448	3.140
3	.726	7.257	77.704	
4	.608	6.079	83.783	
5	.504	5.042	88.825	
6	.388	3.881	92.706	
7	.229	2.288	94.995	
8	.220	2.203	97.198	
9	.168	1.676	98.873	
10	.113	1.127	100.000	

From Table 4.2, it is clear that two factors with eigenvalues larger than 1.0 explain 70.45% of the variance. This should be considered as a positive result, because the

original measuring instrument in the research by Gillespie (2012) was intended as a dual-factor measuring instrument.

Table 4.3 displays a pattern matrix, again using principal axis factor analysis as the extraction method and the Oblimin with Kaiser Normalisation rotation method. It is important to note that factor loadings lower than 0.3 have been removed from the pattern matrix.

Table 4.3: BTI pattern matrix

	Factor	
	1	2
BTI1-1	.691	
BTI1-2	.912	
BTI1-3	.743	
BTI1-4	.843	
BTI1-5	.907	
BTI2-1		.728
BTI2-2		.533
BTI2-3		.739
BTI2-4		.817
BTI2-5		.832

From Table 4.3, it is evident that variables BTI1-1 to BTI1-5 load onto factor 1, indicating that they measure factor 1. Variables BTI2-1 to BTI2-5 load onto factor 2, indicating that they indeed measure factor 2. There were no cross-loadings, indicating that a clean factor structure was obtained

When comparing the content of the items that grouped together, it is clear that items measuring the first construct can be regarded as indicators of reliance-based trust and the second construct as disclosure-based trust. The factor analysis should be regarded as positive and is consistent with results from Gillespie (2012).

4.2.1.2 Factor analysis: Diversity climate

The KMO for the diversity climate section measured at 0.85 and, according to Field (2009:640), a score between 0.8 and 0.9 should be considered as very good. According to Table 4.4, one factor within the diversity climate measuring instrument has an eigenvalue of 5.01 and could account for 55.67% with of the total variance.

Table 4.4: Diversity climate total variance explained

Initial eigenvalues			Rotation sums of squared loadings
Total	% of variance	Cumulative %	Total
5.010	55.663	55.663	4.042
1.231	13.676	69.339	3.725
.783	8.703	78.042	
.566	6.292	84.333	
.413	4.589	88.922	
.347	3.850	92.772	
.257	2.850	95.623	
.202	2.247	97.869	
.192	2.131	100.000	

From Table 4.4, it is evident that one factor is dominating the total variance. The one factor was confirmed when factor extraction was applied. The one factor extraction is consistent with the findings of McKay *et al.* (2007) in the original research.

In summary, factor analyses, as discussed above, could verify the factor structures of the BTI and diversity climate instrument. Although no factor analysis could be done for the OTI, this particular instrument has been previously validated and was duplicated in an unaltered format in this study. For the purposes of this study, all instruments are therefore regarded as valid.

4.2.2 RELIABILITY

As mentioned in Chapter 3, Cronbach alphas were calculated in order to determine reliability. Table 4.6 illustrates the Cronbach alpha values for the dimensions and constructs.

Table 4.5: Cronbach alpha measures of dimensions and constructs

SECTION	RESULT
Section A (A1-A8): Propensity towards trust	.60
Section B (B1-B6): Ability	.87
Section C (C1-C4): Benevolence	.95
Section D (D1-D4): Integrity	.87
Section E (E1-E4): General trust	.51
Organisational trust inventory (A-E) (Mayer & Davis, 1999)	.91
Perceived trustworthiness (B+C+D)	.94
Reliance-based trust (BTI 1)	.91
Disclosure-based trust (BTI 2)	.86
Behavioural trust inventory (BTI 1 + BTI 2) (Gillespie, 2012)	.86
Total diversity climate (McKay <i>et al.</i> , 2007)	.90

From Table 4.6, it is evident that all dimensions measured above the minimum 0.6 value, except for the general trust dimension. Although the 'trust' dimension only measured at 0.51, it should not be regarded as a concern, because only four variables were used to measure the 'trust' dimension. Benevolence was the dimension that measured the highest Cronbach alpha, with a value of 0.95.

Mean inter-item correlations were also calculated as an additional measure of reliability. Table 4.6 illustrates the mean inter-item results for the dimensions and constructs.

Table 4.6: Mean inter-item correlations

SECTION	RESULT
Section A (A1-A8): Propensity towards trust	.16
Section B (B1-B6): Ability	.52
Section C (C1-C4): Benevolence	.82
Section D (D1-D4): Integrity	.54
Section E (E1-E4): General trust	.21
Total perceived trust (A-E)(Mayer & Davis, 1999)	.27
Perceived trustworthiness (B+C+D)	.51
Reliance-based trust (BTI 1)	.68
Cognitive-based trust (BTI 2)	.55
Behavioural trust inventory (Gillespie, 2012)	.70
Total diversity climate (McKay <i>et al.</i> , 2007)	.50

It is the opinion of this researcher that the dimensions within the trust constructs can be classified as broad. All of the trust dimension values in Table 4.6 are above the 0.15 threshold. The diversity climate construct can be classified as a narrow construct, and therefore the value of 0.50 is acceptable.

Taking into consideration the values obtained for Cronbach alphas and mean inter-item correlations, it can be argued with confidence that the dimensions and constructs measured in the instrument are reliable.

4.3 DESCRIPTIVE RESULTS

In the section above, the reliability of the instrument was deemed acceptable based on the criteria provided. This allows the study to evaluate results obtained from the survey, compare these results and explore relationships between dimensions and constructs.

This section will further investigate the means and standard deviation of dimensions and constructs. Detailed results per item for the total measuring instrument are attached as Appendix D. Table 4.7 illustrates the results per dimension and construct.

Table 4.7: Descriptive results for dimensions and constructs

Dimension or Construct	Mean	Standard deviation
Propensity towards trust	3.20	.49
Ability	3.80	.68
Benevolence	3.29	1.00
Integrity	3.39	.73
General Trust	2.95	.66
Organisational trust inventory (Mayer & Davis, 1999)	3.35	.52
Perceived trustworthiness (Ability, Benevolence and Integrity)	3.52	.70
Reliance based trust (BTI 1)	4.51	1.50
Disclosure based trust (BTI 2)	3.84	1.55
Behavioural trust inventory (Gillespie, 2012)	4.17	1.24
Diversity Climate (McKay <i>et al.</i>, 2007)	3.47	.68

4.3.1 RESULTS FOR ORGANISATIONAL TRUST INVENTORY (OTI)

A study of Table 4.8 highlights the fact that the dimensions within the OTI range between 2.95 and 3.80. The results further reveal that the 'ability' dimension measured the highest, thereby indicating the respondents within the sample group tend to agree that their respective line managers/supervisors have adequate ability. The fact that the ability dimension measured the highest could possibly be attributed to the fact that 67.4% of the respondents have some type of post-school qualification. All of the dimensions within the OTI measured in the 'agree' region, except for the for the 'trust' dimension. All of the dimensions for the OTI construct are within one standard deviation from the mean. Therefore, all of the responses for dimensions in the OTI are not widely distributed.

The total result for the OTI construct is within the 'agree' region with a mean of 3.35 and standard deviation of 0.52, indicating that the responses are distributed close to the mean. This should be regarded as a positive result for the institution. Interesting to note is that the 'perceived trustworthiness' construct that only consisted of ability, benevolence and integrity measured a higher mean (3.52) than the total for the OTI (3.35). According to the model of Mayer *et al.* (1995), perceived trustworthiness is considered as the antecedent of trust, and Colquit *et al.* (2007) further suggested that perceived trustworthiness can be a good predictor of trust within an

organisation. Therefore, the results indicate that trust should be present as far as the sample group within the institution is concerned.

4.3.2 RESULTS FOR BEHAVIOURAL TRUST INVENTORY (BTI)

A study of Table 4.7 indicates that reliance-based trust measured a mean of 4.51 with a standard deviation of 1.50, and disclosure-based trust a mean of 3.84 with a standard deviation of 1.55. In real terms, this suggests that the sample group within the institution shows a greater willingness towards reliance behaviour than disclosure behaviour or that the sample group will rather rely on someone else than to disclose personal sensitive information.

Interesting to note is that the scale item “Depend on your leader to back you up in difficult situations” measured the highest mean value of 4.76, and the item “Confide in your leader about personal issues that are affecting your work” measured the lowest mean value of 3.58 within the total BTI construct as per Appendix D. In real terms, this would suggest that the respondents will often be willing to rely on their immediate supervisors to back them up in difficult situations, but they would rarely be willing to disclose any personal problems that might affect their work situation. The reason why I would like to highlight this observation is because the BTI was developed to measure ‘the willingness to be vulnerable’ within the trust concept as discussed in Chapter 2. Therefore, perhaps the respondents are more willing to be vulnerable in a work setting with work issues than a personal issue in a work setting.

The BTI in total measured a mean of 4.14 and a standard deviation of 1.24. These results indicate that respondents within the sample group will often be willing to engage in relying or disclosure behaviour with their immediate line manager/supervisor. It is furthermore important to note that the BTI measured a larger standard deviation value compared to the OTI, thereby indicating that the observations are distributed further away from the mean results.

4.3.3 RESULTS FOR DIVERSITY CLIMATE

The diversity climate measured a mean of 3.47 with a standard deviation of 0.68. The mean of 3.47 is within the ‘agree’ range, and therefore the sample has a positive perception about the efforts of the institution towards managing diversity and creating an environment of inclusiveness. The standard deviation of 0.68 indicates

that the respondents do not differ a great deal in their opinions regarding the institution's diversity climate.

4.4 CORRELATION FOR DIMENSIONS AND CONSTRUCTS

According to Hinkle *et al.* (2003:97), correlations can be calculated in order to determine the relationship between two variables. Hinkle *et al.* (2003:114) further state that, although correlations can indicate a relationship between two variables, it does not necessarily mean that one variable is caused by the other. Therefore, the purpose of this section is not to determine causation between the investigated variables, but rather to explore the possible relationships between these variables.

4.4.1 SPEARMAN'S CORRELATION BETWEEN DIMENSIONS AND CONSTRUCTS

Spearman's rank order correlations were used to determine the nature and strength of the correlations between the levels of the OTI, BTI, diversity climate and the biographical information of the responses. Table 4.8 below summarises the main findings of the correlation analysis.

Table 4.8: Spearman's correlations between the biographical information, dimensions and constructs

Spearman's correlations between biographical information, dimensions and constructs	Dimensions and Constructs												
	Propensity towards trust	Ability	Benevolence	Integrity	Trust	Reliance-based trust	Cognitive-based trust	Diversity climate	OTI (Mayer et al., 1999)	Perceived trustworthiness	(Ability, Benevolence and Behavioural trust inventory (Gillespie)	Diversity Climate (McKay et al., 2007)	
Date of birth	-0.30	.17	.08	.01	.11	.23	-.01	.08	.03	.10	.12	.08	
Gender	-.06	-.09	.04	-.11	-.02	.00	-.17	-.10	-.06	-.06	-.10	-.09	
Qualifications	-.30	.05	-.08	.13	-.04	.00	-.05	.17	-.00	.06	-.02	.17	
Ethnic group	.22	.05	.08	.00	.07	-.05	.23	-.04	.11	.05	.10	-.04	
Employment status	-.08	-.05	-.01	-.09	.09	.12	.03	-.11	-.09	-.09	.08	-.11	
Level of employment	-.12	.04	-.15	-.15	.08	-.11	-.16	.05	-.11	-.10	-.17	.05	

Note: ± 0.1 = small effect, ± 0.3 = medium effect, ± 0.5 = large effect.

From Table 4.8, it is evident that only date of birth, qualifications and ethnic group elements from the biographical information had small to medium effects on some of the dimensions. The date of birth biographical element had a negative medium effect on the propensity towards trust dimension.

Table 4.9 contains the Spearman's correlations between the dimensions and the trust constructs.

Table 4.9: Spearman’s correlation between the trust dimensions and the trust constructs

Spearman’s correlation between the trust dimensions and the trust constructs.	Organisational trust inventory	Perceived trustworthiness	Behavioural trust inventory
A) Propensity towards trust	.44	.25	.76
B) Ability	.84	.88	.52
C) Benevolence	.84	.86	.55
D) Integrity	.91	.93	.51
E) Trust	.71	.67	.63
F1) Reliance-based trust	.54	.58	.80
F2) Cognitive-based trust	.42	.41	.83

From Table 4.9, it is evident that all of the trust dimensions do indeed have strong relationships with all of the trust constructs. Interesting to note is that the ‘propensity towards trust’ dimension measured a relatively low correlation with the other trust dimensions.

As mentioned in Chapter 3, the OTI measured the perceptions of subordinates of their immediate supervisors or line managers, and the BTI measured the actual trusting behaviour. The results suggest that the vertically measured perception-based trust has a strong relationship with a willingness to rely on someone else or even to disclose personal, sensitive or harmful information to someone else. These results further support the argument in Chapter 1 that the combination of the two trust-measuring instruments would be a more ‘complete’ measurement of trust.

Spearman’s rank order correlations were also used to determine the nature and strength of relationships between the dimensions and the diversity climate construct. Table 4.10 below summarises the main findings of the correlation analysis between the dimensions of the trust constructs and diversity climate.

Table 4.10: Spearman’s correlation between the dimensions of trust and diversity climate

Spearman’s correlations between the dimensions of the trust constructs and diversity climate.	Propensity towards trust	Ability	Benevolence	Integrity	Trust	Reliance-based trust	Disclosure-based trust	Diversity climate
	A) Propensity towards trust	1	.17	.25	.27	.10	-.03	.13
B) Ability		1	.62	.76	.62	.57	.31	.49
C) Benevolence			1	.72	.54	.50	.43	.39
D) Integrity				1	.62	.50	.36	.51
E) Trust					1	.55	.50	.47
F1) Reliance-based trust						1	.35	.39
F2) Cognitive-based trust							1	.23
3) Diversity climate								1

From Table 4.10, it is clear that the majority of the dimensions within the trust construct do have some sort of relationship with each other. This result was expected, because the dimensions are intended to measure only one concept, namely trust, either in a perceived manner or a behavioural manifestation as discussed in Chapter 2.

What is interesting to note is that the relationship between the respondents’ propensity towards trust and reliance-based trust revealed a value of -0.03 and a measurement of 0.13 for disclosure-based trust from Gillespie’s (2012) BTI. As mentioned earlier, the BTI was developed to measure the behavioural materialisation or enactment of trust or the so-called trusting behaviour within the trust process (Gillespie, 2012:176). The results indicate, as far as the sample group is concerned, that individuals might indicate a higher propensity towards trust or willingness to trust, but this does not guarantee that they will move towards actually a trust behaviour or enactment.

The integrity dimension measured the strongest relationship with the diversity climate measurement. This finding is also worth taking note of, because integrity was defined as a belief that another person adheres to a set of acceptable principles (Mayer *et al.*, 1995:719; Davis *et al.*, 2000:566) and diversity climate as the shared perceptions of the policies and practices that indicate to what extent the organisation is committed towards eliminating discrimination and value diversity (Pugh *et al.*, 2008:1422). Therefore, the correlation of 0.51 between the integrity dimension and diversity climate construct indicates that higher levels of perceived integrity can be associated with more positive perceptions towards diversity management efforts within the organisation.

Table 4.11 indicates the relationship between the main trust constructs and diversity climate within the sample group.

Table 4.11: Spearman’s correlations between the main trust constructs and diversity climate

Spearman’s correlations between the main trust constructs and diversity climate	OTI (Mayer & Davis, 1999)	Perceived trustworthiness (ability, benevolence and integrity)	Behavioural trust inventory (Gillespie, 2012)	Diversity climate (McKay <i>et al.</i>)
OTI (Mayer <i>et al.</i> , 1999)	1	.97	.58	.50
Perceived trustworthiness (ability, benevolence and integrity)		1	.60	.53
Behavioural trust inventory (Gillespie)			1	.37
Diversity climate (McKay <i>et al.</i> , 2007)				1

From Table 4.11, it is evident that all of the main constructs have a relationship with diversity climate. The perceived trustworthiness construct (ability, benevolence and integrity) has the strongest relationship with perceptions of a diversity climate and measured a Spearman’s correlation 0.53, indicating a large effect. The results from

Table 4.11 further indicate that where higher levels of trust exist, participants would also be inclined to have more favourable perceptions regarding the diversity climate.

4.5 GROUP COMPARISONS ON ALL DIMENSIONS AND CONSTRUCTS

P-values were calculated from independent t-tests. Because the sample size was small (n=99) and the sampling technique was considered as a non-probability convenience sample, the results from the group comparisons should be interpreted with caution. Taking the above into consideration, parametric effect size was calculated and comparisons will be reported through Cohen's d-values. The interpretation of the Cohen's d-values was discussed in Chapter 3.

All values calculated for practical significance is attached in Appendix F. This section will only report on any noticeable differences.

4.5.1 GENDER COMPARISONS

Only small effects were observed for propensity towards trust, disclosure-based trust, the BTI and diversity climate between males and females. The d-value for propensity towards trust was 0.21, disclosure-based trust 0.28, for the BTI 0.20 and the diversity climate construct measured a d-value of 0.20. Taking the above into consideration, as well as the remaining values as illustrated in Appendix F, it can be concluded that no real practical significance was observed for males and females for all of the dimensions or constructs.

4.5.2 LEVEL OF EDUCATION GROUP COMPARISONS

Analysis of variance (ANOVA) tests were used to compare the mean scores of the level of education groups based on the fact that there were more than two groups involved (Matric/Grade12, Diploma, Degree and Postgraduate degree). In the first step of the ANOVA process, the results were studied in order to determine whether there are groups that demonstrate statistical significance (p-value ≤ 0.05). The second step involved the calculation of Cohen's d-value for the groups that demonstrated statistical significance.

A comparison between the Matric/Grade 12 group and the group that indicated they had a diploma had a d-value of 0.76 for the propensity towards trust dimension, thereby indicating a large effect. The Matric/Grade 12 measured a mean of 3.44 and

a standard deviation of 0.48, while the diploma group measured a mean of 3.07 and a standard deviation of 0.42.

A comparison between the Matric/Grade12 group and the group that indicated they had a postgraduate degree had a d-value of 0.78 for the propensity towards trust dimension, thereby indicating a large effect. The Matric/Grade 12 measured a mean of 3.44 and a standard deviation of 0.48, while the postgraduate group measured a mean of 3.07 and a standard deviation of 0.48.

The results between the groups as mentioned above indicated that the group of employees that only have an education up to Matric/Grade 12 show a higher propensity towards trust compared to the group that has either a diploma or a postgraduate degree. As indicated in Chapter 2, propensity towards trust indicates a general willingness to trust someone else. Therefore, it is possible to argue that the d-values observed indicate, as far as the sample group is concerned, that the Matric/Grade 12 group has a greater general willingness to trust someone else compared to the employees who hold a diploma or postgraduate degree.

4.5.3 ETHNIC GROUP COMPARISONS

Due to a small sample from the coloured (n=3) and Indian (n =1) groups, the data from these groups were excluded and the analysis was restricted to only the white (n=57) and black (n=37) groups.

The propensity towards trust, OTI and disclosure-based trust dimensions revealed the only noticeable differences. Propensity towards trust measured a d-value of 0.48, indicating a medium practical significance, and the disclosure-based trust measured a d-value of 0.53, also indicating a medium practical significance. The OTI measured a d-value of 0.32, which indicated a small practical significance.

The black group had a mean of 3.38 and standard deviation of 0.36 for the propensity towards trust dimension, while the white group only measured a mean of 3.12 with a standard deviation of 0.54. The black group measured a mean of 4.41 and standard deviation of 1.60 for disclosure-based trust, while the white group measured a mean of 3.56 and standard deviation of 1.39. As mentioned earlier, the differences between these two groups can be considered as a large practical significance. As mentioned in Chapter 2, disclosure-based trust is when a person is

willing to share sensitive information of a personal nature. Therefore, the observed difference in real terms, as far as the sample group is concerned, means that the black group will share personal information of a sensitive nature easier than the white group.

4.5.4 EMPLOYMENT STATUS AND LEVEL COMPARISONS

No statistical significance could be observed between permanent and non-permanent employees for any of the dimensions or constructs.

For statistical reasons, the senior and middle manager groups' data were added together and then compared against the results of the general workers' data. The only noticeable findings were for the disclosure-based trust dimension and the BTI construct. The disclosure-based trust measured a d-value of 0.37 and the BTI a d-value of 0.32, therefore a small practical significance for both.

The senior and middle management group scored a mean of 4.16 with a standard deviation of 1.52 for the disclosure-based trust dimension, while the general worker group scored a mean of 3.60 with a standard deviation 1.51. In real terms, this would suggest that the senior and middle management group will share sensitive personal information slightly easier than the general worker group.

4.6 CONCLUSION

As mentioned in Chapter 1, the purpose of the study is to conceptualise the relationship between trust and the diversity climate within a South African university. To fulfil the proposed purpose, the study has analysed the relationship between the identified constructs of trust and diversity climate.

Through an empirical investigation, it was found that the following dimensions or core elements of trust, as defined in Chapter 2, have a relationship with diversity climate within the sample group:

- Ability
- Benevolence
- Integrity
- Trust

- Reliance-based trust
- Disclosure-based trust

The only dimension that did not reveal any type of relationship was the 'propensity towards trust' dimension.

The study also found relationships between the OTI, perceived trustworthiness, BTI and diversity climate. This result indicates that if the affected organisation can demonstrate acceptable levels of organisational trust, as measured by the OTI, and acceptable levels of behavioural trust, it is highly likely that employees would then also have positive perceptions about the organisation's ability to manage diversity effectively, eliminate discrimination and create an environment of inclusivity.

The empirical investigation revealed a mean of 3.47 for diversity climate. This result is within the 'agree' range, and therefore the sample has a positive perception about the efforts of the institution towards managing diversity and creating an environment of inclusiveness.

The descriptive results revealed that the sample group scored a mean of 3.35 for the OTI and a mean of 4.17 for the BTI. The results for the OTI are within the 'agree' range, thereby indicating the presence of organisational trust. The results of the BTI are within the 'completely' range and thereby indicate the presence of behavioural trust. This should be regarded as a positive result for the institution as it is suggesting that trust is present within the institution, and definitely as far as the sample group is concerned.

There was no practical significance within the diversity climate construct for the gender, education, ethnic, employment status or level of employment groups. According to Heyns and McCallaghan (2014:315), due to South Africa's past and history, it is expected that there would be differences within ethnic groups regarding the diversity climate and therefore the results should be considered as very positive.

4.7 CHAPTER SUMMARY

The study distributed 350 questionnaires and, within the allowed time frame, 99 questionnaires were returned. Therefore, the sampling method was deemed to be a

non-probability convenience sample. It would only be speculation if this study had to give a reason for the 28.28% response rate.

The measuring instrument was divided into biographical and empirical sections. The dominant biographical information within the sample group was: white females with permanent employment status.

Cronbach alphas ranged from 0.60 to 0.95 and inter-item correlations ranged from 0.15 to 0.70. It was found that the Cronbach alphas and inter-item correlations were within the acceptable limits, and therefore the instrument was deemed reliable. An exploratory factor analysis revealed two correct factors for the BTI and one factor for the diversity climate.

The descriptive results revealed that the OTI was within the 'agree' range, the BTI was within the 'complete' range thereby indicating the presence of organisational trust and behavioural trust as far as the sample group is concerned. The diversity climate construct was also within the 'agree' range, thereby indicating the sample agrees that the institution is managing diversity effectively and is committed towards the elimination of discrimination and creating an environment of inclusiveness.

A correlation analysis revealed no significant relationships between any of the biographical information, dimensions or constructs. The analysis did reveal relationships between the trust dimensions and the defined trust constructs, thereby supporting this study's argument that the combination of the OTI and BTI is a more complete measurement of trust.

The correlation analysis between the dimensions of trust and diversity climate revealed that all of the trust dimensions, except for the propensity towards trust, have some sort of relationship with diversity climate. The correlation values for the trust dimensions with diversity climate ranged from 0.23 for disclosure-based trust to 0.51 for integrity. The correlation analysis between the trust constructs and diversity climate revealed that the OTI had an r-value of 0.50, the BTI 0.37 and perceived trustworthiness 0.53.

Firstly, p-values were calculated from independent t-test for elements that had two groups and an ANOVA was done for elements that had more than two groups. Secondly, parametric effect size was calculated and comparisons were reported

through Cohen's d-values. The results indicated that no real practical significance was observed for males and females for all of the dimensions or constructs. The results further indicated that the group of employees that only have an education up to Matric/Grade 12 indicated a higher propensity towards trust than the groups that have either a diploma or a postgraduate degree. Propensity towards trust and disclosure-based trust dimensions revealed the only noticeable differences between the black and white groups. Propensity towards trust measured a d-value of 0.48, indicating a medium practical significance and the disclosure-based trust measured a d-value of 0.53, thereby also indicating a medium practical significance. For statistical reasons, the senior and middle manager groups' data were added together and then compared against the results of the general workers' data. The only noticeable findings were for the disclosure-based trust dimension and the BTI construct. The disclosure-based trust measured a d-value of 0.37 and the BTI a 0.32, therefore a small practical significance for both.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter, the empirical results were presented and discussed. The results revealed the observed levels of trust as per the OTI and BTI. The results further revealed the general perception of the respondents on the diversity climate of the targeted institution. The fifth and final chapter will lay down the conclusions drawn from the study and recommendations will be made for the target institution and for possible future research

The primary objective of the research was to investigate the relationship between trust and the diversity climate within a higher education university within South Africa. In order to reach the primary objective, the study had to reach several specific objectives.

The study conceptualised the elements of trust and diversity climate and any previous relationship by means of an in-depth literature study in Chapter 2. The conceptualisation was done through the sourcing of valid and relevant research from various sources. The study then further sourced validated measuring instruments in order to measure the trust and diversity climate constructs as defined in Chapter 2. The sourced measuring instruments were then administered unaltered to the target sample and primary data was gathered. The empirical results were then statistically analysed and discussed in Chapter 4 and any relationships between the trust and diversity climate variables were highlighted. The research process and design have been documented in Chapter 3 for any duplication studies.

5.1.2 RESEARCH QUESTIONS ANSWERED

To assess whether the study has answered all of the research questions, this section will analyse each research question with an explanation from the empirical results.

The main research question of this study was formulated as follows:

“What is the nature of the relationship between trust and the diversity climate of the tertiary institution targeted in this study?”

Taking into consideration the correlation results between the OTI, perceived trustworthiness, BTI and diversity climate, it can be reported with confidence that trust, in either a perceived vertical form or in a behavioural manifestation form, has a strong relationship with diversity climate.

The following research questions were also formulated and answered:

“What relationship exists between the propensity of trust and the diversity climate?”

Propensity towards trust was the only dimension that did not measure any relationship with diversity climate.

“What impact does perceived trustworthiness (ability, integrity and benevolence) have on the diversity climate?”

The correlation value between perceived trustworthiness and the diversity climate measured a Spearman’s correlation value of 0.53, indicating a large effect.

“What relationship exists between the organisational trust inventory and the diversity climate?”

The correlation value between the OTI and diversity climate measured a Spearman’s correlation value of 0.50, indicating a large effect.

“What relationship exists between reliance-based trust and diversity climate?”

The correlation value between reliance-based trust and diversity climate measured a Spearman’s correlation value of 0.39. The result leans towards a large effect.

“What relationship exists between disclosure-based trust and diversity climate?”

The correlation value between disclosure-based trust and diversity climate measures a Spearman’s correlation value of 0.23, indicating a small effect.

“What relationship exists between the willingness to be vulnerable (behavioural manifestation of trust) and diversity climate?”

The correlation value between the BTI and diversity climate measured a Spearman's correlation value of 0.37, indicating a medium effect.

5.2 CONCLUSIONS FROM FINDINGS

The descriptive results revealed that the sample group scored a mean of 3.35 for the OTI and a mean of 4.17 for the BTI. The results for the OTI are within the 'agree' range, thereby indicating the presence of organisational trust. The results of the BTI are within the 'completely' range, thereby indicating the presence of behavioural trust. This should be regarded as a positive result for the institution as it suggests that trust is present within the institution, and definitely as far as the sample group is concerned.

The sample group scored a mean of 3.47 for the diversity climate construct. This result is within the 'agree' range, thereby indicating that the sample group agrees that the institution is managing diversity effectively, creating a sense of inclusivity and is committed towards the elimination of discrimination. This should be regarded as a positive result for the institution.

There was no practical significant difference within the diversity climate construct for the gender, education, ethnic, employment status or level of employment groups. According to Heyns and McCallaghan (2014:315), due to South Africa's past and history, it is expected that there would be differences within ethnic groups regarding the diversity climate and therefore the results should be considered as very positive. This result further suggests that the target institution is moving in the right direction towards managing diversity and creating a sense of inclusivity (Heyns & McCallaghan, 2014:315).

According to the model of Mayer *et al.* (1995), perceived trustworthiness is considered as the antecedents of trust, and Colquit *et al.* (2007) further suggested that perceived trustworthiness can be a good predictor of trust within an organisation. Therefore, the results indicate that trust exists as far as the sample group within the institution is concerned.

The results suggest that the vertically measured perception-based trust has a strong relationship with a willingness to rely on someone else or even disclose personal, sensitive or harmful information to someone else. The results further support the argument in Chapter 1 that the combination of the two trust-measuring instruments would be a more 'complete' measurement of trust.

The mean of 3.47 for diversity climate is within the 'agree' range, and therefore the sample group has a positive perception about the efforts of the institution to manage diversity effectively, eliminating discrimination and creating an environment of inclusiveness. It is also important to note that Cox (1994:14) suggested that diversity climate influences affective reactions, such as how employees feel about their job and employer, and includes variables such as job/career satisfaction, job involvement and organisational identification. Therefore, the results from the empirical investigation should be considered as very positive for the studied institution.

The correlation of 0.51 between the integrity dimension and diversity climate indicates that higher levels of integrity can be associated with positive perceptions about the efforts to manage diversity within the organisation.

The results indicate, as far as the sample is concerned, that individuals might indicate a higher propensity towards or willingness to trust, but that does not guarantee that they will move towards an actual trust behaviour or enactment.

The perceived trustworthiness construct (ability, benevolence and integrity) had the strongest relationship with diversity climate. As mentioned earlier, Colquit *et al.* (2007) suggested that perceived trustworthiness should be considered as a good predictor of trust within an organisation, and for this particular study and sample group, it would suggest that a positive diversity climate will also be present.

A group comparison revealed a large practical significance for the propensity towards trust dimension for the Matric/Grade 12 and the diploma and postgraduate groups. The Matric/Grade 12 group indicated a greater willingness to trust someone else compared to the employees who hold a diploma or postgraduate degree. A possible explanation for this could be that the diploma and postgraduate degree

groups became more informed and conscious about trust issues through their education process and therefore have a lower willingness to trust someone else.

The fact that no statistical significant differences could be observed for any of the dimensions for the permanent and non-permanent employees should be considered as a positive result. This is positive for the institution, especially regarding the diversity climate construct as this suggests that the efforts of the institution to effectively manage diversity and create a sense of inclusivity are noticed by both permanent and temporary employees.

5.1.3 LIMITATIONS OF THE STUDY

The concerns of the small sample group have been highlighted in previous chapters. The concerns should however be emphasised, because an increased sample size could have led to a more in depth statistical analysis.

The cross-sectional design could also be considered a limitation.

The instrument was a self-report measuring instrument and individuals could have been biased with their responses.

The target institution is based in Gauteng. Perceptions within universities in other provinces may demonstrate different results.

5.3 RECOMMENDATIONS

The recommendations will be done in two sections. The first section will concentrate on recommendations for the target institution, and the second section will focus on recommendations made for future research.

5.3.1 INSTITUTION-SPECIFIC RECOMMENDATIONS

It was argued in Chapter 1, that trust as a soft skill within an organisation could possibly facilitate the creation of a positive diversity climate. It is evident through the empirical investigation that trust indeed has a relationship with the diversity climate of the institution. Therefore, the presence of trust within the organisation should also indicate the presence of a positive diversity climate.

Employees who hold a diploma or postgraduate degree demonstrated a lower general willingness to trust. This will have an impact on groups or teams, because individuals will need more tangible evidence before they will trust each other, specifically the educated group. Taking into consideration that this study was conducted at a university, and that traditionally the workforce at a university is more qualified, the institution may have to consider frequent team- and trust-building exercises for specifically the educated groups.

It was found that integrity had a strong relationship with the diversity climate within the sample group. In other words, the presence of integrity within the institution should also indicate the presence of a constructive diversity climate. This is an important finding, because integrity can be developed through the adoption of values within a well-formulated strategic plan.

Perceived trustworthiness demonstrated the strongest relationship with diversity climate. Interventions to manage perceptions from subordinates about individual ability, integrity and benevolence should be beneficial towards the creation of a constructive diversity climate.

5.3.2 RECOMMENDATIONS FOR FUTURE RESEARCH

A future longitudinal study should be considered for future research with the inclusion of student perspectives.

The BTI measuring instrument had a larger standard deviation compared to the OTI. A future qualitative study should be able to determine why individuals differ more in their opinion regarding behavioural trust compared to perceived trustworthiness.

Integrity levels within any organisation can be embedded through effective strategic management and in the process the organisation should be able to benefit in the form of positive perception towards efforts to manage diversity. The strong relationship between perceived integrity and diversity climate should be further investigated in order to develop a strategic diversity management tool.

Because perceived trustworthiness is regarded as a good predictor of organisational trust, and that this study could demonstrate a large noticeable relationship between

trust and diversity climate, it should be worthwhile to investigate the possibility whether perceived trustworthiness could be a predictor for diversity climate.

The mean differences observed for the Matric/Grade 12 group and the diploma and postgraduate degree groups for the propensity towards trust dimension will need further investigation. Further studies will be able to determine whether this was only a sample phenomenon or whether educated groups indeed demonstrate a lower general willingness to trust someone else.

5.4 CHAPTER CONCLUSION

In this final chapter, conclusions were made based on the findings. The study also demonstrated that all of the research questions have indeed been answered. The chapter has also noted possible limitations and recommendations have been made for both the target institution and future research.

It is my opinion that the power of trust as a soft skill within organisations is totally underestimated. From my readings, it was evident that trust has a large role to play in several organisational functions and outcomes and in some cases researchers were able to prove economic benefits for organisations that were able to harness and develop organisational trust.

It is evident that the formation and development of trust between employees as either subordinates or colleagues have far more benefits than initially believed. Trust has the potential to serve as an important foundation for several organisational functions, processes and outcomes.

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APPENDIX A: TRUST AND DIVERSITY CLIMATE QUESTIONNAIRE

INTRODUCTION

These questions investigate the perceptions of trust, trustworthiness and the climate of diversity within an organizational context.

You are requested to construct a personal code by following the instructions given below. This code will only be known to you, and thus presents no danger of infringing on your anonymity or the confidentiality of the information given herein. If there would be a future trust and diversity climate measurement data-gathering you will be asked the same questions, in order for you to reconstruct your code. This code will enable the researcher to study the development of trust over time, while you still remain anonymous. The code is made up of the following:

	Example	Your code
1. Give the first and last letter of the city or town in which you were born	Johannesburg = JG	
2. Give the first and last letter of your mother's maiden name (surname before she got married)	Mnisi = MI	
3. Give the first and last letter of your Father's name	John = JN	

SECTION 1: BIOGRAPHICAL INFORMATION

1 Year of birth: _____

2 Gender

Male	Female
------	--------

3 Educational qualifications (Please only indicate your highest qualification)

3.1	<input type="checkbox"/>	Matric / Grade 12
3.2	<input type="checkbox"/>	Post matric qualification (Diploma)
3.3	<input type="checkbox"/>	University degree (BA, Bcom, BSc etc.)
3.4	<input type="checkbox"/>	Postgraduate degree (Honours, Masters or Doctorate)
3.5 Institution where highest qualification was obtained:		

4 Please select your demographic group:

4.1	<input type="checkbox"/>	White
4.2	<input type="checkbox"/>	Black
4.3	<input type="checkbox"/>	Indian
4.4	<input type="checkbox"/>	Coloured
4.5	<input type="checkbox"/>	Other

5 Which of the following best describes your employment status?

5.1	<input type="checkbox"/>	Permanent
5.2	<input type="checkbox"/>	Temporary

6 Please indicate in which department are you working

7 Level of employment

7.1	<input type="checkbox"/>	Senior management/Executive
7.2	<input type="checkbox"/>	Middle / Line management
7.3	<input type="checkbox"/>	General worker

8 How many years have you worked in the current position?

SECTION 2: TRUST

IMPORTANT

When answering the following questions think about your direct manager / line manager / supervisor or team leader. Your direct manager is the first person you report to and not the head of department.

		1	2	3	4	5
		Disagree strongly	Disagree	Neither agree or disagree	Agree	Strongly agree
For each statement indicate with (X) how much do you agree or disagree						
PART A						
1	One should be very cautious with strangers.	1	2	3	4	5
2	Most experts tell the truth about the limits of their knowledge.	1	2	3	4	5
3	Most people can be counted on to do what they say they will do.	1	2	3	4	5
4	These days, you must be alert or someone is likely to take advantage of you.	1	2	3	4	5
5	Most salespeople are honest in describing their products.	1	2	3	4	5
6	Most repair people will not overcharge people who are ignorant of their specialty.	1	2	3	4	5
7	Most people answer public opinion polls honestly.	1	2	3	4	5
8	Most adults are competent at their jobs.	1	2	3	4	5
PART B		Disagree strongly	Disagree	Neither agree or disagree	Agree	Strongly agree
1	Management (read: "my direct higher report") is very capable of performing its (his /her) job.	1	2	3	4	5
2	Management is known to be successful at the things it tries to do.	1	2	3	4	5
3	Management has much knowledge about the work that needs done.	1	2	3	4	5
4	I feel very confident about my direct higher report's management's skills.	1	2	3	4	5
5	Management has specialized capabilities that can increase our performance.	1	2	3	4	5
6	Management is well qualified.	1	2	3	4	5

PART C		Disagree strongly	Disagree	Neither agree or disagree	Agree	Strongly agree
1	Management is very concerned about my welfare.	1	2	3	4	5
2	My needs and desires are very important to management.	1	2	3	4	5
3	Management really looks out for what is important to me.	1	2	3	4	5
4	Management will go out of its way to help me	1	2	3	4	5
PART D		Disagree strongly	Disagree	Neither agree or disagree	Agree	Strongly agree
1	Management has a strong sense of justice.	1	2	3	4	5
2	I never have to wonder whether management will stick to its word.	1	2	3	4	5
3	Management tries hard to be fair in dealings with others.	1	2	3	4	5
4*	Management's actions and behaviours are not very consistent.	1	2	3	4	5
5	I like management's values.	1	2	3	4	5
6	Sound principles seem to guide management's behaviour.	1	2	3	4	5
PART E		Disagree strongly	Disagree	Neither agree or disagree	Agree	Strongly agree
1*	If I had my way, I wouldn't let management have any influence over issues that are important to me.	1	2	3	4	5
2	I would be willing to let management have complete control over my future in this company.	1	2	3	4	5
3*	I really wish I had a good way to keep an eye on management.	1	2	3	4	5
4	I would be comfortable giving management a task or problem which was critical to me, even if I could not monitor her / his actions.	1	2	3	4	5

Source: Mayer *et al.*, (1999:136)

Please make use of the following scale to indicate your opinion about each statement in section F1 and F2.

1	2	3	4	5	6	7
Not at all	Almost never	Rarely	Sometimes	Often	Very often	Completely

PLEASE INDICATE HOW WILLING YOU ARE TO ENGAGE IN EACH OF THE FOLLOWING BEHAVIOURS WITH YOUR LINE MANAGER/DIRECT HEAD/SUPERVISOR:		1	2	3	4	5	6	7
		Not at all	Almost never	Rarely	Sometimes	Often	Very often	Completely
PART F1	Rely on your leader's (Read higher report) task related skills and abilities?	1	2	3	4	5	6	7
	Depend on your leader to handle important issue on your behalf?	1	2	3	4	5	6	7
	Rely on your leader to represent your work accurately to others?	1	2	3	4	5	6	7
	Depend on your leader to back you up in difficult situations?	1	2	3	4	5	6	7
	Rely on your leader's work related judgements?	1	2	3	4	5	6	7

PLEASE INDICATE HOW WILLING YOU ARE TO ENGAGE IN EACH OF THE FOLLOWING BEHAVIOURS WITH YOUR LINE MANAGER/DIRECT HEAD/SUPERVISOR:		1	2	3	4	5	6	7
		Not at all	Almost never	Rarely	Sometimes	Often	Very often	Completely
PART F2	Share your personal feelings with your leader?	1	2	3	4	5	6	7
	Discuss work-related problems or difficulties with your leader that could potentially be used to disadvantage you?	1	2	3	4	5	6	7
	Confide in your leader about personal issues that are affecting your work?	1	2	3	4	5	6	7
	Discuss how you honestly feel about your work, even negative feelings and frustration?	1	2	3	4	5	6	7
	Share your personal beliefs with your leader?	1	2	3	4	5	6	7

Source: Gillespie, (2012:187).

SECTION 3: DIVERSITY CLIMATE

Please make use of the following scale to indicate your opinion about each statement in section 3.

1	2	3	4	5
Well below expectations	Below expectations	Neither below or above expectations	Above expectations	Well above expectations

For each statement indicate with (X) on how the institution met your expectations or did not meet your expectations:		1	2	3	4	5
		Well below expectations	Below expectations	Neither below or above expectations	Above expectations	Well above expectations
1	Recruiting from diverse sources.	1	2	3	4	5
2	Offers equal access to training.	1	2	3	4	5
3	Open communication on diversity.	1	2	3	4	5
4	Publicize diversity principles.	1	2	3	4	5
5	Offers training to manage diverse population.	1	2	3	4	5
6	Respect perspectives of people like me.	1	2	3	4	5
7	Maintains diversity-friendly work environment.	1	2	3	4	5
8	Workgroup has climate that values diverse perspectives.	1	2	3	4	5
9	Top leaders visibly committed to diversity.	1	2	3	4	5

Source: Mckay *et al.*, (2007:61).

END

THANK YOU

VERTROUE- EN DIVERSITEITSKLIAMAT VRAELYS

INLEIDING

Die gestelde vrae ondersoek die persepsies wat bestaan rakende vertroue, betroubaarheid en die klimaat van diversiteit binne 'n organisatoriese konteks.

U word versoek om die aanwysings te volg en 'n persoonlike verwysingskode te formuleer. Hierdie kode sal slegs aan u bekend wees, en sal op geen manier u reg om anonimiteit skaad nie. Indien data vir toekomstige vertroue en diversiteitsklimaat opnames benodig word, sal dieselfde reeks vrae aan u gestel word ten einde u unieke kode te herformuleer. Hierdie kode stel die navorser in staat om die ontwikkeling van vertroue oor 'n periode na te volg, terwyl u steeds u anonimiteit behou. Die kode word as volg gegenereer:

	Voorbeeld	Jou kode
1. Verskaf die eerste en die laaste letter van die stad of dorp waar u gebore is	Johannesburg = JG	
2. Verskaf die eerste en die laaste letter van u moeder se nooiensvan (haar van voor sy in die huwelik getree het)	Mnisi = MI	
3. Verskaf die eerste en die laaste letter van jou vader se naam.	John = JN	

AFDELING 1: BIOGRAFIESE / PERSOONLIKE INLIGTING

Geboortejaar:

1 _____

2 Geslag

Manlik	Vroulik
--------	---------

3 Opvoedkundige kwalifikasies (Dui slegs u hoogste kwalifikasie aan)

3.1		Matriek / Graad-12
3.2		Naskoolse kwalifikasie (Diploma)
3.3		Universiteitskwalifikasie (BA, BCom, BSc etc.)
3.4		Nagraadse kwalifikasie (Honneurs, Meesters of Doktoraat)
3.5 Instansie waar hoogste kwalifikasie verwerf is:		

4 Aan watter demografiese-groep behoort u?

4.1		Wit
4.2		Swart
4.3		Indiër
4.4		Kleurling
4.5		Ander

5 Wat is u werkstatus?

5.1		Permanent
5.2		Tydelik

6 Dui asseblief aan in watter departement u werksaam is

--

7 Dui asseblief u posvlak aan

7.1		Uitvoerende-/Senior bestuur
		Middelvlak
7.2		bestuur/Lynbestuurder
7.3		Algemene werker

8 Hoe lank (in jare) bekleed u hierdie pos?

--

AFDELING 2: VERTROU

BELANGRIK

Wanneer u hierdie vrae beantwoord, hou asseblief u direkte bestuurder / hoof / toesighouer of spanleier, in gedagte. Jou direkte bestuurder is die eerste persoon aan wie jy rapporteer en nie noodwendig die hoof van die departement nie.

Dui met 'n (x) aan hoedanig jy met die verskillende stellings saamstem of verskil

		1	2	3	4	5
		Verskil heelhartig	Stem nie saam nie	Stem nie saam nie, maar verskil ook nie	Stem saam	Stem heelhartig saam
Deel A						
1	'n Persoon moet versigtig wees as dit kom by 'n vreemdeling	1	2	3	4	5
2	Die meeste kenners is eerlik oor die beperking/limiet van sy/haar kennis	1	2	3	4	5
3	Die meeste mense kan vertrou word om te doen wat hulle sê hulle sal doen	1	2	3	4	5
4	Deesdae moet jy paraat wees anders is sal iemand jou waarskynlik bedrieg	1	2	3	4	5
5	Die meeste verkoopsmense is eerlik in hul beskrywing van hul produkte	1	2	3	4	5
6	Die meeste herstelwerkers sal jou nie te veel laat betaal bloot omdat jy onkundig is oor hul betrokke kundigheid nie	1	2	3	4	5
7	Die meeste mense antwoord eerlik op vrae wat gestel word in 'n publieke meningspeiling	1	2	3	4	5
8	Die meeste volwassenes is bekwaam om hul werk te verrig	1	2	3	4	5
		Verskil heelhartig	Stem nie saam nie	Stem nie saam nie, maar verskil ook nie	Stem saam	Stem heelhartig saam
Deel B						
1	Bestuur (lees: "my direkte rapporteringshoof") is baie bekwaam om sy/haar werk te doen	1	2	3	4	5
2	Bestuur is bekend daarvoor dat hulle suksesvol is in al hul doen en late	1	2	3	4	5
3	Bestuur beskik oor die kundigheid wat nodig is om die werk te doen	1	2	3	4	5
4	Ek het die grootste vertroue in my direkte rapporteringshoof se bestuursvaardighede	1	2	3	4	5
5	Bestuur beskik oor gespesialiseerde vaardighede wat werkverrigting kan verbeter	1	2	3	4	5
6	Bestuur is goed gekwalifiseerd	1	2	3	4	5

Deel C		Verskil heelhartig	Stem nie saam nie	Stem nie saam nie, maar verskil ook nie	Stem saam	Stem heelhartig saam
1	Bestuur is baie besorgd oor my welstand	1	2	3	4	5
2	My behoeftes en begeertes is baie belangrik vir bestuur	1	2	3	4	5
3	Bestuur neem dit wat vir my belangrik is ter harte	1	2	3	4	5
4	Bestuur loop die ekstra myl om my te help	1	2	3	4	5
Deel D		Verskil heelhartig	Stem nie saam nie	Stem nie saam nie, maar verskil ook nie	Stem saam	Stem heelhartig saam
1	Bestuur het 'n sterk sin vir regverdigheid	1	2	3	4	5
2	Ek hoef nooit daaraan te twyfel dat bestuur wel sy woord sal nakom nie	1	2	3	4	5
3	Bestuur probeer hard om regverdig te wees in sy handeling met ander	1	2	3	4	5
4*	Bestuur se optrede en gedrag is nie konsekwent nie	1	2	3	4	5
5	Ek hou van bestuur se waardes	1	2	3	4	5
6	Bestuur se gedrag word bepaal deur grondige beginsels	1	2	3	4	5
Deel E		Verskil heelhartig	Stem nie saam nie	Stem nie saam nie, maar verskil ook nie	Stem saam	Stem heelhartig saam
1*	As ek my sin kon kry, het bestuur geen invloed gehad oor sake wat vir my belangrik is nie	1	2	3	4	5
2	Ek is bereid om bestuur volle beheer te gee oor my toekoms in hierdie organisasie	1	2	3	4	5
3*	Ek wens daar was 'n effektiewe manier waarop ek 'n ogie oor bestuur kon hou	1	2	3	4	5
4	Ek is gemaklik daarmee om 'n probleem of 'n taak – wat belangrik is vir my, aan bestuur oor te laat selfs al kan ek nie sy/haar aksies monitor nie	1	2	3	4	5

Bron: Mayer *et al.*, (1999:136)

Maak asseblief van die volgende glyskaal gebruik om jou opinie aan te dui rakende elk van die stellings in Deel F1 en F2

1	2	3	4	5	6	7
Nee, glad nie	Sporadies	Af en toe	Gereeld	Dikwels	Baie dikwels	Absoluut

		1	2	3	4	5	6	7
Deel F1	Dui asseblief aan hoe bereidwillig u is om met u rapporteringshoof/ direkte toesighour te skakel oor die volgende gedrag van u rapporteringshoof/direkte toesighouer:	Nee, glad nie	Sporadies	Af en toe	Gereeld	Dikwels	Baie dikwels	Absoluut
	Vertrou in jou direkte toesighouer (rapporteringshoof) se vaardighede en vermoëns?	1	2	3	4	5	6	7
	Vertrou in jou toesighouer om belangrike sake namens jou te kan hanteer?	1	2	3	4	5	6	7
	Vertrou in jou direkte toesighouer om jou werk akkuraat aan ander voor te hou?	1	2	3	4	5	6	7
	Vertrou dat jou direkte toesighouer jou sal ondersteun in moeilike situasies?	1	2	3	4	5	6	7
	Vertrou in jou direkte toesighouer se werksoordeel?	1	2	3	4	5	6	7

		1	2	3	4	5	6	7
Deel F2	Dui asseblief aan hoe bereidwillig u is om met u rapporteringshoof/ direkte toesighour te skakel oor die volgende gedrag van u rapporteringshoof/direkte toesighouer:	Nee, glad nie	Sporadies	Af en toe	Gereeld	Dikwels	Baie dikwels	Absoluut
	Vertrou om jou persoonlike gevoelens met jou direkte toesighouer te deel?	1	2	3	4	5	6	7
	Vertrou om werksverwante probleme of ongemaklike situasies met jou direkte toesighouer te deel wat moontlik later gebruik mag word om jou te benadeel?	1	2	3	4	5	6	7
	Vertrou in jou direkte toesighouer om persoonlike sake wat jou werk beïnvloed mee te bespreek?	1	2	3	4	5	6	7
	Het jy al ooit openlik genoem hoe jy voel oor jou werk, selfs negatiewe gevoelens en frustrasies?	1	2	3	4	5	6	7
	Het jy al ooit jou persoonlike menings met jou direkte toesighouer gedeel?	1	2	3	4	5	6	7

Bron: Gillespie, (2012:187).

Afdeling 3: Diversiteitsklimaat

Maak asseblief van die volgende gyskaal gebruik om jou opinie aan te dui rakende elk van die stellings in Afdeling 3

1	2	3	4	5
Ver onder verwagting	Onder verwagting	Nie bo of onder verwagting nie	Bo verwagting	Ver bo verwagting

		1	2	3	4	5
		Ver onder verwagting	Onder verwagting	Nie bo of onder verwagting nie	Bo verwagting	Ver bo verwagting
Dui by elke stelling met 'n (x) aan tot watter mate u organisasie u verwagtinge oortref het óf nie:						
1	Werwing van personeel uit verskillende bronne	1	2	3	4	5
2	Bied gelyke geleenthede vir opleiding	1	2	3	4	5
3	Openlike kommunikasie oor diversiteit	1	2	3	4	5
4	Maak diversiteitsbeginsels bekend	1	2	3	4	5
5	Bied opleiding aan ten einde diversiteit binne 'n groep beter te bestuur	1	2	3	4	5
6	Respekteer die siening van mense soos ek	1	2	3	4	5
7	Handhaaf 'n diversiteitsvriendelike werkomgewing	1	2	3	4	5
8	'n Werkomgewing waarbinne diverse perspektiewe gerespekteer word	1	2	3	4	5
9	Top bestuur is openlik verbind tot die bevordering van diversiteit	1	2	3	4	5

Bron: Mckay *et al.*, (2007:61).

DIE EINDE

Dankie

LENANEPOTSO LA TRUST AND DIVERSITY CLIMATE

SELELEKELA

Lenanepotso lena le batlisisa dikgopolo tse teng tsa tshephalo, botshepehi le diversity climate e teng ka hara boemo ba mokgatlo.

O koptjwa hore o iketsetse khoutu ya hao ka ho latela ditaelo tse fanweng ka tlase. Khoutu ena e tla tsejwa ke wena feela, mme ka lebaka lena ha ho na kotsi ya hore botho ba hao bo tla tsejwa kapa sephiri sa lesedi leo o faneng ka lona mona. Ha ho ka boela ha eba le ho bokeletswa ha data bakeng sa ho metha trust and diversity climate nakong e tlang o tla botswa dipotso tse tshwanang le tsona tse, hore o tlo kgone ho i iketsetsa khoutu ya hao. Khoutu ena e tla dumella mmatlisisi ya etsang dipuputso ho ithuta hore tshepo ke ntho e tswelang pele jwang ha nakong, ka nako eo wena o tla be o ntse o sa tsejwe hore o mang. Khoutu e bopilwe ka tse latelang:

	Mohlala	Khoutu ya hao
1. Fana ka tlhaku ya pele le ya ho qetela ya lebitso la toropo kapa motse oo o tswaletsweng ho ona	Johannesburg = JG	
2. Fana ka tlhaku ya ho qala le ya ho qetela ya sefane sa hahabo mme wa hao (sefane sa hae pele a nyalwa)	Mnisi = MI	
3. Fana ka tlhaku ya ho qala le ya ho qetela ya lebitso la Ntate wa hao	John = JN	

KAROLO YA 1: TLHAHISOLESEDING YA BAYOKRAFI

Selemo sa

1 tswalo_____

2 Bong

Motona

Motshehadi

3 Mangolo a Thuto (Ka kopo hlahisa feela lengolo le hodimodimo)

3.1		Matric / Kereite ya
3.2		Lengolola ka mora matric (Diploma)
3.3		Kgau ya Yunivesithi (BA, Bcom, BSc jj.)
3.4		Kgau e phahameng (Honours, Masters kapa Doctorate)
3.5 Setheo moo o fumaneng lengolo la hao la thuto teng?		

4 Ka kopo kgetha morabe

4.1		Mosweu
4.2		Motsho
4.3		Moindia
4.4		Mmala
4.5		O mongr

Ke efe ho tse latelang e hlahosang hantle maemo a hao a tsa

5 khiro?

5.1		Motjhaotjhele
5.2		Nakwana

6 Ka kopo hlalosa hore o sebetsa lefapheng lefe

7 Boemo ba khiro

7.1		Motsamaisi ya Hodimo/Executive
7.2		Bohareng / Botsamaisi bo bohareng
7.3		Mosebetsi wa kakaretso

8 Ke dilemo tse kae o le mosebetsing ona jwale?

KAROLO YA 2: TSHEPO

ELA HLOKO

Ha o araba dipotso tse latelang nahana ka manager wa hao wa pele/ manager lefapheng la hao/ supervisor kapa moetapele wa sehlopha. Manager wa pele ke motho eo o ripotang ho yena e seng hlooho ya lefapha.

Bakeng sa polelo e nngwe le e nngwe bontsha ka (X) hore o hanana ho le hokae kapa ho dumela		1	2	3	4	5
		Ke hana ke tiile	Ke a hana	Ha ke dumele ebile ha ke hane	Ke a dumela	Ke dumela ka nnete
KAROL O A						
1	Motho o lokela ho ba sedi haholo le batho bao a sa ba tsebeng	1	2	3	4	5
2	Ditsebei tse ngata di bua nnete ka meedi e ya tsebo eo ba nang le yona	1	2	3	4	5
3	Batho ba bangata ba ka tsheptjwa ka seo ba itseng ba tla se etsa	1	2	3	4	5
4	Matsatsing ana o lokela ho phaphama, ho seng jwalo motho e mong o tla o ja tsuo	1	2	3	4	5
5	Barekisi ba bangata ba a tshepahala ka tlhaloso ya dihlahiswa tsa bona	1	2	3	4	5
6	Batho ba bangata ba lokisang ha ba batle tjelele e ka hodimo bathong ba se nang taba le ho ikgetha ha bona	1	2	3	4	5
7	Batho ba bangata ba araba dipotso tse batlang maikutlo a setjhaba ka botshepehi	1	2	3	4	5
8	Batho ba bangata ba baholo ba na le boitsebelo ba mesebetsi ya bona	1	2	3	4	5
KAROL O B		Ke hana ke tiile	Ke a hana	Ha ke dumele ebile ha ke hane	Ke a dumela	Ke dumela ka nnete
1	Botsamaisi (bala: "ripoto ya ka e tswang hodimo") bo na le bokgoni ba ho etsa mosebetsi wa bona (wa hae).	1	2	3	4	5
2	Botsamaisi bo tsejwa bo fihlella katleho dinthong tseo bo lelang ho di etsa	1	2	3	4	5
3	Botsamaisi bo na le tsebo e ngata mabapi le mosebetsi o lokelang ho etswa	1	2	3	4	5
4	Ke ikutlwa ke na le boitsebepo ka bokgoni ba botsamaisi ba manager wa ka ya ka hodimo ho nna ka ho otlooha	1	2	3	4	5
5	Botsamaisi bo na le bokgoni bo ikgethileng bo ka eketsang tshebetso ya rona.	1	2	3	4	5
6	Botsamaisi bo rutehile hantle.	1	2	3	4	5

KAROL O C		Ke hana ke tiile	Ke a hana	Ha ke dumele ebile ha ke hane	Ke a dumela	Ke dumela ka nnete
1	Botsamaisi bo tshwenyehile haholo ka ha bophelo ba ka	1	2	3	4	5
2	Ditlhoko tsa ka le ditabatabelo tsa ka di hbohlokwa haholo botsamaising	1	2	3	4	5
3	Botsamaisi ka nnete bo ntjhebela dintho tse bohlokwa ho nna	1	2	3	4	5
4	Botsamaisi bo a itela ho nthusa	1	2	3	4	5
KAROL O D		Ke hana ke tiile	Ke a hana	Ha ke dumele ebile ha ke hane	Ke a dumela	Ke dumela ka nnete
1	Botsamaisi bo na le toka.	1	2	3	4	5
2	Ha ke hlophehe hore na ebe botsamaisi bo tla dula mantsweng a bona	1	2	3	4	5
3	Botsamaisi bo leka ka matla ho se be le leeme ha bo sebetsana le ba bang	1	2	3	4	5
4*	Dikgato le maitshwaro a botsamaisi ha di tsamaye ka ho tshwana	1	2	3	4	5
5	Ke rata dinthatheo tsa botsamaisi.	1	2	3	4	5
6	Ditheo tse tiileng ke tsona tse tataisang boitshwaro ba botsamaisi	1	2	3	4	5
KAROL O E		Ke hana ke tiile	Ke a hana	Ha ke dumele ebile ha ke hane	Ke a dumela	Ke dumela ka nnete
1*	Ha ntho ne di tsamaya ka tsela ya ka, ke ne ke sa tlo dumella botsamaisi ho tshwaetsa ditaba tse bohlokwa ho nna	1	2	3	4	5
2	Ke ikemiseditse ho tlohella botsamaisi ho ba le taolo e feletseng hodima bokamoso ba ka khamphaning ena	1	2	3	4	5
3*	Ke lakatsa e ka nkabe ke na le tsela e ntle ya ho beha botsamaisi leihlo	1	2	3	4	5
4	Ke batla ho phutholoha ha ke fa botsamaisi mosebetsi kapa bothata bo neng bo nkimela, le ha ke sa kgona ho monithara diketso tsa bona (hae)	1	2	3	4	5

Mohlodi: Mayer *et al.*, (1999:136)

Ka kopo etsa bonnete ba ho sebedisa sekala se latelang ho bontsha maikutlo a hao mabapi le polelo ka nngwe karolong ya F1 le

F2

1	2	3	4	5	6	7
Ho hang	E seng hakalo	Ka sewelo	Nakong tse ding	Kgafetsa	Kgafetsa haholo	Ka ho phethahala

KA KOPO BONTSHA HORE O IKEMISEDITSE HO LE HOKAE KAROLO HO KENA MAITSHWARONG A LATELANG LE MANAGER WA F1 HAO WA PELE/ HLOOHO/SUPERVISOR	1	2	3	4	5	6	7
	Ho hang	E seng hakalo	Ka sewelo	Nakong tse ding	Kgafetsa	Kgafetsa haholo	Ka ho phethahala
Ho itshetleha hodima baetapele ba hao (Ho bala diripoto tse tswang hodimo)?	1	2	3	4	5	6	7
Ho emela moetapele wa hao ho tshwarahana le ditaba tse bohlokwa lebitsong la hao?	1	2	3	4	5	6	7
Ho itshetleha hodima moetapele wa hao ho nehelana ka mosebetsi wa hao ka ho nepahala ho ba bang?	1	2	3	4	5	6	7
Ho itshetleha ho moetapele ho o emela maamong a boima?	1	2	3	4	5	6	7
Ho itshetleha hodima dikahlolo tsa moetapele wa hao tse amanang le mosebetsi?	1	2	3	4	5	6	7

KA KOPO BONTSHA HORE O IKEMISEDITSE HO LE HOKAE KAROLO HO KENA MAITSHWARONG A LATELANG LE MANAGER WA F2 HAO WA PELE/ HLOOHO/SUPERVISOR:	1	2	3	4	5	6	7
	Ho hang	E seng hakalo	Ka sewelo	Nakong tse ding	Kgafetsa	Kgafetsa haholo	Ka ho phethahala
Ho arolelana maikutlo a sephiri le moetapele wa hao?	1	2	3	4	5	6	7
Ho buisana ka mathata a amanang le mosebetsi kapa mathata le moetapele wa hao a ka nngang a sebediswa ho o tima menyetla wena?	1	2	3	4	5	6	7
Ho bulela moetapele wa hao sfuba mabapi le ditaba tse amang mosebetsi wa hao?	1	2	3	4	5	6	7
Ho buisana ka sefuba se bulehileng hore o ikutlwa jwang ka mosebetsi wa hao, le maikutlo a mabe le matshwenyeho?	1	2	3	4	5	6	7
Ho arolelana le moetapele wa hao ka tseo o dumelang ho tsona bothong ba hao?	1	2	3	4	5	6	7

Mohlodi: Gillespie, (2012:187).

KAROLO YA 3: DIVERSITY CLIMATE

Ka kopo sebedisa sekala se latelang ho bontsha maikutlo a hao mabapi le polelo ka nngwe karolong ya 3.

1	2	3	4	5
Ka tlase haholo ho ditebello	Ka tlase ho ditebello	Ha ho ka hodimo kapa ka tlase ho ditebello	Ka hodimo ho ditebello	Ka hodimo haholo ho ditebello

Bakeng sa polelo ka nngwe bontsha ka (X) hore na setheo se fihleletse ditebello tsa hao jwang kapa ha se a fihlella ditebello tsa hao		1	2	3	4	5
		Ka tlase haholo ho ditebello	Ka tlase ho ditebello	Ha ho ka hodimo kapa ka tlase ho ditebello	Ka hodimo ho ditebello	Ka hodimo haholo ho ditebello
1	Ho thaotha ho tswa mehloping e fapaneng	1	2	3	4	5
2	Ho fana ka diphihlello tse lekanang bakeng sa thupello	1	2	3	4	5
3	Dupuisano tse bulehileng mabapi le ho fapafapana	1	2	3	4	5
4	Ho beha pontsheng ditheo tsa ho fapafapana	1	2	3	4	5
5	Ho fana ka thupello bakeng sa ho ka tsamaisa setjhaba se fapafapaneng	1	2	3	4	5
6	Ho hlompha dipon tsa batho ba kang nna	1	2	3	4	5
7	Ho boloka tikoloho ya mosebetsi e nang le moya o motle wa ho fapafapana	1	2	3	4	5
8	Sehlopha sa tshebetso se na le tikoloho e bonang boleng ka hara maikutlo a fapafapaneng	1	2	3	4	5
9	Baetapele ba ka sehloohong ba bonahala ba itlamme bakeng sa ho fapafapana	1	2	3	4	5

Mohlodi: Mckay *et al.*, (2007:61).

PHELETSO

MADUME

APPENDIX B: LETTER FROM LANGUAGE EXPERT

LM

Language Solutions (Pty) Ltd

(Best Language Services Ever!)

15/05/ 2014

Sean MacCallaghan
Department of Student Affairs
North-West University
Vaal Triangle Campus
7 Hendrik van Eck Boulevard
Vanderbijlpark
1911

Dear Sean

TRANSLATION OF: TRUST AND DIVERSITY CLIMATE QUESTIONNAIRE

It is my pleasure to have been given the opportunity to translate the questionnaire for your studies. This letter serves as confirmation that both the Source Text (English) and the Target Text (Sesotho) are the same within the context of meaning and understanding. The process of back translation should confirm that the Sesotho text is almost equivalent to the English text. I want to emphasise that there can never be 100% accuracy in translation in terms of equivalence because of the lack of terminology in African languages. The translation provided is the best and should be regarded as such.

I further confirm that I am an accredited simultaneous interpreter with SATI and have been involved in translation of major literary works as well as translation of medical questionnaires.

Kind regards,



Lebohlang Mathibela

APPENDIX C: INFORMED CONSENT FORM

INFORMED CONSENT

Title of Research

Investigating the impact of trust on the diversity climate of a South African tertiary institution

Name of Researcher

Sean McCallaghan 12317578

It is important to note that, before agreeing to participate in this research study, you need to read the following explanation of the study. This statement describes the purpose, benefits, risks, discomforts, and precautions of the study. Your right to withdraw from this research project will be described and note that no guarantees or assurances can be made as to the results of the study.

Explanation of Procedures

This study is designed to explore the impact of trust on the levels of the diversity climate within a University, in other words will the university be able to have a more positive diversity climate by influencing trust or the elements that lead to trust.

Sean McCallaghan, a MBA student at the North-West University, Potchefstroom campus, is conducting this study to explore and describe what the impact is of levels of trust on the diversity climate of the proposed institution. Members of staff, both permanent and temporary will be given a questionnaire that will assess the perceived trust that particular employee has for his/her line manager or supervisor. The final section of the questionnaire will measure the perception of the employee about how well the university is managing diversity. Employees will be approached by the researcher and questionnaire handed to them for completion. Completed questionnaires will be collected and data obtained from the questionnaire be analyzed for possible relationships? Conclusions and recommendations will be made from the data and a summary of the results will be sent to the university.

Risks and Discomforts

No intentional risks or harm are anticipated as a result of your participation. It will take ± 30 minutes of your time (during work hours) to complete the questionnaires. Questionnaires are returned anonymously on-line or in hard copy format. The researcher will personally distribute questionnaires (electronically and hard copy) and will collect hard copies on a weekly basis. The questionnaires will be accompanied by a covering letter in which the researcher addresses confidentiality, anonymity of results along with ethical considerations.

Benefits

This study aims to benefit both the employee and the organization by attempting to prove that higher levels of trust within the organization can lead to a more positive diversity climate.

Confidentiality

The information gathered during this research project will at all times remain confidential. Information obtained via the research would be used for research purposes only. Feedback on the results of the study will be given to the management of the participating organisation. The research results will be presented in the format of a dissertation.

Withdrawal without Prejudice

Participation is voluntary and refusal to participate in this study will involve no penalty. Each participant is free to withdraw consent and discontinue participation at any given moment in time.

Costs or Payments

There will be no costs involved for taking part in this research study. No participant will receive any payment to participate in this research project.

Questions

Participants may contact Sean McCallaghan, Cell: 071 608 3652 or E-mail: sean.mccallaghan@nwu.ac.za or alternatively Marita Heyns, Tel 018 299 1494 or E-mail: marita.heyns@nwu.ac.za, if they have any questions concerning this research study.

Agreement

This agreement states that you have read and received a copy of this informed consent. Your signature below indicates that you understand the parameters of your participation and agree to take part in this research study.

Signature of Participant _____ Date _____

Participant's Name _____ Date _____

Signature of Researcher _____ Date _____

CONSENT FORM

Title of Research

Investigating the impact of trust on the diversity climate of a South African tertiary institution.

Name of Researcher

Sean McCallaghan

- I confirm that I have read and understand the information given in the Informed Consent for abovementioned study.
- I have had the opportunity to consider the information, ask questions about it and have had them answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time and without giving a reason.
- I understand that the data gathered from this study will be accessible to other professionals at the North-West University and that the results will be published as partial fulfillment of the MBA course requirements.
- I agree to take part in this research project and spend approximately 30 minutes on completing the questionnaires.
- If invited to be interviewed, I agree to spend approximately 30 minutes of my time in the interview.

Signature of Participant _____ Date _____

Participant's Name _____ Date _____

Signature of Researcher _____ Date _____

FUTURE CONTACT PAGE

The best way to reach me is:

Address: _____

Email: _____

Telephone Number: _____

Mobile Number: _____

Please select one of the following:

No, you may not contact me about future participation in this study.

Would you like us to send you a short summary of the study's findings when it is finished?

No Yes, please.

Please provide an address where you would like us to send it to:

Address: _____

Email: _____

APPENDIX D: RESULTS PER ITEM SCALE

SECTION A – Propensity towards trust

NR	Scale item	Mean	Standard deviation
A-1	One should be very cautious with strangers.	4.10	.77
A-2	Most experts tell the truth about the limits of their knowledge.	3.18	.98
A-3	Most people can be counted on to do what they say they will do.	3.24	.97
A-4	These days, you must be alert or someone is likely to take advantage of you.	3.78	.99
A-5	Most salespeople are honest in describing their products.	2.43	.93
A-6	Most repair people will not overcharge people who are ignorant of their specialty.	2.53	1.03
A-7	Most people answer public opinion polls honestly.	3.04	1.01
A- 8	Most adults are competent at their jobs.	3.33	.94

SECTION B – Ability

NR	Scale item	Mean	Standard deviation
B-1	Management (read: "my direct higher report") is very capable of performing its (his /her) job.	3.83	.92
B-2	Management is known to be successful at the things it tries to do.	3.64	.71
B-3	Management has much knowledge about the work that needs done.	3.74	.86
B-4	I feel very confident about my direct higher report's management's skills.	3.79	.97
B-5	Management has specialized capabilities that can increase our performance.	3.77	.94
B-6	Management is well qualified.	4.01	.86

SECTION C – Benevolence

NR	Scale item	Mean	Standard deviation
C-1	Management is very concerned about my welfare.	3.36	1.07
C-2	My needs and desires are very important to management.	3.24	1.05
C-3	Management really looks out for what is important to me.	3.28	1.07
C-4	Management will go out of its way to help me	3.26	1.11

SECTION D – Integrity

NR	Scale item	Mean	Standard deviation
D-1	Management has a strong sense of justice.	3.46	.85
D-2	I never have to wonder whether management will stick to its word.	3.36	1.02
D-3	Management tries hard to be fair in dealings with others.	3.41	.99
D-4*	Management's actions and behaviours are not very consistent.	2.98	1.01
D-5	I like management's values.	3.53	.87
D-6	Sound principles seem to guide management's behaviour.	3.57	.82

NB NB * Reverse questions

SECTION E – TRUST

NR	Scale item	Mean	Standard deviation
1*	If I had my way, I wouldn't let management have any influence over issues that are important to me.	3.10	1.06
2	I would be willing to let management have complete control over my future in this company.	2.63	1.06
3*	I really wish I had a good way to keep an eye on management.	2.84	.97
4	I would be comfortable giving management a task or problem which was critical to me, even if I could not monitor her / his actions.	3.24	1.02

NB NB * Reverse questions

SECTION F1 – RELAINCE BASED TRUST

NR	Scale item	Mean	Standard deviation
F1-1	Rely on your leader's (Read higher report) task related skills and abilities?	4.48	1.60
F1-2	Depend on your leader to handle important issue on your behalf?	4.44	1.72
F1-3	Rely on your leader to represent your work accurately to others?	4.30	1.89
F1-4	Depend on your leader to back you up in difficult situations?	4.76	1.89
F1-5	Rely on your leader's work related judgements?	4.56	1.63

SECTION F2 – DISCLOSURE BASED TRUST

NR	Scale item	Mean	Standard deviation
F2-1	Share your personal feelings with your leader?	3.70	1.79
F2-2	Discuss work-related problems or difficulties with your leader that could potentially be used to disadvantage you?	3.82	1.95
F2-3	Confide in your leader about personal issues that are affecting your work?	3.58	2.02
F2-4	Discuss how you honestly feel about your work, even negative feelings and frustration?	4.10	1.20
F2-5	Share your personal beliefs with your leader?	3.99	1.94

SECTION 3 – DIVERSITY CLIMATE

NR	Scale item	Mean	Standard deviation
3-1	Recruiting from diverse sources.	3.18	.92
3-2	Offers equal access to training.	3.97	.96
3-3	Open communication on diversity.	3.52	.84
3-4	Publicize diversity principles.	3.41	.89
3-5	Offers training to manage diverse population.	3.46	1.01
3-6	Respect perspectives of people like me.	3.38	.96
3-7	Maintains diversity-friendly work environment.	3.57	.87
3-8	Workgroup has climate that values diverse perspectives.	3.51	.89
3-9	Top leaders visibly committed to diversity.	3.55	.91

**APPENDIX F: GROUP COMPARISONS
COMPARISONS BETWEEN GENDERS**

SUBGROUP & CONSTRUCT	MALE		FEMALE		P value from t test	Cohen's D value
	Mean	Standard deviation	Mean	Standard Deviation		
Propensity towards trust	3.27	.50	3.16	.49	.32	.21
Ability	3.85	.69	3.75	.69	.47	.16
Benevolence	3.21	1.08	3.31	.96	.63	.10
Integrity	3.50	.66	3.33	.77	.31	.22
Trust	2.93	.51	2.94	.72	.95	.01
Reliance based trust	4.48	1.51	4.50	1.51	.95	.01
Cognitive based trust	4.26	1.51	4.68	1.51	.09	.28
OTI (Mayer & Davis, 1999)	3.38	.53	3.31	.52	.53	.13
Perceived trustworthiness (Ability, Benevolence and Integrity)	3.56	.69	3.48	.71	.62	.11
Behavioural trust inventory (Gillespie)	4.37	1.36	4.09	1.17	.32	.20
Diversity Climate (McKay <i>et al.</i> , 2007)	3.57	.76	3.41	.65	.30	.20

COMPARISONS: LEVEL OF EDUCATION

SUBGROUP & CONSTRUCT	MATRIC/GRADE 12		DIPLOMA		UNIVERSITY DEGREE		POST GRADUATE DEGREE		P value
	Mean	Standard deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
Propensity towards trust	3.44	.48	3.07	.42	3.20	.48	3.07	.48	.01
Ability	3.81	.65	3.63	.79	3.81	.74	3.79	.65	.70
Benevolence	3.53	.96	2.90	1.09	3.43	1.21	3.24	.87	.16
Integrity	3.36	.66	3.18	.68	3.38	.85	3.55	.78	.35
Trust	3.07	.56	2.79	.60	2.75	.72	3.02	.66	.30
Reliance based trust	4.64	1.62	4.30	1.60	4.23	1.22	4.62	1.49	.77
Cognitive based trust	4.03	1.55	3.52	1.39	4.17	1.70	3.79	1.56	.62
Trustworthiness (Mayer & Davis, 1999)	3.46	.46	3.15	.54	3.34	.60	3.36	.53	.24
Perceived trustworthiness (Ability, Benevolence and Integrity)	3.57	.66	3.28	.76	3.55	.82	3.59	.67	.44
Behavioural trust inventory (Gillespie)	4.33	1.14	3.91	1.34	4.20	1.04	4.21	1.34	.73
Diversity Climate (McKay <i>et al.</i> , 2007)	3.26	.85	3.47	.58	3.71	.55	3.56	.59	.16

Propensity towards trust				P value from t test	Cohen's D value
Matric/Grade 12		Diploma			
Mean	Standard deviation	Mean	Standard deviation		
3.44	.48	3.07	.42	.04	.76

Propensity towards trust				P value from t test	Cohen's D value
Matric / Grade 12		Post Graduate degree			
Mean	Standard deviation	Mean	Standard deviation		
3.44	.48	3.07	.48	.01	.78

COMPARISONS: ETHNIC GROUPS

SUBGROUP & CONSTRUCT	WHITE		BLACK		P value from t test	Cohen's D value
	Mean	Standard Deviation	Mean	Standard Deviation		
Propensity towards trust	3.12	.54	3.38	.36	.01	.48
Ability	3.75	.75	3.91	.57	.28	.21
Benevolence	3.19	1.11	3.47	.81	.20	.25
Integrity	3.38	.83	3.44	.54	.73	.07
Trust	2.93	.75	2.99	.54	.69	.08
Reliance based trust	4.59	1.59	4.42	1.47	.62	.11
Cognitive based trust	3.56	1.39	4.41	1.60	.01	.53
Trustworthiness (Mayer <i>et al.</i> , 1999)	3.29	.60	3.47	.35	.13	.32
Perceived trustworthiness (Ability, Benevolence and Integrity)	3.47	.80	3.62	.52	.33	.19
Behavioural trust inventory (Gillespie)	4.07	1.36	4.41	1.04	.21	.25
Diversity Climate (McKay <i>et al.</i> , 2007)	3.51	.64	3.39	.78	.44	.15

COMPARISONS: PERMENANT vs TEMPORARY APPOINTMENTS

SUBGROUP & CONSTRUCT	PERMANENT		TEMPORARY		P value from t test	Cohen's D value
	Mean	Standard deviation	Mean	Standard Deviation		
Propensity towards trust	3.22	.48	3.12	.52	.44	.19
Ability	3.80	.70	3.76	.62	.82	.06
Benevolence	3.29	1.05	3.31	.77	.95	.02
Integrity	3.42	.77	3.27	.55	.44	.19
Trust	2.93	.69	3.04	.50	.53	.16
Reliance based trust	4.44	1.50	4.89	1.55	.28	.29
Cognitive based trust	3.82	1.51	4.09	1.67	.53	.16
Trustworthiness (Mayer & Davis, 1999)	3.36	.55	3.30	.37	.70	.11
Perceived trustworthiness (Ability, Benevolence and Integrity)	3.53	.75	3.46	.54	.72	.09
Behavioural trust inventory (Gillespie)	4.13	1.24	4.49	1.16	.29	.29
Diversity Climate (McKay <i>et al.</i> , 2007)	3.49	.67	3.38	.76	.52	.14

COMPARISONS: SENIOR MANAGER & MIDDLE MANAGER vs GENERAL WORKER

SUBGROUP & CONSTRUCT	SENIOR MANAGER & MIDDLE MANAGER		GENERAL WORKER		P value from t test	Cohen's D value
	Mean	Standard deviation	Mean	Standard Deviation		
Propensity towards trust	3.24	.46	3.17	.52	.43	.13
Ability	3.74	.74	3.84	.63	.48	.14
Benevolence	3.43	1.05	3.17	.96	.20	.24
Integrity	3.44	.81	3.34	.66	.50	.12
Trust	2.87	.66	3.03	.66	.23	.24
Reliance based trust	4.66	1.63	4.39	1.39	.39	.16
Disclosure based trust	4.16	1.52	3.60	1.51	.08	.37
Trustworthiness (Mayer & Davis, 1999)	3.37	.58	3.33	.47	.73	.07
Perceived trustworthiness (Ability, Benevolence and Integrity)	3.55	.77	3.49	.65	.65	.08
Behavioural trust inventory (Gillespie)	4.41	1.32	3.99	1.13	.10	.32
Diversity Climate (McKay <i>et al.</i> , 2007)	3.49	.63	3.45	.74	.77	.05