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The impact of diversity management programs on 360-degree performance assessments

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Abstract

360-degree rating systems are a commonly used method to evaluate individual performance in many organizations. It involves the collection of feedback from the individual's line manager, peers and subordinates, with the aim of providing a holistic assessment of performance.

There are challenges that exist, as social identity biases of the rater could have an influence on the accuracy and quality of the feedback provided. The situation is compounded in terms of the importance of these impacts, when 360-degree feedback is used as part of the process to determine promotional and remuneration decisions. This situation is amplified within the South African context due to its history of apartheid. Organizations have introduced diversity management programs in an attempt to educate people about their biases, and ways to minimize the impacts of these in the work environment.

A quantitative analysis of the responses of 143 males and females, who work at various levels within organizations in different industries, and who are representative of the major racial demographic groups in South Africa, revealed that social identity, through the lens of race and gender had no significant impact on the quality of 360 feedback ratings.

The outcomes of this study indicated that in the presence of a diversity management program in an organisation, that those individuals who were exposed to the influence of such a program, reflected more socially acceptable attitudes in their feedback. More specifically, African females were rated more favourably than other race groups. In organizations that did not have a diversity program, White females were rated more favourably. This will have a direct impact on the transformation agenda for the organization and the country.

Keywords

Diversity management, Diversity management programs, 360-degree rating systems, social identity, transformation, employment equity, affirmative action

Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorization and consent to carry out this research.

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Chapter 1

1 Introduction to research problem

1.1 Purpose of the study

360-degree rating systems are touted as the tool that has revolutionized performance management (Peiperl, 2001) compared to the traditional source of feedback which used the line manager as the main source of performance and development feedback (Conger & Toegel, 2003). Due to the popularity of the 360-degree feedback tool for development purposes, its use has evolved into a performance measurement tool (London & Smither, 1995; Vukotich, 2014). Business structures have changed to the extent that more work is now completed as teams, which calls for peer input into performance measurement processes (Conger & Toegel, 2003). Conger & Toegel (2003) also highlight that based on its original purpose as a development tool, 360-degree feedback stimulated the need for formal leadership development programs. This represents huge annual investments by organizations into these development programs to upskill their managers and executives.

With the high dependence by organizations on 360-degree feedback for both developmental needs as well as performance feedback, the validity of results is critical. The shift from a development focused tool to a performance measurement tool however raises a concern about the validity (quality) of the output.

Work environments are more diverse than ever before and more complexities relating to people management have arisen. Ely & Thomas (2001) in their study, call for further research to investigate diversity dynamics and group functioning. More directly, Mannis's (2002) research into the effects of stated purpose and organizational perspective on 360-degree feedback rating quality found as an additional outcome, correlations between ratings and perceived similarity of values. Mannis (2002) attributes this to the “birds of a feather flock together” mentality which could mean that individuals could be protecting those that are similar to themselves and encourages further research into this area. Research needs to scrutinize rater characteristics and contextual factors so as to understand the cognitive processes of raters (in 360-degree

feedback scenarios) and how different conditions may impact rating quality (Ilgen, Daniel, Barnes-Farrell, Janet , McKellin, 1993)

A component of this research project therefore questioned the impact that social identity has on an individual's rating quality of their colleagues, subordinates and/or bosses who could either be of the same social group (in-group) or from an out-group. A review of the literature focusing on 360-degree rating systems centered on the established challenges with the tool, whether for development purposes or performance measurement perspectives. These challenges will accentuate the impact on the quality of information as an output of 360-degree rating feedback measured against the introduction of change programs centered on diversity management.

A review was then conducted on the construct of social identity which will attempt to give other researchers a view and understanding of social identity and how racial alignment creates in-group and out-groups and then explores some of the impacts of racial and gender alignment. To round off the study, the reseacher observed the impact on rating quality in the presence or lack thereof of diversity management programs.

1.2 Problem Contexualised

Performance management is about getting accurate data for employee development and remuneration. This has led to the adoption of 360-degree assessments, however 360's have certain problems such as biased ratings and non-committal ratings (due to political tensions and bureaucracy in the context of South Africa), one will find diverse people having to assess others. This will be difficult but may be even more so when the workplace is influenced by Affirmative Action and Employment Equity. At the same time, firms have been implementing diversity programs to manage the transformation of their workplaces.

Anonymous feedback provided by managers, peers and subordinates about performance and other behaviours displayed by an individual in the work environment is referred to as 360-degree feedback (Mabey, 2001; Eckert, Ekelund, Genrty & Dawson, 2010; Vukotich, 2014; Campion, Campion, & Campion, 2015). Originally developed as a management development tool, it is increasingly being used as a performance appraisal tool (Conger & Toegel, 2003; Campion et al., 2015). However, there are challenges with this form of performance appraisal as it intensifies

bureaucracy, amplifies political tensions and takes a long time to complete (Peiperl, 2001). Further, performance management as a process is not seen as a valuable and worthwhile activity by managers (Pulakos, Hanson, & Arad, 2015a). Despite these challenges, according to Mabey (2001) 360-degree feedback is becoming common place as performance review processes across many organizations.

Since the dawn of democracy in South Africa in 1994, the South African government has committed itself to addressing unfair labour practices against those that were previously disadvantaged (Horwitz, Bowmaker-Falconer, & Searll, 1996; Human, 1996). Affirmative action is the method chosen in South Africa to address the workplace imbalance by changing recruitment and selection processes (Agocs & Burr, 1996; Human, 1996).

Diversity management programs play a critical part in the transformation agenda of South African organizations as the workplace is characterized by diversity in the workforce.

Not only South Africa, but the current global economic climate is characterized by globalization and migration which is changing the workplace landscape, making it more diverse (Podsiadlowski, Groschke, Kogler, Springer, & van der Zee, 2013). Diversity management programs are intended to change individual attitudes and values with an expected outcome of creating greater tolerance and understanding amongst people of differing cultural, economic and societal backgrounds (Horwitz et al., 1996). Within diverse work environments, people tend to categorize others based on their attributes and then align themselves based on these categorizations which they share in common.

According to Kelley & Michela (1980), people make sense of their environments based on attributes of other people which is the essence of their study on attribution theory. Identifying individuals by their attributes can have both negative and positive outcomes and these attributes could be identified by internal factors (personal attributes) or external factors (situational factors). Roberson et al. (2007) highlighted in their study that men and women of color advance in an organization at a slower rate than their White colleagues and woman in roles considered more masculine get rated lower than their male counterparts (Nieva & Gutek, 1980). The focal point of this study was to measure the impact of diversity management programs on performance measurement

systems which in this case is 360-degree rating systems. The question therefore raised is, since the introduction of diversity management programs in the South African workplace has it had an impact on the quality of 360-degree performance assessments and ultimately on the transformation objective of organizations.

When people group together based on attributes they identify, they align on a social basis. Social identity theory (SIT) is the analysis of intergroup relations, with work to date on this area of research being centered on intergroup relations and social conflict (Haslam, 2014). Preliminary studies by Turner, Brown, & Tajfel (1979) looked at in-group favoritism over the out-group as an extension of social identity and one's recognition of belonging to the in-group. Haslam (2014) describes social identity as the framework of how individuals make sense of themselves as members of a social group and how they strive to advance that group to make it positive, distinct and enduring. Individuals will make overwhelming personal sacrifices (including giving up their lives) for the benefit of the group (Haslam, 2014).

The framework of social identity was therefore explored in greater detail as a control variable to understand the impact that this will have on organizational behaviour. This has huge implications for out-group members as they face lesser growth and development opportunities compared to in-group members, with organizations facing an uphill task in achieving its transformation agendas (National Planning Commission, 2010; Carton & Rosette, 2011).

Roberson, Galvin, & Charles (2007) indicate that a core part of organizational life are performance appraisals which have the power to impede advancement of a diverse workforce, therefore this research then focused on people from different social groups, such as gender and race and how they may be influenced when asked to make an assessment of the performance of those from other social groups. This has implications for 360-degree assessments and the continued striving for more accurate performance management.

A key question therefore is:

> Q1: Has the introduction of diversity management programs in organizations had an impact on rating quality?

A sub question will be:

> Q2: Does social identity factors such as race and gender reduce the quality of ratings output and hamper the transformation objectives of organizations?

1.3 Context for the study

South Africa provided an ideal study environment to isolate the role of social identity bias and provide answers to questions in relation to performance management, social identity and diversity management programs. In an environment dominated by a single race group, the question raised is, does this dominant group bond as an in-group and if so, do they then act together to secure the status of the in-group to the detriment of the out-group or has the introduction of diversity management programs managed to elevate the effects of social identity?

Using South Africa as an example we see that the population dynamics (Table 1) dictates a dominant race group (African) with minority races (Coloured, Indian/Asian, White). However, currently the working environment is dominated by the minority White population (explained by South Africa's political history) which creates an in-group / out-group situation.

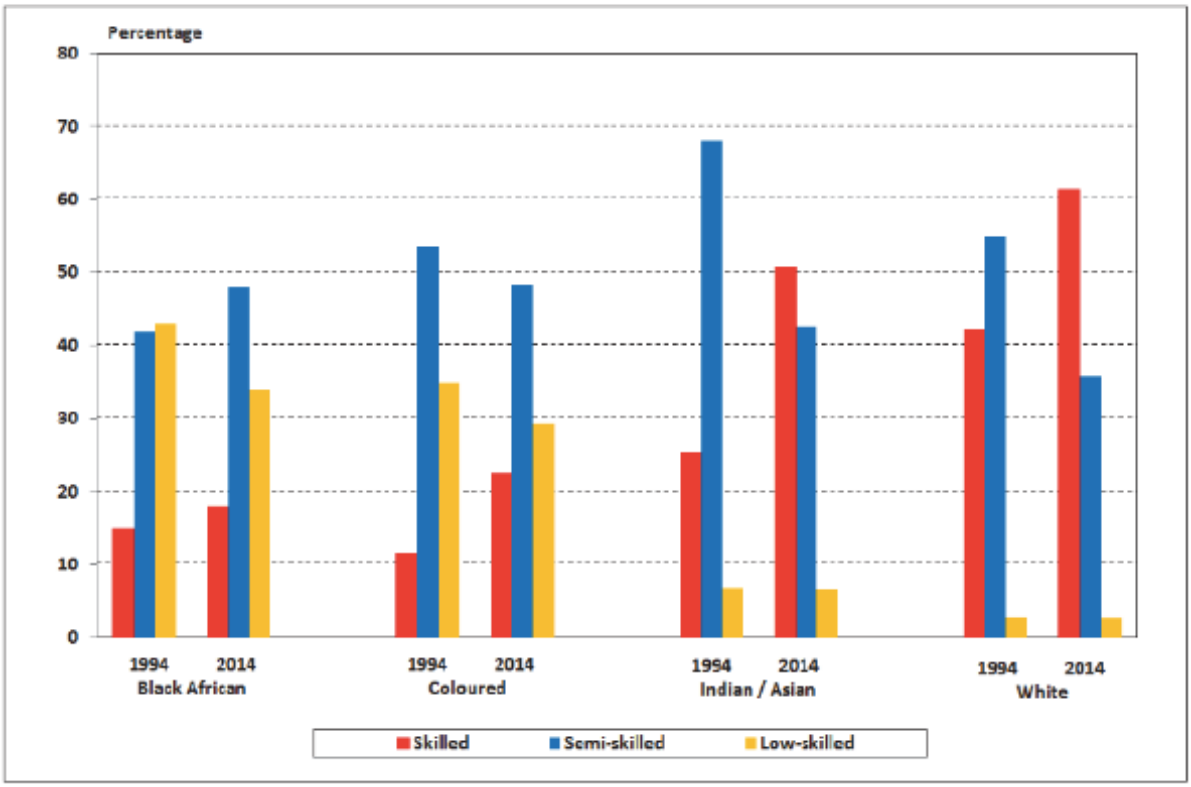
Table 1 – South African Population Statistics

Population group	Male		Female		Total	
	Number	% of male population	Number	% of female population	Number	% of total population
African	21 168 700	80,3	22 165 000	80,2	43 333 700	80,2
Coloured	2 305 800	8,7	2 465 700	8,9	4 771 500	8,8
Indian/Asian	677 000	2,6	664 900	2,4	1 341 900	2,5
White	2 214 400	8,4	2 340 400	8,5	4 554 800	8,4
Total	**26 366 000**	**100,0**	**27 635 900**	**100,0**	**54 002 000**	**100,0**

(Statistics South Africa, 2014)

Figure 1

Employment composition of population groups by skills group



(BusinessTech, 2014)

Between Table 1 and Figure 1, we see a dominant population group which doesn't translate directly into the numbers in the workforce, however we see an increasing trend in the numbers employed (figure 1) in the Black African majority grouping. According to the National Development Plan (National Planning Commission, 2010), the focus of government is to redress the effects of apartheid and ensure that the previously disadvantaged majority population is better represented in the economy/workplace. Albeit a slow process, one would question the impact this would have on the dynamics in the working environment.

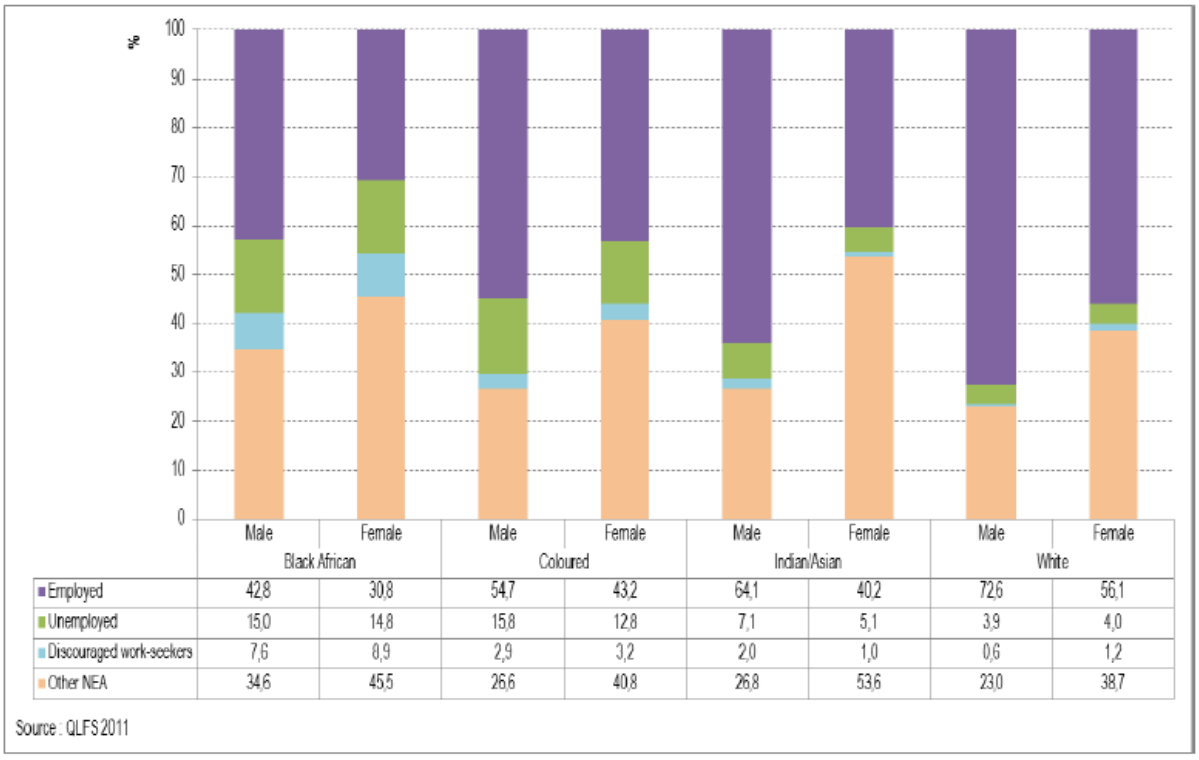
As the balance in the scales shifts, the majority population (Black African) will dominate the workplace which will represent a direct reversal of the current dynamics. In both scenarios dominant racial dynamics are evident and as such, strengthens the question about the impact that social identity has and will have on the 360-degree rating systems which are currently being employed within organizations. This study chooses to focus on the impact in workplace dynamics and more specifically on the impact in the rating systems.

Social identity theory could also center on gender dynamics or any characteristics that individuals find alignment with that can bring them together as a group which could create an advantage for them if their numbers are greater than the out-group (Ely & Thomas, 2001; Roberson et al., 2007).

Figure 2 shows the discrepancies in the ratio of men to women in the workforce with women being underrepresented compared to the fact that women are the larger population group in South Africa (Table 1). The question is, does this statistic represent the impact of gender alignment which has had a negative impact on the gender dynamics in the workforce and slowed down diversity transformation in the workplace?

Figure 2

Percentage distribution of women and men aged 15–64 years in each population group by work status, 2011



	Black African		Coloured		Indian/Asian		White	
	Male	Female	Male	Female	Male	Female	Male	Female
Employed	42,8	30,8	54,7	43,2	64,1	40,2	72,6	56,1
Unemployed	15,0	14,8	15,8	12,8	7,1	5,1	3,9	4,0
Discouraged work-seekers	7,6	8,9	2,9	3,2	2,0	1,0	0,6	1,2
Other NEA	34,6	45,5	26,6	40,8	26,8	53,6	23,0	38,7

Source : QLFS 2011

(STATSSA, 2014)

1.4 Implications of unreliable 360-degree ratings

The Employment Equity Act, Section 15, sets out the objectives of Affirmative Action which was designed to redress past discrimination in the South African workplace, promulgated by White Afrikaners against designated groups (African, Coloured, Indian, females), by ensuring that suitably qualified individuals from these designated groups are given equal opportunites at employment (Commission for Employment Equity, 2015). South African organizations are therefore governed by transformation targets which are meant to enhance the progress of designated individuals.

The Employment Equity Act gave life to the Commission for Employment Equity with a mandate to advise the Minister of Labour on matters pertaining to the act and its implementation. This includes reporting on the implementation of the Act (Commission for Employment Equity, 2015).

Analyzing these reports highlights that transformation in organizations is slow. The report focuses on transformation at three different work levels within organizations. The levels are Top management, Senior management and professionally qualified. The focus of the Statistics is on the Economically Active Population (EAP). EAP is the age group between 15 – 64 who are either employed or unemployed and seeking employment.

Table 2

Table 1: National EAP by Population Group and Gender			
Population Group	Male	Female	Total
African	41.7%	34.6%	76.2%
Coloured	5.7%	4.9%	10.6%
Indian	1.8%	1.0%	2.8%
White	5.8%	4.5%	10.3%
TOTAL	55.0%	45.0%	100.0%

(Commission for Employment Equity, 2015)

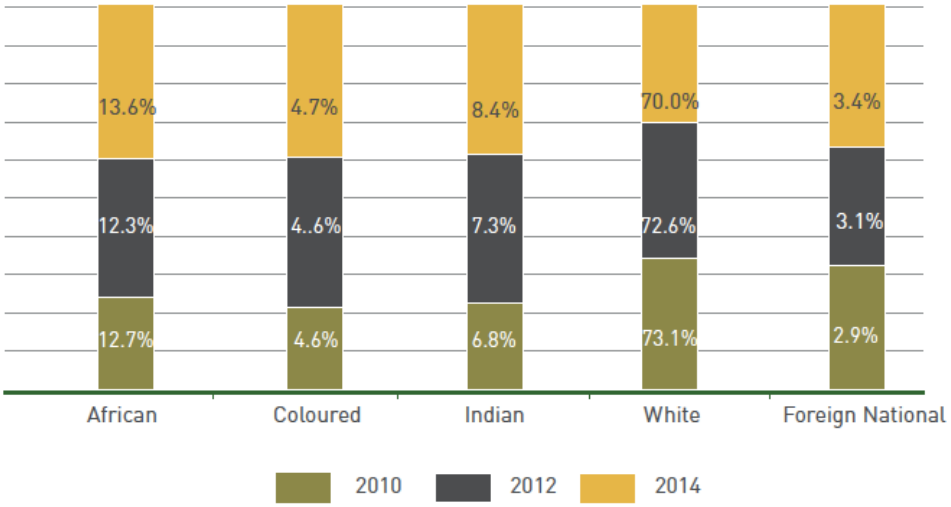
These stats are meant to guide employers in setting their targets in order to achieve the objectives of the Employment Equity Act. The table above references the demographic breakdown of EAP with relation to race and gender.

When delving deeper into these stats at the different levels of work in organizations and then aligning these to the hypothesis of this study, we can start to understand the

impact of social identity on the 360-degree rating process and its implications for the transformation agenda of the country.

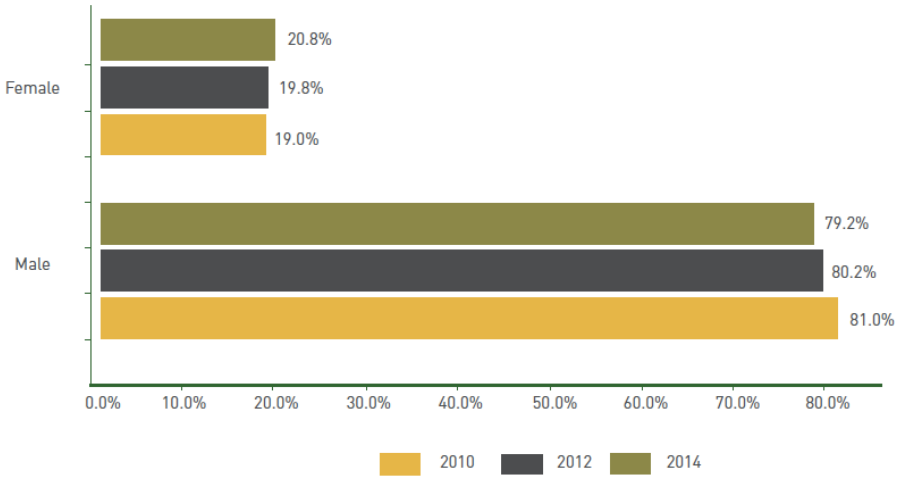
1.4.1 Workforce Profile at Top Management Level (period: 2010 – 2014)

Figure 3 - Race



(Commission for Employment Equity, 2015)

Figure 4 - Gender



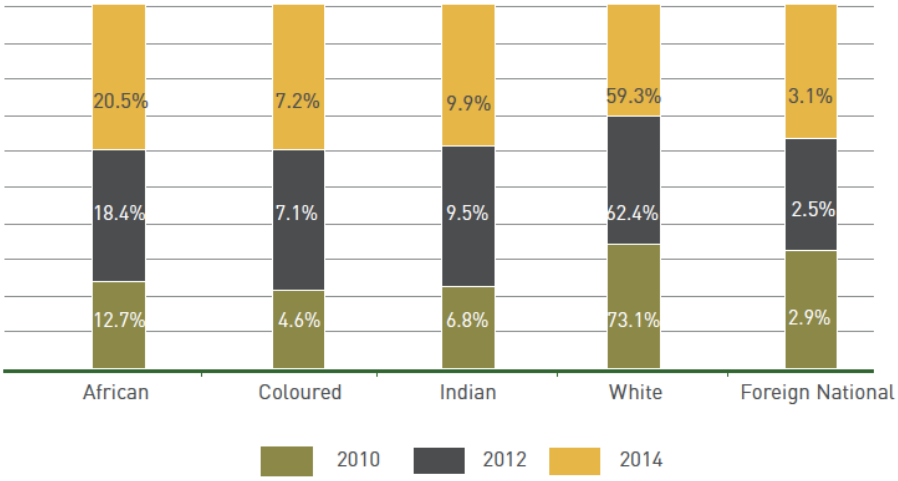
(Commission for Employment Equity, 2015)

In relation to EAP, Figure 3 highlights that Whites still dominate (over represented) at this level by nearly seven times the relevant EAP figure, with Indians also over represented by three times. Both Coloureds and Africans however are underrepresented.

Figure 4 shows that males still over dominate female representation at this level. Female representation however has shown a slight increase year on year but at this pace equality will not be achieved in the near future.

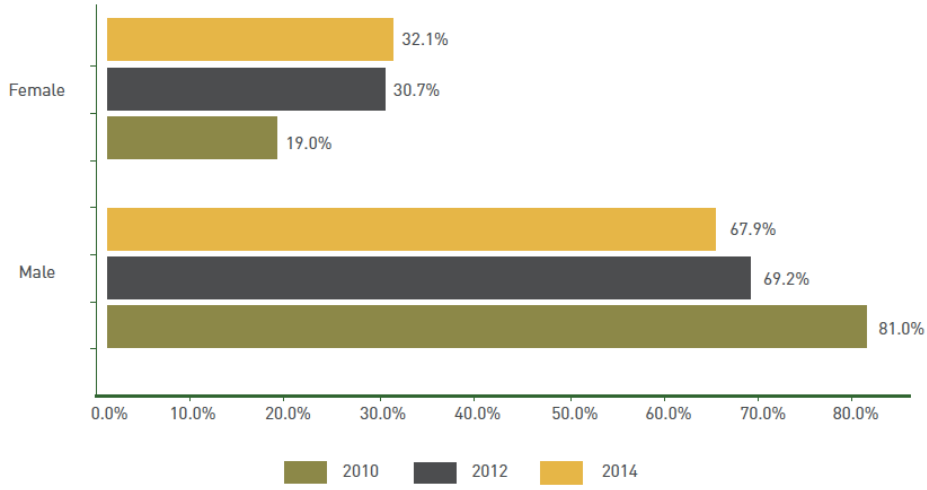
1.4.2 Workforce Profile at Senior Management Level (period: 2010 – 2014)

Figure 5 - Race



(Commission for Employment Equity, 2015)

Figure 6 – Gender



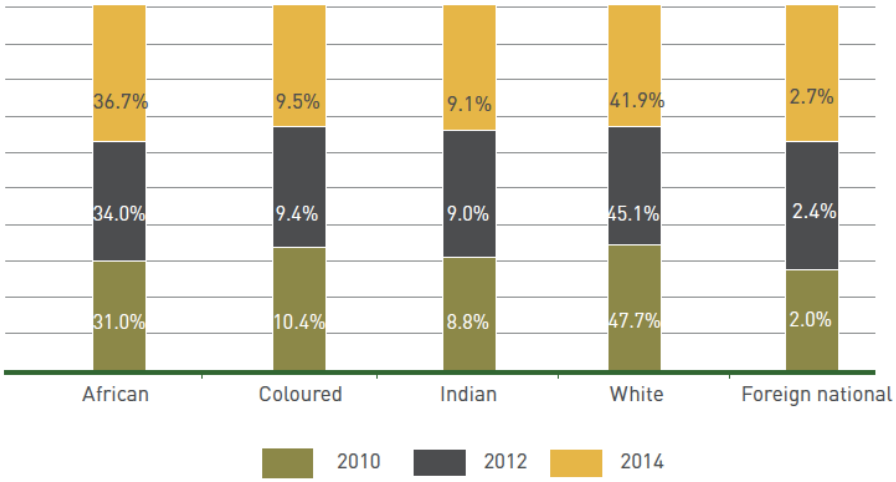
(Commission for Employment Equity, 2015)

At the Senior level, Whites are again over represented however their representation is dropping (Figure 5). African representation is progressing faster than either Coloured or Indian representation, although they are still under represented.

In line with the trend at Top Management level, Senior Management also has a higher domination of male to females in the work place. However, there are incrementally more females at the Senior level with a faster increasing trend.

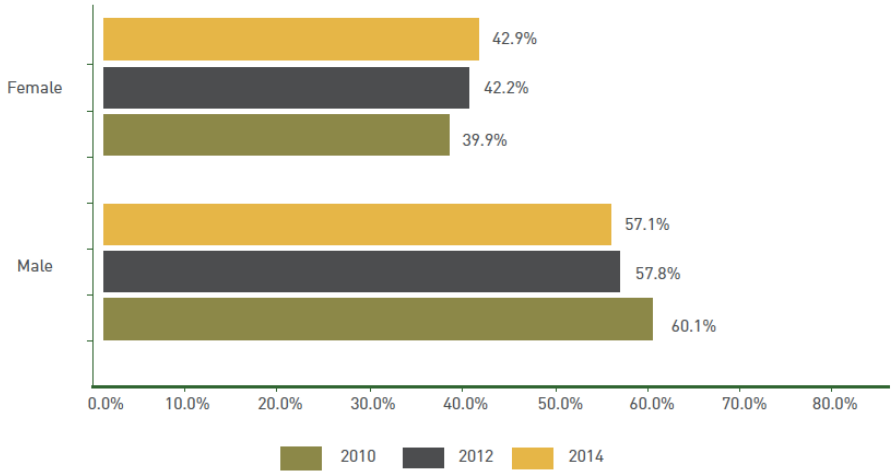
1.4.3 Workforce Profile at Professionally Qualified Level (period: 2010 – 2014)

Figure 7 - Race



(Commission for Employment Equity, 2015)

Figure 8 – Gender



(Commission for Employment Equity, 2015)

As in the previous level, the trend continues with Whites in dominance but the gap between African and White is much closer and closing quicker than the other levels (Figure 7). Coloureds are still under represented.

In Figure 8, female representation at the professionally qualified level is much better as compared to either the Top or Senior management levels. Females are making gains as the male representation is shifting in the opposite direction.

1.4.4 Recruitment, Promotions and Terminations at the various levels

Table 3

TABLE 10: WORKFORCE MOVEMENT AT THE TOP MANAGEMENT LEVEL BY RACE AND GENDER

	Male				Female				Foreign National		
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	TOTAL
Workforce profile- all employees	9.4%	3.2%	6.3%	57.3%	4.1%	1.5%	2.1%	12.7%	2.9%	0.5%	100.0%
Recruitment	17.7%	3.8%	5.3%	43.1%	9.1%	1.8%	2.5%	9.7%	6.2%	0.8%	100.0%
Promotion	13.7%	4.4%	7.3%	39.5%	7.8%	3.0%	4.8%	15.5%	3.4%	0.6%	100.0%
Terminations	13.1%	3.2%	5.4%	52.2%	6.3%	1.5%	1.6%	10.9%	5.2%	0.6%	100.0%
Skills development	8.4%	2.6%	4.1%	53.4%	5.5%	1.5%	2.1%	22.5%	0.0%	0.0%	100.0%

(Commission for Employment Equity, 2015)

At the Top Management level, Whites dominate recruitment and promotions essentially meaning that they keep the dominance at this level. As Whites are in the majority at this level, they seem to be recruiting more Whites than the other race groups. Skills development is also in favour of Whites over Africans or other designated groups. Should transformation be a stronger item on the agenda at this level, then more Africans should be given more opportunities than other race groups to develop.

Women at this level are also far behind their male counterparts, meaning that they are also getting lesser of an opportunity for promotion and recruitment. White females however are in dominance at this level as compared to any of the other race groups. The development of skills at this level is also heavily weighted towards males rather than females.

Table 4

TABLE 14: WORKFORCE MOVEMENT AT THE SENIOR MANAGEMENT LEVEL BY RACE AND GENDER

	Male				Female				Foreign National		
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	TOTAL
Workforce profile-all employees	13.3%	4.5%	6.7%	41.1%	7.2%	2.7%	3.2%	18.3%	2.4%	0.7%	100.0%
Recruitment	14.7%	4.0%	5.8%	39.9%	8.8%	2.4%	3.2%	16.3%	3.9%	1.0%	100.0%
Promotion	18.4%	4.9%	7.9%	28.4%	11.6%	3.4%	5.3%	16.1%	2.9%	1.2%	100.0%
Terminations	13.3%	4.3%	6.2%	43.0%	6.7%	2.3%	2.9%	17.1%	3.4%	0.8%	100.0%
Skills development	15.3%	4.2%	6.4%	30.0%	18.9%	2.9%	3.7%	18.6%	0.0%	0.0%	100.0%

(Commission for Employment Equity, 2015)

Reviewing the stats at the Senior management level, a similar trend plays out at this level in comparison to the Top management level. These similarities play out across the gender divide as well. These stats do not bode well for transformation in South Africa with respect to the environment of work.

Table 5

TABLE 18: WORKFORCE MOVEMENT AND SKILLS DEVELOPMENT AT THE PROFESSIONALLY QUALIFIED LEVEL BY RACE AND GENDER

	Male				Female				Foreign National		
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	TOTAL
Workforce profile-all employees	19.4%	5.1%	5.2%	25.4%	17.3%	4.4%	3.9%	16.6%	2.0%	0.7%	100.0%
Recruitment	18.6%	4.8%	5.2%	26.6%	16.0%	3.9%	4.3%	16.4%	2.9%	1.3%	100.0%
Promotion	26.7%	4.9%	4.5%	16.9%	22.9%	4.3%	4.1%	13.8%	1.3%	0.6%	100.0%
Terminations	18.2%	4.7%	5.1%	29.3%	14.4%	3.8%	3.9%	17.2%	2.4%	1.0%	100.0%
Skills development	21.1%	5.7%	5.1%	16.2%	23.9%	7.2%	4.9%	15.9%	0.0%	0.0%	100.0%

(Commission for Employment Equity, 2015)

Professionally qualified stats as represented in Table 6, however show a better picture of transformation as compared to the previous two levels. This also indicates that where there are more Africans at a level, then more Africans are receiving development and growth opportunities. This also holds true for females that we see represented in the stats.

360-degree performance reviews have a direct impact on both an individual's remuneration and well as performance development opportunities. Aligning this to the stats, the extrapolation is that where there is a dominance of one race group over

another, the dominant race group has better opportunities as is the case for the gender argument.

The sunset clause was intended to be used to see the gradual phasing out of White dominance which was seen as a more democratic way of handing over power from the previous government regime to the new democratic regime. The clause is meant to see parts of the law being done away with over time as transformation objectives are achieved. However, with such a slow pace of transformation the law looks set to remain well into the future till a level of parity is achieved (SA History Online, 2011).

Chapter 2

2 Literature Review

2.1 360-Degree rating systems

With organizations placing greater reliance on its people to drive its competitive advantage, greater focus must be placed on their development and growth. Feedback from seniors, peers and subordinates can help in this process. Feedback received only from an individual's line manager provides a limited perspective or bias. Feedback elicited from multiple sources provides a more complete picture of an individual's performance (Vukotich, 2010).

Traditional performance management tools are not effective in managing the complexities of the present day work environment. It is disliked by both managers and employees and not seen to add any value as traditional methods of evaluation have not met the intended purpose of performance improvement. Ninety percent of human resources heads have indicated that their performance management systems do not provide accurate information. Traditional performance management has become bureaucratic and disconnected from day to day activities that it was intended to enhance such as clear communication of goals and objectives and providing feedback. (Pulakos, Hanson, & Arad, 2015b).

Anonymous feedback solicited via an individual's network is critical for an individual to understand, grow and develop in the current job (Campion et al., 2015).
Three fundamental problems surrounding traditional performance management feedback systems can be summed up as, firstly, biased feedback as only one individual (the manager) is providing feedback, secondly ratings are viewed as lenient and insufficiently differentiating. Finally, due to numerous reasons including the above, ratings are not viewed as valid (Campion et al., 2015).

Pulakos et al. (2015b) suggest that a shift to multisource feedback is one of the solutions to fixing the problem of traditional performance management. 360-degree

performance rating systems are critical to both individual and organisational development but numerous challenges hinder its effectiveness.

Mannis (2002), questioned how to obtain the right information and not the process of obtaining information for effective decision making, with Kluger and Denisi (1996) establishing via research that feedback interventions result in improved performance. Mannis (2002) highlights that quality is critical for feedback and amalgamating this with Kluger and Denisi 's (1996) research, one would come to the conclusion that feedback quality is critical for performance improvement. Through research on rating quality, accuracy is considered the biggest contributor to quality (Mannis, 2002).

Delving deeper into rating quality two factors, rater characteristics and contextual factors, must be analyzed more closely. This is important because rater's cognitive processes have to be understood better and a better understanding about how differing conditions affect rating quality is required (Ilgen, Barnes-Farrell & McKellin, 1993). Vukotich (2014) highlights that the right people with the right knowledge should be completing the 360-degree feedback as raters, or the outcomes will be negative as well as not achieve its stated objective to help individuals change and grow.

Vukotich (2014) references other challenges with 360-degree rating systems, such as a misalignment of 360-degree assessments and the organizational competencies. In addition, number scores are difficult to translate especially if comments are in a general format. Also, 360-degree feedback is seen as an annual check the box exercise and the time taken to complete it is also a road block, as individuals do not have time to complete the numerous feedback forms. Biases such as the Halo or Horn effect also play a role in rating quality as the most recent interaction or first impression is used to rate an individual.

The shift of 360-degree feedback systems from being a development tool to being a performance appraisal tool (London & Smither, 1995; Waldman, Atwater & Antonioni, 1998) raises the stakes for quality information in a 360-degree feedback process, as promotional and pay decisions are based on this feedback process. When the purpose of the 360-degree feedback is for evaluative reasons, individuals use this to either rate individuals highly as they don't want to be responsible for the negative outcomes towards that individual or they use it to punish or reward individuals (Vukotich, 2014). Baumeister's (1998) research shows that individuals present themselves as closely as possible to others' values and preferences in order to secure awards. This indicates

that favourable feedback is preferred over accurate feedback when rewards are on offer (Conger & Toegel, 2003). This leads to rater bias in the system.

Collusive behaviour can be a resulting outcome for individuals when the purpose of 360-degree feedback is for performance appraisal, effecting positive evaluations for each other for mutual benefit which fits the principle of reciprocity. Studies of feedback in social situations indicate that individuals will produce mutually advantageous outcomes without being asked to do so or without them communicating their intent to do so (Rabinowitz, Kelley & Rosenblatt, 1966). This ultimately will lead to unreliable feedback. Collegial groups also may rate each other higher than non-collegial/ competitive groups (Vukotich, 2014), further adding bias into the system bringing rating quality into question.

Lam & Schaubroeck (1999) analyzed the accuracy of ratings when completed for development purposes in contrast to appraisal purposes. Their analysis revealed that there was a higher accuracy when completed for development purposes as compared to appraisal / performance purposes.

Sutton, Baldwin, Wood, & Hoffman (2013) argue that raters introduce irrelevant variance into a performance rating process as they are unable or unwilling to provide accurate ratings. Sutton et al. (2013) studied the relationship between the rater and ratee as this has been identified as a significant contributing factor to impacting on performance ratings. The bias represented by the rater/ ratee relationship is referred to as Liking which is an emotional response directed towards a particular person or object. The interpretation of rater bias stipulates that due to its influence on cognitive and affective processes, liking will have a pervasive influence on the perception of others which ultimately results in unintentional and intentional bias in evaluations. Sutton et al. (2013) further found that liking degrades rating quality as it increases noise and error in evaluations. At a cognitive level, liking is considered to influence a rater's ability to recall information congruent to his like or dislike of the ratee. In other words, a rater will recall positive information about a ratee he or she likes and negative information about a ratee they don't like.

360-degree ratings systems were intended to remove management bias from the performance management process however it has led to new biases in the form of group biases and other self-protectionist biases. Rater bias stands out as a key issue

to resolve in order to improve rating quality in 360-degree rating systems which this study aims to contribute to.

2.2 Social Identity

Liking and social cohesion are suggested to have an impact on performance ratings therefore a better understanding of social identity theory is required. A similarity attraction paradigm is formed when a parallel is found between individual's demographics, personality, social status, values and beliefs. The similarity attraction paradigm infers that similar personal attributes amongst individuals relates to their interpersonal attraction and leads to positive future expectations and is further exaggerated as more similarities are identified. The opposite in the form of repulsion happens when dissimilarities are identified as referenced by Wells and Aicher (2013). These similarities translate into positive outcomes at an organizational level and negative outcomes for dissimilarities. Positive outcomes being, decreased staff turnover, better communication amongst staff and increased organisational attachment. Negative outcomes being, hindered social integration and peer relations.

Individuals who are similar to the self are labeled the in-group and those that are not are labeled as the out-group (Stets & Burke, 2000).

Group membership gives rise to social identity as individuals self categorise themselves based on physical attributes such as gender or race (Ashforth & Mael, 1989). The strength of a groups importance and a member's identification with the group may impact leadership perceptions, leadership evaluations and perceived leadership effectiveness according to Hogg et al. (2006). Group identification is related to the endorsement of leaders who match the group type (Platow & van Knippenberg, 2001) which creates more opportunity for perceived fairness or favouritism in decision making (Hogg & Knippenberg, 2003), which in turn increases individuals' support of that leader (Wells & Aicher, 2013). Hogg & Knippenberg (2003) then propose that a mismatch between the leader and the group in demographic characteristics such as gender, race, ethnicity may impact the leaders effectiveness and endorsement ratings.

Differing evaluations between the in-group and the out-group would happen when there was a view that there was a potential for future interaction between and within the group. It is this perception of a future interaction that would lead to bias in the evaluations (Tajfel, Billig, & Bundy, 1971). Hogg & Abrams (1988) established that an

individual would accentuate their perceived similarities between themselves and other in-group members and in similar fashion accentuate the difference with the out-group members. Hogg and Abrams (1988) then point out that social categories pre-exist individuals and that they are born into an existing structured society and they then derive their sense of self from these categories.

The uniformity of perceptions and actions within a group is seen as the basis of social identity and can be categorized along cognitive, attitudinal and behavioural lines (Hogg & Abrams, 1988). Cognitive outcomes play out as social stereotyping, whereas individuals make uniformly positive evaluations as outcomes of attitudinal categorizations. In the final category which is behavioural, groupthink or extreme concurrence in decision making and actions is the key outcome (Hogg & Abrams, 1988).

Turner et al. (1979) study on in-group favouritism defined in-group bias as those instances of favouritism which are unfair or unjustifiable in the sense that they go beyond the objective requirements or evidence of the situation. This translated into over estimation of in-group performance and under estimation of out-group performance on simple judgmental tasks according to Turner et al. (1979) citing of Muzafer Sherif's studies. Interpersonal communications, interactions or similarities is greater within groups rather than between groups which leads to greater interpersonal attraction, understanding and trust within groups rather than between (Turner et al., 1979).

(Pelled, 1996) stated that racial diversity stemming from visible differences would lead to in-group bias and the potential to create negative outcomes in work groups. Further, her study stated that when there is a numerical minority, for example, women or persons of color then they will experience negative outcomes. Demographic variables such as gender, race, ethnicity, sex, social class, religion are classified as components of cultural diversity (Ely & Thomas, 2001a). In larger society these cultural components can be associated with positions of power to the extent that some identity groups have greater power, status and prestige than others (Ely & Thomas, 2001a). Alderfer (1987) extrapolates that how people think, feel and act at work is directly related to the power dynamics (distribution of power) within organizations and society at large. Status differentials within organizations are then reinforced when groups with a higher status differential in positions of authority are disproportionately represented (Alderfer, 1987; Lau & Murnighan, 1998).

Raymond (2013) states that numerous studies have shown that women are rated as less competent than their male counterparts and this resonates across different professions. She further goes on to state that people hold biases about competency based on other factors such as skin color, body weight, religion and sexual orientation. According to Statistics South Africa (2013), women are more likely to be in lower earning categories than men with women doubling the amount of men at the R1000 per month level. A report by PWC indicates that only four percent of females are currently represented at CEO level in JSE listed companies in South Africa and about thirteen percent of women at executive level (PwC, 2014). Roberson et al. (2007) cite studies that indicate that when women represent less than ten percent of the work force, this again brings to the forefront a general bias against women in the work force. However, Roberson et al. (2007) also indicate that when women are in the majority or have higher numbers than ten percent they then receive far better ratings/ evaluations. Even though factors of bias against women have been identified and legislative controls implemented, the problem has simply shifted from overt to covert and still exists (Miller & Sisk, 2012).

Ozeki (2015) studied the essential elements for individuals to become a group. Ozeki's (2015) study was an extension of Michael Hogg's foundational theory of group level group identity (GGI) which presented the concept that groups that shared a group identity were more cohesive. A resulting conclusion of group identity studies is that it enhances group entitativity but that people cannot be a group unless GGI is developed (Ozeki, 2015). Levine & Moreland (1994) identified three key components for people to identify as a group and these are interaction between the individuals, emotional bonding and interdependence amongst the individuals. Ozeki's (2015) study proved that positive effects in these three components lead to GGI. One would therefore deduce that the deeper the connection between in-group members, the more likely that they will align more to the groups' objectives and act in favour of the group.

The literature highlights that being part of the in-group can have a negative effect on the rating quality for out-group members. Social Identity theory is therefore a critical lens to understand group behaviour to deal with the problem of people from different groups having to assess each other's contribution objectively and accurately.

2.3 Diversity Management Programs

Berrey (2014) recognised diversity programs as an attempt to reduce gender and racial boundaries by engraining egalitarian ideals into organisational structures. Diversity management is considered to encompass personnel polices, progams, training and organisational mission statements (Berrey, 2014). Managing diversity could be construed as being aware of characteristics common to culture, race, gender, age or even sexual peference while concurrently managing staff as individuals (Horwitz et al., 1996).

Intranational and cross national categories can be identified in managing diversty. The former relates to managing diversity within a given country whereas the latter is concentrated in managing diversity between people of different countries (Horwitz et al., 1996).

Inequality occurs via the categorical distinctions that people make which are then used to judge the value of one group relative to another. Those groups with a higher status can use this to their advantage (get better resources and opportunities) over the other group. These categorical distinctions create boundaries often around social status, gender, race and ethnicity and diversity management programs are designed to eradicate these boundaries or reduce them considerably via a process of interventions as described by Berrey (2014).

Affirmative action is considered the process of creating equality and is meant to be a temporary process with the ultimate outcome being the achievement of employment equity. Affirmative action is part of a holistic system of human resources and comprises of processes, policies and procedures that are related to recruitment, induction, development, promotion and severance of staff (Human, 1996). Affirmative action was introduced as legislation into the South African environment in 1998 (Burger & Jafta, 2010) and is responsible for driving the creation of a more diverse and representative workforce.

Research shows that diversity departments and affirmative action plans that assign accountability are effective at increasing the representation of female and people of color in management. There are also casestudies that demostrate that organizational diversity practices have lead to systematic instutional transformation (Berrey, 2014).

Berrey's (2014) ethnographic study revealed that employers in Denmark and India adapted the United States diversity management practices for their local environments and is characterized by interactive power dynamics between management, staff and the organisation as an entity. Diversity programs encourage those that participate in these programs to define their identities in line with the organizations demands, values and ideology of meritocracy. During Berrey's study, when diversity managers were asked about challenges in diversity they inadvertently responded around opportunities and would rather focus on the positives rather than the negatives. The study goes on further to highlight that diversity is an aspirational, normative principle that organizations publicly portray as demonstrated in the Starr case study (Berrey, 2014).

Organizations use metrics to concretize diversity. Via this process, organizations create subtle and not so subtle pressures for employees to internalize, conform to and accept diversity management assumptions. This can alter peoples' interests, beliefs and behaviours that can lead to egalitarian goals (Berrey, 2014).

Human, 1996 found that diversity skills programs institute three processes. Firstly, it makes individuals aware of the negative impact of maintaining inaccurate stereotypes and expectations. Secondly, it provides them with an understanding of themselves and thirdly, they are provided with the communication skills to reduce the impact of negative stereotypes and expectations and reinforces the development of more accurate stereotypes. Human resource systems further reinforce the relevant behaviour via a negotiated code of conduct which has a key objective to inculcate a respect for the dignity and respect of the individual.

South Africa introduced a further piece of legislation called the Broad-Based Black Economic Empowerment (BBBEE) Act no. 53 of 2003. The intention of this act is to address the inequalities resulting from the actions of the previous apartheid government. The Codes of Good Practice were developed to advise both public and private organizations on the correct implementation of the BBBEE act. Point 37 under the definitions section defines the term Black.

Black is categorized as:

a) black women,
b) black workers,
c) black youth,
d) black people with disabilities and

e) black people living in rural areas

A balanced scorecard is applied to measure the implementation of the criteria as set out in the act. The scorecard rewards organizations with a high BBBEE rating for the correct implementation of the criteria and the lack of compliance could result in public condemnation. The act drives the increase of the number of black people that own or manage enterprises or assets as well as the advancement of skills and equitable representation in all occupational categories and levels in the workforce (Department of Trade and Industry, 2004). A key takeaway from this act is the value that is placed on the advancement of African females.

Diverse organizations display the following features:

1. Pluralism – all groups respect, value and learn from one and other
2. Full structural integration with all groups fairly represented at all levels in the organization
3. Full integration of minorities into informal networks in the organization
4. Absence of prejudice and discrimination
5. Equal identification of minority and majority group members with the organizations goals and personal career goal achievements
6. A low incidence of inter-group conflict which is based on race, gender, nationality and other identity groups

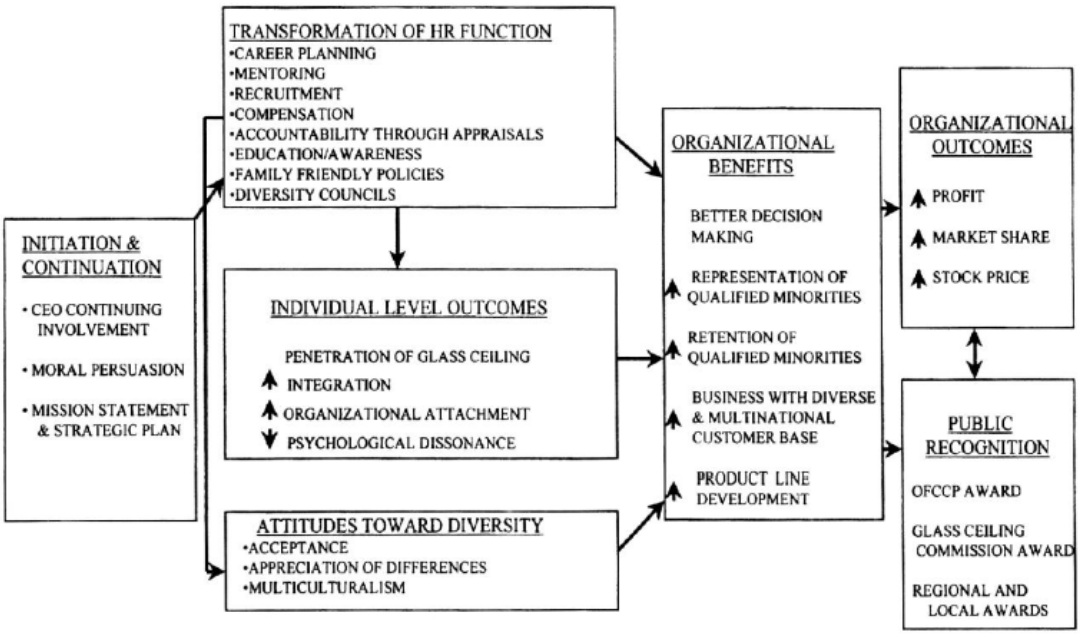
In order to achieve a transformed organization, five key components are required, which are leadership, training, research, analysis and change of cultural and human resource management systems and follow up processes. Top management support with genuine commitment is critical. Leaders are expected to role model the behaviours required to transform the organization. Diversity training is a predominant starting point and an ongoing process that focuses on awareness training and skills building training. Awareness training focuses on creating and understanding of the need for, meaning of managing and valuing diversity. It also focuses on developing self-awareness of diversity issues such as stereotyping and cross cultural insensitivity. Skills building training teaches employees on how to react to differences in the workplace. Research assists in identifying issues to address in the training process, as well as gaps to address where changes are needed and finally to evaluate the change process and make the necessary changes to enhance the process (Cox & Blake, 1991).

With efforts of diversity management programs targeted at changing the cognitive frames of its employees in order to assist the organisation in achieving its diversity

objectives, it raises the question of the impact that diversity management programs will have on performance rating systems.

Gilbert, Stead, & Ivancevich (1999) propose an organizational model for an effective diversity management program. The model highlights that diversity management is a process rather than a once of initiative. Its start from the top of the organization (driven by the CEO) and engrained in the organization via the mission statement and strategic plan. A key take away from this model is that a diversity program/initiative is integrated into key human resources systems and processes and ultimately throughout the organization. The model further represents the financial benefits and non-financial benefits of an effective diversity program.

Figure 9 – A model for effective diversity management



Chapter 3

3 Research Questions

The purpose of the research paper is to answer the issues that emerged during the literature review conducted in chapter 2 that was focused on 360-degree rating systems and the impact of diversity management programs on rating quality with social identity being used as a controlling variable. In this chapter the research questions are clarified and presented. These questions are later assessed and analyzed in the following chapters.

The key question arising from the literature review is the impact, if any, that diversity management programs will have on 360-degree ratings? As sub questions to this key question is the impact that social identity through the lens of race and gender will have on 360-degree ratings? The research will focus on the sub questions first before analyzing the key question.

The first question focused on testing the impact of racial bias on 360-degree ratings.

Question 1

H_0: Racial groups will rate others of the same group higher than they would rate other racial groups

H_1: Racial groups will not rate others of the same group higher than they would rate other racial groups

Questions two and three shifted its focus to the impact of gender bias on 360-degree ratings

Question 2

H_0: Females will rate females higher in a 360-degree rating review process

H_1: Females will not rate females higher in a 360-degree rating review process

Question 3

H_0: Males will rate females lower in a 360-degree rating review process

H_1: Males will not rate females lower in a 360-degree rating review process

The first three questions focused on the control variable which is social identity to establish if it had any impact on current work environments in South Africa. Question four tested the impact of the research variable which was diversity management programs and its impact on 360-degree ratings quality.

Question 4

H_0: Diversity programs will have a significant difference on 360-degree ratings output for organizations

H_1: Diversity programs will not have a have significant difference on 360-degree ratings output for organizations

Chapter 4

4 Research Methodology

The research question lends itself to a quantitative research design which will be a combination of both descriptive and explanatory methods. The descriptive research preceded the explanatory part of the research. Using deductive logic, a quantitative design seeks to identify regularities in human lives. It divides the social world into empirical components called variables which can be represented numerically and explored statistically via researcher introduced stimuli and systematic measurement (Payne & Payne, 2011b). Explanatory research is used to explain the relationship between the variables (360-degree rating quality, race and gender) being studied. A self-developed factorial experiment was used to elicit responses from test subjects.

Majority of quantitative research methods share specific features such as:

1. Core concern to describe and account for regularities in social behaviour.
2. Patterns of behaviour can be separated into variables and represented by numbers.
3. Explanations are expressed in the form of associations between variables, ideally in a form that allows prediction of outcomes from known variables.
4. These methods explore social phenomena not in its natural occurrence but by introducing stimuli like survey questions, collecting data by systematic, repeated and controlled measurements.
5. Are based on the assumption that social processes exist outside of individual actors' comprehension and constraining individual actions.

(Payne & Payne, 2011b)

There are many types of quantitative methods that were considered for this study and these include, quasi-experimental, single group designs and experimental.

Quasi-experimental are almost true experimental designs, however it requires that the researcher studies the effects of the study on intact groups, rather than randomly assigned participants which wasn't an attractive option for this study.

A researcher uses single group designs in an attempt to change attitudes, behaviours or knowledge that is not likely to change without the introduction of an experimental treatment. Therefore this method as well did not seem feasible for the objectives of this study (Mertens & McLaughlin, 2011).

Factorial experimental surveys established by Peter H Rossi in 1951 was a technique built to assess the judgement principles that underlie social norms, attitudes and definitions (Auspurg & Hinz, 2014). Factorial experiments are meant to probe the effects of two or more factors on the output response of a process by varying levels of the different factors (Batra & Jaggi, 2014). Factorial experimental surveys allow researchers to gain deeper insights into judgements and decisions as compared to the standard method of assessing via single-item questions. Factorial experimental surveys force respondents to make trade-offs between several dimensions which in turn enables more accurate determinations of the judgement principles that underlie evaluations than is possible using single-item questions. Beliefs about the real world, feelings and thoughts form the basis of the measurements of factorial experiments. Through this multidimensional approach, researchers can learn about mechanisms that produce unequal judgements. The combination of surveys and experiments is appealing as it increases internal validity by integrating experiments into surveys and thereby avoiding the shortfalls of unidimensional stimuli. (Auspurg & Hinz, 2014). This method was therefore used in this study as it was more favourable to achieving the objectives of the study.

A factorial experimental design is meant to reduce social desirability bias (Auspurg & Hinz, 2014). Social desirability bias (SD) is the tendency of individuals to distort self-reports in a favorable direction (McCrae & Costa, 1983). McCrae & Costa (1983) go on further to reference that society has a role to play by instilling desirable behaviours in individuals. SD referred to as an individual-difference variable, is viewed as the tendency for individuals to be more or less responsive to the SD characteristics of items. This tendency could be attributed to a need for approval, intentional lying or unconscious defensiveness. There are various techniques that can be used to minimize the effects of social desirable ratings and that is to ensure confidentiality in the tests, the bogus pipeline technique (make subjects think that their honestly can be checked) and forced-choice formats where options are equal in social desirability (McCrae & Costa, 1983).

Aligned to this method, respondents were presented with stimuli that mimic real world scenarios and elicited from them a response to a selection of options. Vignettes were designed on which respondents presented their judgements. The dimensions of the vignettes were varied with hypothetical individuals representing slightly varied work performance outputs and behaviours so that the respondent's judgements could be measured. Demographic questions were asked before each vignette was presented to the respondents. The vignettes were created to represent a fictitious team scenario with three of the largest race groups in South Africa (African, White, Indian) as well as both gender groups being portrayed. Each vignette was introduced with a sketched picture of the individual, their name as well as title or position in the company. The experiment was designed to represent three different levels in the organisation (senior management, peers, subordinates). A high level descriptor outlining each person's performance was added but each had very little differentiation with regards to their performance output so as to remove / reduce social desirability bias as a factor. Respondents were then given a choice to select from a Likert scale with one representing poor performance to six being outstanding performance of their opinion of the fictitious individual's level of performance output. A six point Likert scale was chosen to ensure that individuals did not have a neutral mid-point to select and were forced to make a distinctive choice. Nine vignettes were presented to each respondent so as to reduce fatigue from the process as each vignette was fairly similar and took time to read through and complete. The experimental survey was designed on an electronic platform with listed options to select from to ensure the ease of completion as well as an easy dissemination method to reach respondents.

In this study factors such as race and gender were controlled to assess its impact on 360-degree rating systems feedback (output). A further controlling variable in the form of a diversity program was introduced to establish the impact that this would have on ratings output. The experiment was offered on a voluntary and confidential basis to the respondents.

4.1 Population and unit of analysis

The population were individuals that are currently working and are in a manager/ subordinate relationship and part of a larger team. They work for or have worked for organizations that have implemented a 360-degree rater tool as part of its performance measurement and development process and has a diverse employee workforce (i.e.

represented by the following race groups: African, Coloured, White, Indian. The objective of the experiment was to test, in a simulated work environment, the effects of bias on 360-degree performance ratings therefore the respondents needed to be familiar with such an environment. This population was hence selected as it depicted the design of the experiment which had the intention to assess a similar work environment setting in a controlled space. Further it was critical that respondents worked for organizations that had diversity management programs in place as well as not in place to be able to measure the effects that these programs would have on the workplace dynamics.

The sample group from the identified population was accessed via leadership and management training initiatives at a business school. Individuals attending these training programs were given an option to complete the survey during their breaks or just before class started. The programs that they were attending were short two – three day programs. The training is pitched at varying levels of leadership and management and expands across a multitude of industries and sectors in South Africa therefore the attendees were from varied organizations across a multitude of different industries. They were also at different levels of management or specialization within these organizations and varied in age groups and gender.

This meant that the sample population consisted of individuals who were at a senior management level, are subordinates and have a peer to peer relationship at either a managerial level or subordinate level. Because individuals were at varying levels of Management/Leadership it gave a balanced view from a 360-degree perspective.

The evaluations were designed at an individual response level and completion was requested on a volunteer basis.

4.2 Sampling method and size

A convenience sample was used to access individuals from a multitude of backgrounds, industries and sectors and were easily available via the training programs run at the business school. The audience on these training programs fit the criteria of the target sample for this research. The original target sample size was 150 individuals. One hundred and forty-three responses were eventually received per vignette after the survey ran for a period of eight weeks with all respondents providing judgment on each vignette.

To establish the standard error of the sample mean the following formula was used:

$$\sigma_{\bar{x}} = \frac{\sigma}{\sqrt{n}}$$

At a 99% level of confidence for a 150 sample size with a 0,05 margin of error, 122 responses were required. At a 0,01 error of margin 149 responses were required. A final sample size of 143 responses were received which is closest to a 0,025 margin of error (which is 142 responses). This means that the single sample mean will not be further than three standard errors from the population mean (Wegner, 2012).

4.3 Measurement instrument

A controlled experimental design was used to study the causal links between social identity and diversity management programs (independent variables) and the impact it will have on 360-degree rating feedback (dependent variable). Nine vignettes portraying realistic team based scenarios were used with individuals required to complete ratings for different team based roles. Before each vignette script a picture depicting the portrayed individual was displayed. This was meant to draw the respondents' attention to the racial and gender features of the individuals portrayed in the vignette. The general idea was to stimulate the respondents' racial and gender bias. A typical design of this nature has a common range of between ten and twenty vignettes (Auspurg & Hinz, 2014). To reduce respondent fatigue this design was kept to nine scenarios.

Before running the live survey, a test audience was selected to complete the survey. A test sample size of 10 individuals of both genders and mixed racial designations attempted the survey. Post the survey completion these individuals were interviewed to establish if there were any flaws in the design.

The interview questions were focused on the following aspects:

1. The clarity of questions i.e. were they easily understandable and did they make sense?
2. Were survey questions realistic?
3. How long did it take to complete and were they comfortable with the time to complete?

4. Were there any issues with the electronic tool used to disseminate and complete the survey?
5. And finally, if there were any grammar and spelling errors?

Based on the feedback the experimental survey was reduced from 15 vignettes to 9 as the original survey took too long to complete. No further changes were made before the survey was distributed to the broader sample group.

4.4 Data gathering process

The experimental surveys were distributed to participants in various public programs at a business school over a two-month period. The survey was optional and therefore only those interested in completing it participated. Survey monkey which is an electronic survey tool was used to administer the survey. The results were extracted in an electronic format on excel and was transferred to IBM SPSS for analysis.

4.5 Data Analysis

Interval data produced in the study was analyzed using T-Tests (descriptive statistics), One-way analysis of variance and Multivariate analysis of variance to understand the impact on the means of the different groups. Respondents who were employed in organizations with diversity programs were compared to those who were not.

4.6 Limitations

This study was run in a controlled environment under cross sectional conditions hence results were taken at a point in time and meant to simulate a realistic scenario. Therefore, results will not have the benefit of a realistic portrayal of events measured over a period of time to establish trends. While all efforts were made to place individuals in the correct frame of mind to complete the assessments, it can't be guaranteed that they completed the ratings within the context or with conviction. An element of social desirability bias could have played a role in the study outcome. A sign of this is that delegates were hesitant to answer the survey in an electronic format as they were concerned that it could be tracked back to them. The complexity of human existence in comparison with the simplicity of a questionnaire, the importance of seeing

life as a whole rather than as isolated answers are seen as further limitations to this study (Payne & Payne, 2011a).

A single dependent variable was measured against two independent variables however a multitude of variables exist that could be studied such as age.

Chapter 5

5 Results

Respondents from different industries in South Africa attending different training programs at a business school completed this experiment on a voluntary and confidential basis. These individuals varied in age and level in organizations, however individuals in the fifty-five to sixty-five age grouping were under represented in the study. Respondents came from organizations that currently have or don't have diversity programs in place. Both genders were fairly represented in the experiment with males slightly outweighing females. The experiment was run over a period of four weeks and attracted 143 responses.

Using SPSS as the analysis tool the following analyses were carried out on the 143 responses received:

- Frequencies test
- One-way analysis of variance (ANOVA)
- Independent samples T-Test
- Multivariate analysis of variance (MANOVA)
- Univariate Analysis of variance

5.1 Nature of the sample

143 responses were received in total during the assessment phase of the study. The respondents were delegates that were attending business oriented learning programs which are open to the public domain. The programs varied from topical areas such as strategy to leadership and the attendees / respondents are employed across various industries. Of these respondents, sixty-six were female and seventy-seven were male.

Figure 10 – Industries represented in the study

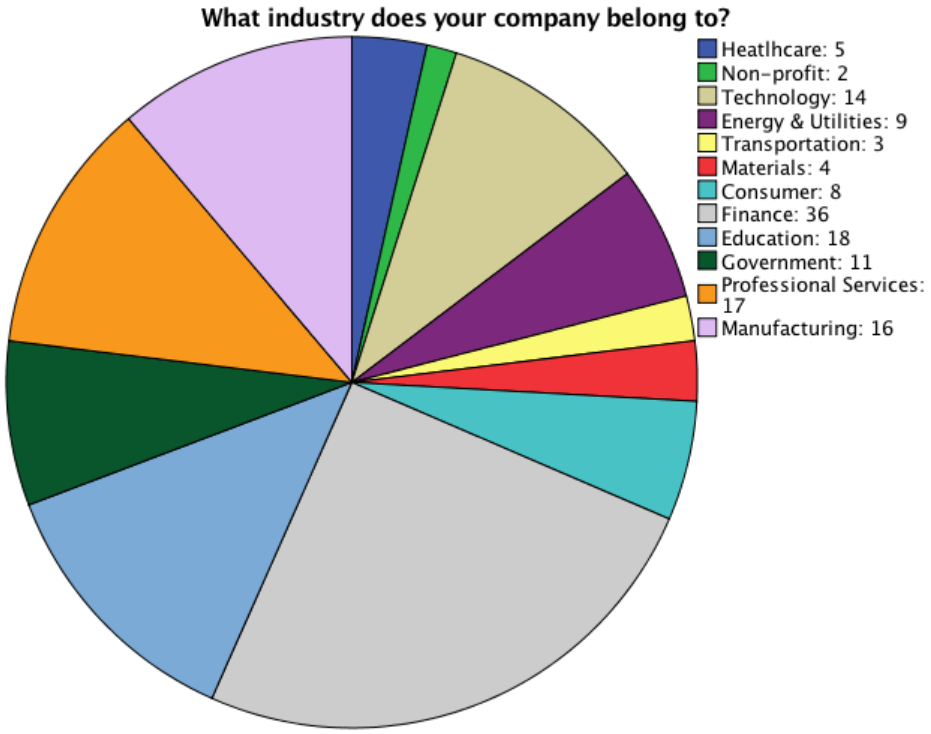
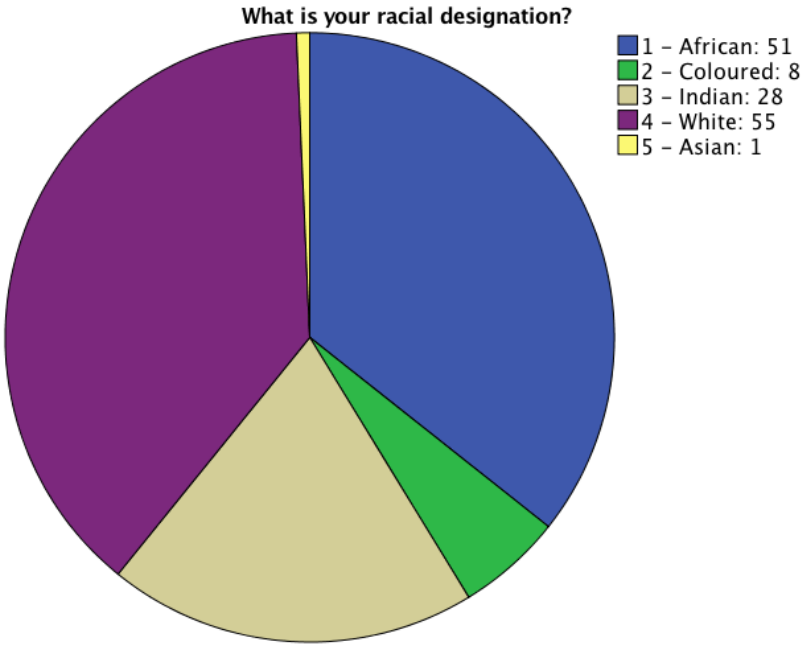


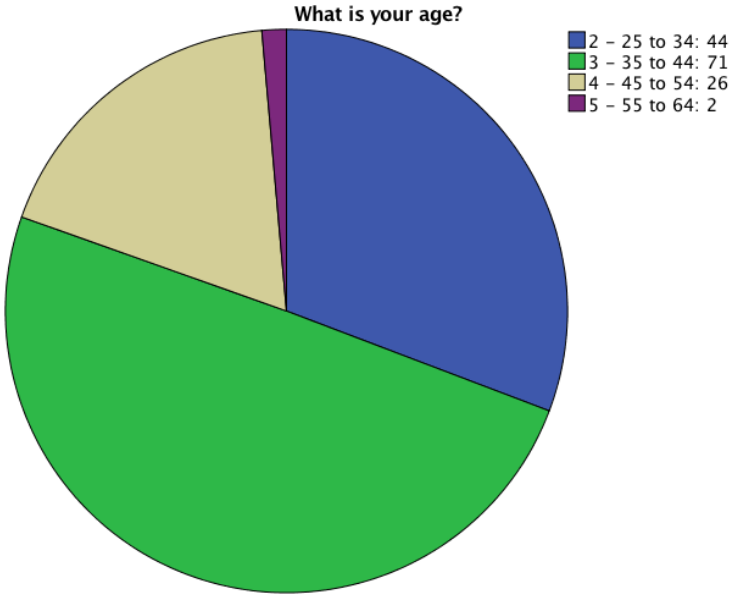
Figure 11 – Racial split of the sample group



The dominant responding group were Whites with fifty-five respondents, and Africans closely behind on fifty-one respondents. Respondents of Indian denomination totaled twenty-eight, with the other racial groups at fairly insignificant levels.

When analyzing the responses in relation to their age break down, an overwhelming number of respondents were under the age of forty-four, with a total of 115 respondents. This represented eighty percent of the respondents. As young as these respondents were they varied across levels of seniority in their organizations. Only two respondents were above the age of fifty-five. Further analysis was limited due to the low number of respondents in this age group. The above fifty-five age group also represents the baby boomer age group who would have lived and experienced apartheid and given that this study focused on diversity management as a result of change from the apartheid years to democracy, having sufficient respondents at this level would have been beneficial to the study. One reason for the lack of representation at this level could be that individuals in this age grouping are much closer to retirement and don't see the need for further development and hence don't attend training as compared to a much younger audience.

Figure 12 – Age split of sample group



Of the 143 respondents, seventy-five worked for organizations that had diversity programs in place within their organizations. This represents fifty-two percent of the

total respondents. What was surprising in the results was that nineteen percent of respondents did not know if they had a diversity program in place.

Figure 13 – Existence of a diversity program

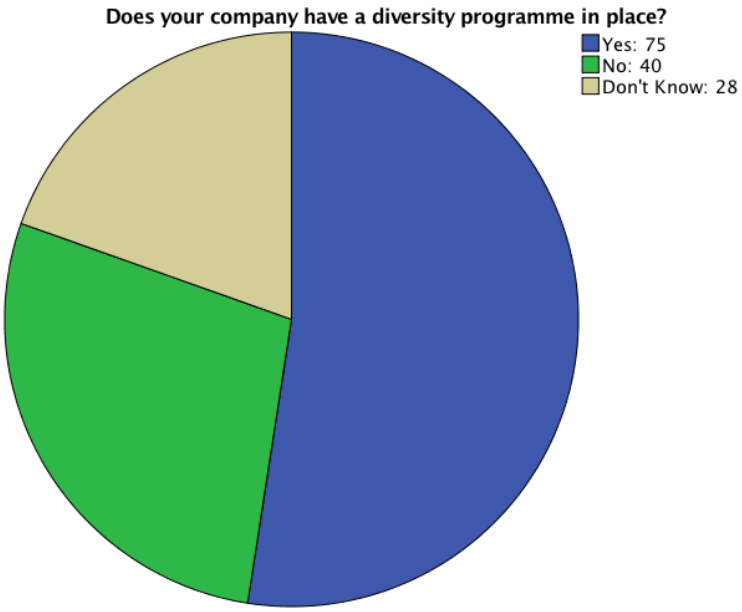
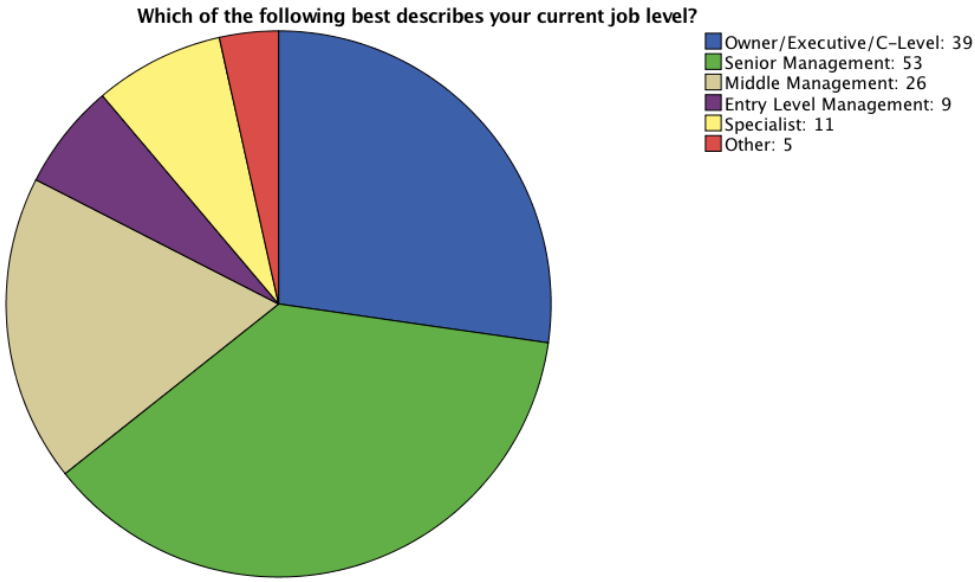


Figure 14 – Job level of sample group



At an executive level only thirty-nine respondents completed the survey, with the majority of respondents currently operating at a senior management level with fifty-three respondents and twenty-six respondents at a middle management level.

Table 6 – Executive level respondents

Respondent ID	What is your age	What is your gender	What is your racial designation	What is your Nationality	Which of the following best you	What is your current job title
139	2	1	1	1	3	Programme Manager
140	**5**	**2**	**4**	**1**	**2**	**Director**
141	**5**	**1**	**4**	**1**	**2**	**Associate Director OP**
142	2	2	3	1	5	Programme Coordinator

The two respondents in the age group of forty-five and over were both at an executive level therefore this means that thirty-seven respondents at an executive level were under the age of forty-five. This means that these thirty-seven individuals at an executive level would not have experienced the workplace during the apartheid era which ended with the first democratic elections in 1994 (Lipton, 2014).

5.2 Differences between groups

To measure if there was a significant difference in the means of the independent groups a one-way analysis of variance (ANOVA) was run. The ANOVA was used to establish if there was a difference in 360-degree ratings (dependent variable) based on the independent variables of race and gender. An ANOVA only indicates that there is a difference between groups and not specifically which group. Therefore, post hoc tests were run to establish which groups are different (Alan & Woodward, 2007).

Table 7

Group differences

		Sum of Squares	df	Mean Square	F	Sig.
Q1 – African Female 1	Between Groups	1.941	4	.485	.985	.418
	Within Groups	67.975	138	.493		
	Total	69.916	142			
Q2 – White	Between Groups	1.506	4	.376	.671	.613

Female	Within Groups	77.431	138	.561		
	Total	78.937	142			
Q3 – Indian Male	Between Groups	1.313	4	.328	.607	.658
	Within Groups	74.575	138	.540		
	Total	75.888	142			
Q4 – African Male 1	Between Groups	1.767	4	.442	.734	.570
	Within Groups	83.044	138	.602		
	Total	84.811	142			
Q5 – African Male 2	Between Groups	.592	4	.148	.244	.913
	Within Groups	83.772	138	.607		
	Total	84.364	142			
Q6 – White Male 1	Between Groups	1.442	4	.361	.597	.666
	Within Groups	83.397	138	.604		
	Total	84.839	142			
Q7 – Indian Female	Between Groups	3.435	4	.859	1.334	.260
	Within Groups	88.845	138	.644		
	Total	92.280	142			
Q8 – African Female 2	Between Groups	3.852	4	.963	1.232	.300
	Within Groups	107.855	138	.782		
	Total	111.706	142			
Q9 – White Male 2	Between Groups	4.476	4	1.119	1.620	.173
	Within Groups	95.342	138	.691		
	Total	99.818	142			

At a 95 percent confidence level the p-value is greater than 0.05 meaning that there isn't a significant difference between the groups. This indicates that each racial group consistently rated the other racial groups similarly. Therefore, we fail to accept the hypothesis for question one and accept the alternate hypothesis.

Question 1

H_1: Racial groups will not rate others of the same group higher than they would rate other racial groups

5.3 Differences between the independent variables

The independent samples t-test was used to establish if a difference exists between the means of the two independent variables (race and gender) on the dependent variable (360-degree ratings). In other words, to establish if the differences between

the groups is statistically significant. The t-test however will not indicate the size of the difference (Alan & Woodward, 2007).

The t-tests measured the dependent variable (360-degree ratings) by the independent variable race (African, Coloured, Indian, White, Asian) as well as the independent variable of gender (male and female) by comparing the means in each group.

Table 8

Race and Gender comparisons

	What is your gender?	N	Mean	Std. Deviation	Std. Error Mean
Q1 – African	1 = Female	66	4.31818181800000	.726616837000000	.089440349900000
Female 1	2 = Male	77	4.16883116900000	.676729702000000	.077120506900000
Q2 – White	1	66	2.90909090900000	.695640772000000	.085627459800000
Female	2	77	3.03896103900000	.785419071000000	.089506810100000
Q3 – Indian	1	66	4.57575757600000	.785652224000000	.096707103700000
Male	2	77	4.74025974000000	.676729702000000	.077120506900000
Q4 – African	1	66	4.6212121210000	.79932955600000	.09839066680000
Male 1	2	77	4.8051948050000	.74408122500000	.08479592530000
Q5 – African	1	66	3.68181818200000	.767795864000000	.094509137700000
Male 2	2	77	3.76623376600000	.776227447000000	.088459327400000
Q6 – White	1	66	2.71212121200000	.818350151000000	.100731940000000
Male 1	2	77	2.66233766200000	.736463627000000	.083927819500000
Q7 - Indian	1	66	2.34848484800000	.794063052000000	.097742405000000
Female	2	77	2.44155844200000	.819073715000000	.093342112700000
Q8 - African	1	66	3.8030303030000	1.01101163300000	.12444692900000
Female 2	2	77	3.7792207790000	.77159057600000	.08793090680000
Q9 - White	1	66	4.04545454500000	.867034170000000	.106724529000000
Male 2	2	77	4.12987013000000	.816775582000000	.093080216200000

When the ratings of each gender group (Table 9) was measured against the genders represented in each experimental question, the standard deviations between male and females were virtually the same, indicating that males and females rated each question similarly irrespective of gender.

Table 9

Difference between independent variables

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Q1 - African Female 1	Equal variances assumed	2.649	.106	1.272	141	.206	.149350649	.117450158	-.08284027	.381541565
	Equal variances not assumed			1.265	134.158	.208	.149350649	.118098047	-.08422420	.382925502
Q2 - White Female	Equal variances assumed	.374	.542	-1.039	141	.301	-.12987013	.125033514	-.37705282	.117312560
	Equal variances not assumed			-1.048	140.839	.296	-.12987013	.123869007	-.37475310	.115012838
Q3 - Indian Male	Equal variances assumed	3.758	.055	-1.345	141	.181	-.16450216	.122280888	-.40624310	.077238774
	Equal variances not assumed			-1.330	129.253	.186	-.16450216	.123692508	-.40922628	.080221950
Q4 - African Male 1	Equal variances assumed	1.077	.301	-1.424	141	.157	-.18398268	.129171182	-.43934526	.071379893
	Equal variances not assumed			-1.416	134.130	.159	-.18398268	.129888692	-.44087762	.072912248
Q5 - African Male 2	Equal variances assumed	.176	.675	-.652	141	.516	-.08441558	.129558513	-.34054389	.171712719
	Equal variances not assumed			-.652	138.116	.515	-.08441558	.129448946	-.34037355	.171542380
Q6 - White Male 1	Equal variances assumed	.451	.503	.383	141	.702	.049783550	.130051019	-.20731840	.306885504
	Equal variances not assumed			.380	132.116	.705	.049783550	.131113701	-.20957020	.309137300
Q7 - Indian Female	Equal variances assumed	.586	.445	-.687	141	.493	-.09307359	.135477951	-.36090422	.174757035
	Equal variances not assumed			-.689	138.850	.492	-.09307359	.135152979	-.36029758	.174150395
Q8 - African Female 2	Equal variances assumed	3.276	.072	.159	141	.874	.023809524	.149293461	-.27133342	.318952468
	Equal variances not assumed			.156	120.431	.876	.023809524	.152377435	-.27787620	.325495252
Q9 - White Male 2	Equal variances assumed	.662	.417	-.599	141	.550	-.08441558	.140959496	-.36308285	.194251683
	Equal variances not assumed			-.596	134.792	.552	-.08441558	.141612329	-.36448511	.195653937

As there are varied sample sizes in each group, this study has an unbalanced design. Ideally a balanced design is more appropriate for a t-test however this was difficult to achieve with the convenience sampling technique used in this study (Alan & Woodward, 2007). The p-value for Levene's test is greater than .005 in each of the scenarios which indicates that the assumption of homogeneity of variance has been met.

Therefore, looking at the mean difference with equal variance assumed, the highest difference is .14935 and the lowest is -.18398 across the different scenarios. At the highest mean difference of .14935, the upper and lower 95 percent confidence intervals are .38154 and -.08284 respectively and at the lowest mean difference of -.18398, the 95 percent confidence interval at the upper end is .07137 and the lower end is -.43934.

Evaluating the Sig (2-tailed), the scores are greater than 0.05 meaning that there isn't a significant difference between male and female ratings. Therefore, the implication of this is that gender had no impact on the quality of the 360-degree ratings.

Therefore, we fail to accept the hypothesis for question two and for question three and accept the alternate hypothesis:

Question 2

H_1: Females will not rate females higher in a 360-degree rating review process

Question 3

H_1: Males will not rate females lower in a 360-degree rating review process

5.4 Magnitude of the mean between the independent variable groups

As an extension of the ANOVA that was run a MANOVA test was carried out to test the linear composite or the vector of the means between all the groups of the independent variables. This therefore measured the independent variables of gender and race against each scenario. Again like the ANOVA test, the MANOVA test only indicates that a difference exists (Alan & Woodward, 2007).

Table 10

Mean analysis between the independent variables

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.940	221.016[b]	9.000	126.000	.000
	Wilks' Lambda	.060	221.016[b]	9.000	126.000	.000
	Hotelling's Trace	15.787	221.016[b]	9.000	126.000	.000
	Roy's Largest Root	15.787	221.016[b]	9.000	126.000	.000
Whatisyourgender	Pillai's Trace	.092	1.425[b]	9.000	126.000	.184
	Wilks' Lambda	.908	1.425[b]	9.000	126.000	.184
	Hotelling's Trace	.102	1.425[b]	9.000	126.000	.184
	Roy's Largest Root	.102	1.425[b]	9.000	126.000	.184
Whatisyourracialdesignation	Pillai's Trace	.221	.839	36.000	516.000	.735
	Wilks' Lambda	.795	.831	36.000	473.918	.748
	Hotelling's Trace	.238	.822	36.000	498.000	.760
	Roy's Largest Root	.106	1.524[c]	9.000	129.000	.146
Whatisyourgender * Whatisyourracialdesignation	Pillai's Trace	.140	.694	27.000	384.000	.875
	Wilks' Lambda	.866	.688	27.000	368.627	.879
	Hotelling's Trace	.148	.683	27.000	374.000	.884
	Roy's Largest Root	.081	1.159[c]	9.000	128.000	.327

To test the statistical significance of the differences between the groups as identified in the descriptive statistics, Pillai's Trace, Wilks' Lambda, Hotelling's Trace and Roy's Largest Root multivariate test were run. Evaluating each of the tests and their relevant p-values (Sig), none of the values are less than 0.05 signifying that there isn't a statistical difference between the means.

Therefore, we fail to accept the null hypothesis and accept the alternate hypothesis for questions one, two and three.

Question 1

H_1: Racial groups will not rate others of the same group higher than they would rate other racial groups

Questions two and three shifted its focus to the impact of gender bias on 360-degree ratings

Question 2

H_1: Females will not rate females higher in a 360-degree rating review process

Question 3

H_1: Males will not rate females lower in a 360-degree rating review process

5.5 Impact of the independent variables on the dependent variable

To confirm the lack of a significant difference as reflected in the MANOVA, a univariate analysis of variance was carried out. This is essentially two one-way ANOVA tests for the two variables of gender and race.

Table 11

Impact of independent variables on the dependent variable

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Q1 - African Female 1	2.758[a]	8	.345	.688	.702
	Q2 - White Female	2.908[b]	8	.363	.641	.742
	Q3 - Indian Male	5.316[c]	8	.664	1.262	.269
	Q4 - African Male 1	4.646[d]	8	.581	.971	.462
	Q5 - African Male 2	1.397[e]	8	.175	.282	.971
	Q6 - White Male 1	2.752[f]	8	.344	.562	.808
	Q7 - Indian Female	4.408[g]	8	.551	.840	.569
	Q8 - African Female 2	4.861[h]	8	.608	.762	.637
	Q9 - White Male 2	6.663[i]	8	.833	1.198	.305
Intercept	Q1 - African Female 1	498.131	1	498.131	993.918	.000
	Q2 - White Female	288.531	1	288.531	508.529	.000
	Q3 - Indian Male	598.914	1	598.914	1137.193	.000
	Q4 - African Male 1	622.596	1	622.596	1040.692	.000
	Q5 - African Male 2	396.148	1	396.148	639.822	.000
	Q6 - White Male 1	213.918	1	213.918	349.202	.000
	Q7 - Indian Female	163.056	1	163.056	248.653	.000
	Q8 - African Female 2	407.754	1	407.754	511.383	.000
	Q9 - White Male 2	455.604	1	455.604	655.366	.000
Whatisyourgender	Q1 - African Female 1	.336	1	.336	.671	.414
	Q2 - White Female	1.191	1	1.191	2.100	.150
	Q3 - Indian Male	1.146	1	1.146	2.175	.143

	Q4 - African Male 1	2.608	1	2.608	4.360	.039
	Q5 - African Male 2	.043	1	.043	.070	.792
	Q6 - White Male 1	.171	1	.171	.279	.598
	Q7 - Indian Female	.179	1	.179	.272	.603
	Q8 - African Female 2	.011	1	.011	.014	.908
	Q9 - White Male 2	.095	1	.095	.137	.712
Whatisyourracialdesignation	Q1 - African Female 1	1.822	4	.456	.909	.461
	Q2 - White Female	2.107	4	.527	.928	.450
	Q3 - Indian Male	.478	4	.119	.227	.923
	Q4 - African Male 1	1.766	4	.441	.738	.568
	Q5 - African Male 2	.630	4	.157	.254	.907
	Q6 - White Male 1	1.575	4	.394	.643	.633
	Q7 - Indian Female	2.632	4	.658	1.004	.408
	Q8 - African Female 2	2.812	4	.703	.882	.477
	Q9 - White Male 2	3.391	4	.848	1.219	.306
Whatisyourgender * Whatisyourracialdesignation	Q1 - African Female 1	.162	3	.054	.108	.955
	Q2 - White Female	.432	3	.144	.254	.859
	Q3 - Indian Male	3.259	3	1.086	2.063	.108
	Q4 - African Male 1	1.678	3	.559	.935	.426
	Q5 - African Male 2	.572	3	.191	.308	.820
	Q6 - White Male 1	1.226	3	.409	.667	.574
	Q7 - Indian Female	.856	3	.285	.435	.728
	Q8 - African Female 2	.997	3	.332	.417	.741
	Q9 - White Male 2	2.017	3	.672	.967	.410
Error	Q1 - African Female 1	67.158	134	.501		
	Q2 - White Female	76.029	134	.567		
	Q3 - Indian Male	70.572	134	.527		
	Q4 - African Male 1	80.166	134	.598		
	Q5 - African Male 2	82.966	134	.619		
	Q6 - White Male 1	82.087	134	.613		
	Q7 - Indian Female	87.871	134	.656		
	Q8 - African Female 2	106.846	134	.797		
	Q9 - White Male 2	93.155	134	.695		
Total	Q1 - African Female 1	2638.000	143			
	Q2 - White Female	1348.000	143			
	Q3 - Indian Male	3187.000	143			
	Q4 - African Male 1	3271.000	143			
	Q5 - African Male 2	2071.000	143			
	Q6 - White Male 1	1116.000	143			
	Q7 - Indian Female	915.000	143			
	Q8 - African Female 2	2166.000	143			

	Q9 - White Male 2	2493.000	143			
Corrected Total	Q1 - African Female 1	69.916	142			
	Q2 - White Female	78.937	142			
	Q3 - Indian Male	75.888	142			
	Q4 - African Male 1	84.811	142			
	Q5 - African Male 2	84.364	142			
	Q6 - White Male 1	84.839	142			
	Q7 - Indian Female	92.280	142			
	Q8 - African Female 2	111.706	142			
	Q9 - White Male 2	99.818	142			

Evaluating if either independent variable (Table 11) had an impact on the dependent variable, we note that none of the p-values are less than 0.05.

Table 12

Tests between independent and dependent variabes

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Q1 - African Female 1	2.758[a]	8	.345	.688	.702
	Q2 - White Female	2.908[b]	8	.363	.641	.742
	Q3 - Indian Male	5.316[c]	8	.664	1.262	.269
	Q4 - African Male 1	4.646[d]	8	.581	.971	.462
	Q5 - African Male 2	1.397[e]	8	.175	.282	.971
	Q6 - White Male 1	2.752[f]	8	.344	.562	.808
	Q7 - Indian Female	4.408[g]	8	.551	.840	.569
	Q8 - African Female 2	4.861[h]	8	.608	.762	.637
	Q9 - White Male 2	6.663[i]	8	.833	1.198	.305
Intercept	Q1 - African Female 1	498.131	1	498.131	993.918	.000
	Q2 - White Female	288.531	1	288.531	508.529	.000
	Q3 - Indian Male	598.914	1	598.914	1137.193	.000
	Q4 - African Male 1	622.596	1	622.596	1040.692	.000
	Q5 - African Male 2	396.148	1	396.148	639.822	.000
	Q6 - White Male 1	213.918	1	213.918	349.202	.000
	Q7 - Indian Female	163.056	1	163.056	248.653	.000
	Q8 - African Female 2	407.754	1	407.754	511.383	.000
	Q9 - White Male 2	455.604	1	455.604	655.366	.000
Whatisyourgender	Q1 - African Female 1	.336	1	.336	.671	.414
	Q2 - White Female	1.191	1	1.191	2.100	.150
	Q3 - Indian Male	1.146	1	1.146	2.175	.143

	Q4 - African Male 1	2.608	1	2.608	4.360	.039
	Q5 - African Male 2	.043	1	.043	.070	.792
	Q6 - White Male 1	.171	1	.171	.279	.598
	Q7 - Indian Female	.179	1	.179	.272	.603
	Q8 - African Female 2	.011	1	.011	.014	.908
	Q9 - White Male 2	.095	1	.095	.137	.712
Whatisyourracialdesignation	Q1 - African Female 1	1.822	4	.456	.909	.461
	Q2 - White Female	2.107	4	.527	.928	.450
	Q3 - Indian Male	.478	4	.119	.227	.923
	Q4 - African Male 1	1.766	4	.441	.738	.568
	Q5 - African Male 2	.630	4	.157	.254	.907
	Q6 - White Male 1	1.575	4	.394	.643	.633
	Q7 - Indian Female	2.632	4	.658	1.004	.408
	Q8 - African Female 2	2.812	4	.703	.882	.477
	Q9 - White Male 2	3.391	4	.848	1.219	.306
Whatisyourgender * Whatisyourracialdesignation	Q1 - African Female 1	.162	3	.054	.108	.955
	Q2 - White Female	.432	3	.144	.254	.859
	Q3 - Indian Male	3.259	3	1.086	2.063	.108
	Q4 - African Male 1	1.678	3	.559	.935	.426
	Q5 - African Male 2	.572	3	.191	.308	.820
	Q6 - White Male 1	1.226	3	.409	.667	.574
	Q7 - Indian Female	.856	3	.285	.435	.728
	Q8 - African Female 2	.997	3	.332	.417	.741
	Q9 - White Male 2	2.017	3	.672	.967	.410

By combining both variables of gender and race (Table 12) and measuring the impact on the dependent variable it is again noted that none of the p-values (Sig) are less than 0.05 implying that there are no significant differences between the means of the variables. Therefore, the findings of the MANOVA were confirmed.

Table 13

Diversity as a variable

Dependent Variable: What is your gender?

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.890[a]	33	.239	.943	.563
Intercept	11.023	1	11.023	43.456	.000
Q1AfricanFemale1	2.477	3	.826	3.255	.024
Q2WhiteFemale	.836	4	.209	.824	.513
Q3IndianMale	.168	3	.056	.221	.882
Q4AfricanMale1	.637	3	.212	.837	.477
Q5AfricanMale2	.078	3	.026	.103	.958
Q6WhiteMale1	.244	4	.061	.240	.915
Q7IndianFemale	1.745	4	.436	1.720	.151
Q8AfricanFemale2	.779	5	.156	.615	.689
Q9WhiteMale2	1.303	4	.326	1.285	.281
Error	27.649	109	.254		
Total	374.000	143			
Corrected Total	35.538	142			

a. R Squared = .222 (Adjusted R Squared = -.014)

Introducing the variable of organizations having a diversity program as a mediating variable into data and rerunning the multivariate analysis (Table 13), reflected an interesting outcome. The p-value (Sig) was less than 0.05 with a value of 0.024 which reflected a significant difference in ratings for African females.

Table 14

Impact of the mediating variable on the dependent variable

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.961	303.493[b]	9.000	112.000	.000
	Wilks' Lambda	.039	303.493[b]	9.000	112.000	.000
	Hotelling's Trace	24.388	303.493[b]	9.000	112.000	.000
	Roy's Largest Root	24.388	303.493[b]	9.000	112.000	.000
Whatisyourgender	Pillai's Trace	.095	1.309[b]	9.000	112.000	.240
	Wilks' Lambda	.905	1.309[b]	9.000	112.000	.240
	Hotelling's Trace	.105	1.309[b]	9.000	112.000	.240
	Roy's Largest Root	.105	1.309[b]	9.000	112.000	.240
Whatisyourracialdesignation	Pillai's Trace	.363	1.276	36.000	460.000	.136
	Wilks' Lambda	.679	1.272	36.000	421.453	.140
	Hotelling's Trace	.412	1.265	36.000	442.000	.145

	Roy's Largest Root	.207	2.645[c]	9.000	115.000	.008
Doesyourcompanyhaveadiversityprograminplace	Pillai's Trace	.212	1.486	18.000	226.000	.096
	Wilks' Lambda	.798	1.488[b]	18.000	224.000	.096
	Hotelling's Trace	.242	1.489	18.000	222.000	.095
	Roy's Largest Root	.173	2.172[c]	9.000	113.000	.029
Whatisyourgender * Whatisyourracialdesignation	Pillai's Trace	.168	.751	27.000	342.000	.813
	Wilks' Lambda	.841	.743	27.000	327.740	.823
	Hotelling's Trace	.179	.735	27.000	332.000	.831
	Roy's Largest Root	.083	1.050[c]	9.000	114.000	.406
Whatisyourgender * Doesyourcompanyhaveadiversityprograminplace	Pillai's Trace	.186	1.290	18.000	226.000	.195
	Wilks' Lambda	.820	1.300[b]	18.000	224.000	.189
	Hotelling's Trace	.212	1.309	18.000	222.000	.183
	Roy's Largest Root	.168	2.104[c]	9.000	113.000	.035
Whatisyourracialdesignation * Doesyourcompanyhaveadiversityprograminplace	Pillai's Trace	.518	1.229	54.000	702.000	.132
	Wilks' Lambda	.569	1.247	54.000	575.684	.118
	Hotelling's Trace	.617	1.260	54.000	662.000	.106
	Roy's Largest Root	.294	3.821[c]	9.000	117.000	.000
Whatisyourgender * Whatisyourracialdesignation * Doesyourcompanyhaveadiversityprograminplace	Pillai's Trace	.228	.773	36.000	460.000	.826
	Wilks' Lambda	.786	.778	36.000	421.453	.820
	Hotelling's Trace	.255	.784	36.000	442.000	.813
	Roy's Largest Root	.168	2.144[c]	9.000	115.000	.031

Roy's Largest Root (Table 14), with the introduction of the moderating factor which is organizations having a diversity program in place now has p-values which are less than 0.05 indicating a significant difference in 360-degree rating output.

Analyzing the data of table 15, we can now see that the significant differences in p-values for both African Females and White Females, with their p-values being less than 0.05. This means that we can therefore accept the hypothesis.

Question 4

H_0: Diversity programs will a have significant difference on 360-degree ratings output for organizations

Table 15

Mean analysis of the impact of the mediating variable on the dependent variable

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Doesyourcompanyhavea diversityprograminplace	Q1 - African Female 1	3.811	2	1.906	3.914	.023
	Q2 - White Female	5.581	2	2.790	5.044	.008
	Q3 - Indian Male	.048	2	.024	.047	.954
	Q4 - African Male 1	.473	2	.236	.380	.685
	Q5 - African Male 2	.870	2	.435	.707	.495
	Q6 - White Male 1	2.275	2	1.137	1.860	.160
	Q7 - Indian Female	1.439	2	.720	1.221	.299
	Q8 - African Female 2	5.155	2	2.577	3.329	.039
	Q9 - White Male 2	1.594	2	.797	1.128	.327
Whatisyourgender * Doesyourcompanyhavea diversityprograminplace	Q1 - African Female 1	.292	2	.146	.300	.741
	Q2 - White Female	.562	2	.281	.508	.603
	Q3 - Indian Male	3.037	2	1.518	2.970	.055
	Q4 - African Male 1	3.581	2	1.790	2.880	.060
	Q5 - African Male 2	.460	2	.230	.374	.689
	Q6 - White Male 1	1.534	2	.767	1.255	.289
	Q7 - Indian Female	3.443	2	1.721	2.921	.058
	Q8 - African Female 2	2.245	2	1.122	1.450	.239
	Q9 - White Male 2	1.121	2	.560	.793	.455
Whatisyourracialdesignation * Doesyourcompanyhavea diversityprograminplace	Q1 - African Female 1	2.779	6	.463	.951	.461
	Q2 - White Female	3.639	6	.606	1.096	.369
	Q3 - Indian Male	3.673	6	.612	1.197	.312
	Q4 - African Male 1	1.430	6	.238	.383	.889
	Q5 - African Male 2	2.996	6	.499	.811	.563
	Q6 - White Male 1	5.251	6	.875	1.432	.208
	Q7 - Indian Female	4.156	6	.693	1.175	.324
	Q8 - African Female 2	7.127	6	1.188	1.534	.173
	Q9 - White Male 2	5.420	6	.903	1.278	.272
Whatisyourgender * Whatisyourracialdesignation * Doesyourcompanyhavea diversityprograminplace	Q1 - African Female 1	4.816	4	1.204	2.473	.048
	Q2 - White Female	.816	4	.204	.369	.831
	Q3 - Indian Male	3.121	4	.780	1.526	.199
	Q4 - African Male 1	1.205	4	.301	.485	.747
	Q5 - African Male 2	2.970	4	.742	1.206	.312
	Q6 - White Male 1	.285	4	.071	.116	.976
	Q7 - Indian Female	5.017	4	1.254	2.128	.081
	Q8 - African Female 2	2.652	4	.663	.857	.492
	Q9 - White Male 2	1.592	4	.398	.563	.690

A one-way ANOVA (Table 16) was then run with the dependent variable measured against the variable of a diversity program and another interesting finding was made. The p-value for White females reflected a value of .031 which is less than 0.05 indicating a significant difference.

Table 16

Mean analysis between groups controlled by the mediating variable

		Sum of Squares	df	Mean Square	F	Sig.
Q1 - African Female 1	Between Groups	.876	2	.438	.888	.414
	Within Groups	69.040	140	.493		
	Total	69.916	142			
Q2 - White Female	Between Groups	3.815	2	1.908	3.555	.031
	Within Groups	75.122	140	.537		
	Total	78.937	142			
Q3 - Indian Male	Between Groups	1.469	2	.735	1.382	.254
	Within Groups	74.419	140	.532		
	Total	75.888	142			
Q4 - African Male 1	Between Groups	.030	2	.015	.025	.975
	Within Groups	84.781	140	.606		
	Total	84.811	142			
Q5 - African Male 2	Between Groups	.573	2	.287	.479	.620
	Within Groups	83.790	140	.599		
	Total	84.364	142			
Q6 - White Male 1	Between Groups	.405	2	.202	.336	.715
	Within Groups	84.434	140	.603		
	Total	84.839	142			
Q7 - Indian Female	Between Groups	2.863	2	1.432	2.241	.110
	Within Groups	89.417	140	.639		
	Total	92.280	142			
Q8 - African Female 2	Between Groups	2.152	2	1.076	1.375	.256
	Within Groups	109.554	140	.783		
	Total	111.706	142			
Q9 - White Male 2	Between Groups	.732	2	.366	.517	.597
	Within Groups	99.086	140	.708		
	Total	99.818	142			

A post-hoc test was then run and the following results were generated to establish the level of significance.

Table 17

Level of significance between means

Dependent Variable		(I) Does your company have a diversity program in place?	(J) Does your company have a diversity program in place?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Q2 - White Female	Tukey HSD	1 = Yes	2	.38166666700000*	.14341906400000	.023	.04192070990000	.72141262300000
			3	.10666666700000	.16222865000000	.788	-.27763739000000	.49097072400000
		2 = No	1	-.38166666700000*	.14341906400000	.023	-.72141262300000	-.04192070990000
			3	-.27500000000000	.18049452600000	.283	-.70257415800000	.15257415800000
		3 = Don't Know	1	-.10666666700000	.16222865000000	.788	-.49097072400000	.27763739000000
			2	.27500000000000	.18049452600000	.283	-.15257415800000	.70257415800000
	Bonferroni	1	2	.38166666700000*	.14341906400000	.026	.03414972360000	.72918361000000
			3	.10666666700000	.16222865000000	1.000	-.28642755100000	.49976088400000
		2	1	-.38166666700000*	.14341906400000	.026	-.72918361000000	-.03414972360000
			3	-.27500000000000	.18049452600000	.390	-.71235403300000	.16235403300000
		3	1	-.10666666700000	.16222865000000	1.000	-.49976088400000	.28642755100000

		2	.275000000000000	.180494526000000	.390	-.162354033000000	.712354033000000
	3	1	-.129047619000000	.186316360000000	1.000	-.580508466000000	.322413228000000
		2	-.210714286000000	.207294353000000	.933	-.713006645000000	.291578074000000

*. The mean difference is significant at the 0.05 level.

Both Tukey and Bonferroni with p-values less than 0.05 indicate a significant difference in ratings for White females in particular. The conclusion here is that White females in the absence of a diversity program benefited in the ratings over the other race groups.

From the analysis of the tests that were run we see that the hypothesis relating to the sub questions of the impact of social identity through the lens of race and gender had no impact on 360-degree ratings and therefore we failed to accept the hypothesis for questions one, two and three. The analysis related to the key question of the impact that diversity management would have on 360-degree ratings however reflected results in favour of the hypothesis reflecting a significant difference in the ratings when a diversity management program was in place. The results of the tests indicated that African females benefited from diversity programs being in place and that White females benefited in the absence of a diversity program being in place. Males and females of the other race groups did not benefit in the presence of or the absence of a diversity program.

Chapter 6

6 Discussion of Results

This chapter explains the significance of the research to the academic literature. It will proceed by explaining the outcomes of each test run for each research question and then explaining the insights gained in alignment to the relevant literature.

As stated earlier, this study resolved to understand the impact that diversity management programs that organizations build and run internally would have on 360-degree ratings systems. Mannis's (2002) research into the effects of stated purpose and organizational perspective on 360-degree feedback rating quality found as an additional outcome, correlations between ratings and perceived similarity of values. In other words, Mannis found that social identity had had an impact on 360-degree ratings output meaning that groups rated others of the same group (in group) favourably. Given the South African context, the South African government is pushing for transformation in the workplace to create a more representative workforce in line with the demographics of the country, hence this study focused on establishing whether social identity would have an impact on the way people rate their colleagues or whether diversity programs that have been instituted in organizations would have an impact over and above social identity.

The academic literature to date has indicated that social identity tends to be the core of groups forming and that members of the group (in-group) stand to benefit over individuals that are part of the out-group. The literature goes on further to indicate that those members in the in group will give up everything to protect others in the group.

Diversity management programs on the other hand, if implemented correctly can change the culture of an organization especially if it is implemented and supported at senior levels (Cukier & Smarz, 2012; Parvis, 2003).

Given the importance to the transformation agenda in the country the study was designed to understand which factor, social identity or diversity management programs would have a greater impact on 360-degree rating output. The implication being that 360-degree rating output has an impact on people development programs and

promotional opportunities that ultimately impact the transformation agenda in the country.

During the completion of the survey some individuals raised the concern of anonymity, despite the fact that their personal details were not requested in the study. This concern was raised as the survey was completed online and there was a level of distrust as digital information can be tracked using Internet Protocol (IP) addresses as each individual used their private or work devices to complete the survey. Delegates were reassured that the information was for research purposes and could not be/ would not be tracked. This however could have led to conscious bias suppression and/or social desirability bias.

Frequencies statistics

The gender breakdown as well as the racial breakdown of respondents were rather telling. This is because the responses received were very representative of the current workplace statistics as represented in the Commission for Employment Equity's Annual report for 2014 – 2015. The gender breakdown highlighted a larger number of males (seventy-seven) vs females (sixty-six). Delegates were surveyed across different training programs, from different companies across twelve different industries and the fact that there are more men on training than women is simply because most environments are still dominated by men. This finding can also be extrapolated for the racial breakdown of respondents as we see very reflective statistics here as well. Whites are in dominance at fifty-five delegates, closely followed by Africans at fifty-one and Indians at twenty-eight. This again demonstrates the workplace dynamics where Whites are still in dominance. But an encouraging sign is that the number of Africans on training is not far behind Whites.

Another encouraging statistic was the number of companies that have diversity programs in place. Fifty-two percent of the surveyed audience come from companies that have some form of a diversity program in place.

With eighty percent of the respondents being under forty-four years old, this was not reflective of the workplace as the voice of an older audience was not captured in the survey. Those that are older than forty-four also represent individuals who would have grown up during apartheid. This was the time during which people were conditioned to suppress others or be to suppressed by others. People in this age group are also at

very senior positions in companies and if one aligns this fact back to the Commission for Employment Equity's Annual report for 2014 – 2015, there is a lack of transformation at this level. Views from this age group could have had a material impact on the survey results.

Question 1

H_0: Racial groups will rate others of the same group higher than they would rate other racial groups

After running a one-way anova, a significant difference between the independent variable groups was not found. The variable of having a diversity program within the company was not considered in this test. This essentially means that individuals did not align or rate along racial lines. Social identity along racial lines was therefore not proved. This lead to the acceptance of the alternate hypothesis.

H_1: Racial groups will not rate others of the same group higher than they would rate other racial groups

Given the sensitive issue of transformation and diversity management in South Africa, individuals could have therefore rated in a socially desirable way despite the anonymous survey conditions. Individuals could have suppressed their biases consciously. Strick, Stoeckart, & Dijksterhuis (2015) highlighted that through conscious thought people can avoid/control racial discrimination. Perry, Murphy, & Dovidio (2015) found that when people become aware of their biases that they adjust their behaviours to conform to more egalitarian ways and they work harder to compensate for their prejudicial behaviours. These principles can also be applied to controlling gender biases.

The consequences of being identified as a racist would also provide sufficient stimulus to rate in a socially acceptable way. These negative consequences have been recently in the spotlight in South Africa, with the cases of an estate agent and a political opposition leader who have both been either legally prosecuted for their racial slurs or lost their jobs (Petersen, 2016). These individuals have either lost their jobs, done major damage to their personal brands or been heavily fined by the courts. They have had their faces publicized on social and news media and therefore lost future

employment opportunities. Their lives have been literally turned upside down. This also applies to sexist individuals as well. The current presidential candidate in America has been called a sexist because of his public comments on the opposite sex (Cohen, 2016). The media is associating his controversial comments to his poor performance in the polls (Weaver, Donnan, & Jopson, 2016).

Question 2

H_0: Females will rate females higher in a 360-degree rating review process

H_1: Females will not rate females higher in a 360-degree rating review process

Question 3

H_0: Males will rate females lower in a 360-degree rating review process

H_1: Males will not rate females lower in a 360-degree rating review process

An independent samples T-Test was run for questions two and three and the results, as in the results for questions one, showed no significant difference in means. What this finding represents is that gender biases did not present itself when individuals of either gender group completed the survey. As is the case for question one individuals could have suppressed their biases and rated in a socially desirable way, this despite the anonymous conditions created for completing the survey. The need to be politically and socially correct could potentially have reflected in the results achieved outweighing the individuals need to voice their biases.

For questions two and three therefore both the alternate hypotheses was accepted. Social identity through the lens of race and gender therefore have not had an impact on 360-degree ratings. Workplaces in South Africa therefore are not directly affected by social alignment at the foundational to senior management levels. There were only thirty-nine respondents at the executive level and as per the Commission for Employment Equity's Annual report for 2014 – 2015, this is one of the levels where there is a very slow pace of transformation. Of the thirty-nine respondents only two of these were older than forty-five years old. More responses from the above forty-five-year age group would have provided insights of individuals who would have

experienced apartheid which could have had a material impact on the results.

A multivariate and univariate analysis was run to validate the results of the findings for questions one to three. Both tests proved the results of the original findings.

Question 4

H_0: Diversity programs will have a significant effect on 360-degree ratings output for organizations

H_1: Diversity programs will not have a significant effect on 360-degree ratings output for organizations

The multivariate analysis was redone but the variable of having a company specific diversity program was included. This changed the original results considerably as Roy's Largest Root, with the introduction of the mediating variable which is organizations having a diversity program in place now showed p-values which are less than 0.05, indicating a significant difference in 360-degree rating output.

There were significant differences in p-values for both African Females and White Females with their p-values being less than 0.05. African females were now the only group that was rated higher over all other races and genders in the presence of a diversity program being in place. White females benefited with higher ratings in the absence of a diversity program being in place. This means that we can therefore accept the hypothesis.

To understand this finding, one has to understand the purpose, structure and context of diversity programs. Diversity programs are an attempt to reduce gender and racial boundaries by engraining egalitarian ideals into organisational structures. Diversity management is considered to encompass personnel polices, progams, training and organisational mission statements. Diversity programs are designed to encourage individuals to align their personal values to the organizations demands, values and ideology of meritocracy. It further encourages individuals to focus on the positives and not the negatives (Berrey, 2014).

Organizations use metrics to concretize diversity. Via this process organizations create subtle and not so subtle pressures for employees to internalize, conform to and accept diversity management assumptions. This can alter peoples interests, beliefs and behaviours that can lead to egalitarian goals (Berrey, 2014).

Human, 1996 found that diversity skills programs institute three processes. Firstly, it makes individuals aware of the negative impact of maintaining inaccurate stereotypes and expectations. Secondly, it provides them with an understanding of themselves and thirdly they are provided with the communication skills to reduce the impact of negative stereotypes and expectations and reinforces the development of more accurate stereotypes. Human resource systems further reinforce the relevant behaviour via a negotiated code of conduct which has a key objective to inculcate a respect for the dignity of an individual as well as a respect for the individual.

The Broad-Based Black Economic Empowerment (BBBEE) Act no. 53 of 2003 encourages the employment of Black females over other race groups or genders. In the past before the amendments to the current BBBEE Act, female employment was encouraged and given the backgrounds of White females and the fact that they were in dominance in the workplace, they essentially benefited from the Act (Fin24, 2007). This can explain the finding that White females benefit in the absence of a diversity program. The gender debate has been a long standing argument. Women advancement groups have for decades been fighting for gender equality and because of the fact that White women have been in dominance over other race groups they have benefited more so than their counterparts (Angyal, 2016). This was recognized and the Act was changed to recognize African Females ahead of others.

A balanced scorecard is a tool used to implement the criteria as set out in the BBBEE Act and further to reward organizations compliance (Department of Trade and Industry, 2004). A key takeaway from this Act is the value that is placed on the advancement of African females and the use of legislation to stimulate transformation in South Africa.

The results here show that diversity programs have instilled deep values in individuals to align to the organization and advance its objectives. Induction and orientation programs are also designed to build an organizational citizenship which is meant to make staff feel like they are part of the group/family.

Pulling the findings of the research questions together with the review of the existing literature highlights the impact that diversity management programs have on the transformation agenda in South Africa via 360-degree rating systems that companies employ to manage performance and development as well as reward of its employees.

Through research question four we see that diversity programs are designed to create an organizational citizenship by aligning and instilling the corporate's value into its employees. Finkelstein & Penner (2004) talk about organizational citizenship as being contextual and prosocial organisational behaviours. Prosocial behaviours are directed to either individuals or groups within the organization. These acts are long term, planned and discretionary and occurs within the organisation context and to the benefit of non-intimate others. Wells and Aicher (2013) found that similarity attraction paradigm infers that similar personal attributes amongst individuals relates to their interpersonal attraction and leads to positive future expectations and is further exaggerated as more similarities are identified. These similarities translate into positive outcomes at an organizational level. Positive outcomes being, decreased staff turnover, better communication amongst staff and increased organizational attachment.

This process tends to start early in an individual's life in an organisation. The literature review shows us that a similarity attraction paradigm is formed when a parallel is found between individual's demographics, personality, social status, values and beliefs. In this instance the organisation through its values and beliefs creates the aligning factors to stimulate group formation amongst its employees.

Hogg & Abrams' (1988) work demonstrated that uniformity of perceptions and actions within a group is the grounding of social identity and can be categorized along cognitive, attitudinal and behavioural lines. Cognitive outcomes represent itself as social stereotyping. When individuals make uniformly positive evaluations these are seen as outcomes of attitudinal categorization. Behavioural factors can be identified as groupthink or extreme concurrence in decision making and actions.

Ozeki's (2015) study on the essential elements for individuals to form as a group, found that groups that shared a group identity were more cohesive. A resulting conclusion of group identity studies is that it enhances group entitativity. Levine & Moreland (1994) identified three key components for people to identify as a group and these are interaction between the individuals, emotional bonding and interdependence amongst

the individuals. Ozeki's (2015) found that the deeper the connection between in-group members the more likely that they will align more to the groups' objectives and act in favour of the group.

What this means is that social identity (created by the introduction of diversity programs) has an impact on 360-degree rating outputs. Diversity programs and other organizational initiatives create a social identity for employees of an organization. Employees want to be part of the in-group and will therefore change their behaviours and work ethics to ensure the protection and sustainability of the group which in this case is the organization.

Individuals will therefore in a 360-degree rating process rate their colleagues favourably and more specifically in this case, they will rate African females higher to ensure that the organization is meeting its legislated requirements with reference to legislation such as Employment Equity and Broad-Based Black Economic Empowerment. They understand that the consequences for the organization are not favourable or sustainable for the future of the organisation and as such will suppress their conscious biases. By rating African females positively, will ensure these individuals' opportunities for growth and development. This ultimately impacts on the transformation agenda which we can see in the statistics that are presented in the Commission for Employment Equity (2015) reporting. At the levels below the executive level, transformation is occurring although at a slow pace but at the executive level it is not material. This presents an opportunity for further research as to why transformation is not occurring at a more rapid pace at this level.

Chapter 7

7 Conclusion

7.1 Overview

The aim of this study was to identify the impact, if any, that diversity management programs will have on 360-degree performance assessments. Diversity management as a variable was measured against social identity. Social identity was viewed through the lens of race and gender. The researcher aimed to see if people would align and rate along the lines of race and gender and in doing so would have an effect on the transformation agenda in South Africa or if diversity management programs would have a more significant effect. In other words, if groups, for example Whites formed an in-group and Africans the out-group and Whites then rated other Whites favourably along racial lines, then Africans would not benefit from 360-degree ratings. The impact of this would be that Whites would then get better development and remuneration opportunities to the disadvantage of Africans, meaning that the transformation agenda in South Africa will not be met. Organizations with diversity programs were then measured against those organizations that did not have programs to see if this had an impact on 360-degree ratings in comparison to social identity factors.

7.2 Synthesis of research data/principal findings

The first three tests that were run focused on testing the impact of social identity through the lens of race and gender. A one-way analysis of variance (ANOVA) to test for a significant difference in the means of the independent groups was run. This tested if there was a difference in 360-degree ratings and the variables of race and gender. At a 95 percent confidence level there was no significant difference between the groups with the p-value greater than 0.05. The synthesis of this finding is that each racial group consistently rated the other racial groups similarly. Therefore, we failed to accept the hypothesis that racial groups will rate others of the same group higher than they would other racial groups.

Using a t-test, ratings of each gender group was measured against the genders represented in each experimental question, and the standard deviations between male and females were virtually the same, meaning that males and females rated each

question similarly irrespective of gender. Evaluating the Sig (2-tailed), the scores are greater than 0.05 meaning that there isn't a significant difference between male and female ratings. Therefore, the implication of this is that gender had no impact on the quality of the 360-degree ratings. We failed to accept the hypothesis for question two and for question three, meaning females did not rate other females higher nor did males rate females lower than they would males.

The sensitivity of transformation and diversity management in South Africa, could have forced individuals to rate in a socially desirable way despite the anonymous survey conditions. Respondents could have suppressed their biases consciously according to Strick, Stoeckart, & Dijksterhuis (2015) to avoid/control their racial biases. Perry, Murphy, & Dovidio (2015) back this finding when they found that people, when aware of their biases, adjust their behaviours to conform to more egalitarian ways and they work harder to compensate for their prejudicial behaviours. Similarly, these findings can be applied to controlling gender biases. The consequences of being identified as a racist or sexist would also provide sufficient stimulus to rate in a socially acceptable way.

When the mediating variable of organizations having a diversity program was introduced into the analysis and then rerunning the multivariate analysis, Roy's Largest Root now reflected p-values which were less than 0.05 indicating a significant difference in 360-degree rating output. Table 15 indicated significant differences in p-values for both African Females and White Females with their p-values being less than 0.05. This means that we can therefore accept the hypothesis that diversity programs will a have significant difference on 360-degree ratings output.

A one-way ANOVA was then run with the dependent variable measured against the variable of a diversity program. The p-value for White females reflected a value of .031 which is less than 0.05 indicating a significant difference when a diversity program was not in place.

An explanation of this is grounded in the purpose, structure and context of diversity programs, which are an attempt to reduce gender and racial boundaries by engraining egalitarian ideals into organisational structures. Diversity programs incorporate personnel polices, progams, training and organisational mission statements which are designed to encourage individuals to align their personal values to the organizations demands, values and ideology of meritocracy (Berrey, 2014). According to Berrey (2014) individuals are encouraged to focus on the positives and not the negatives.

Using metrics organizations create subtle and not so subtle pressures for employees to internalize, conform to and accept diversity management assumptions. This can alter peoples interests, beliefs and behaviours that can lead to egalitarian goals (Berrey, 2014).

To further substantiate this finding Human (1996) found that diversity skills programs institute three processes. It makes individuals aware of the negative impact of maintaining inaccurate stereotypes and expectations, it provides them with an understanding of themselves and finally they are provided with the communication skills to reduce the impact of negative stereotypes and expectations and reinforces the development of more accurate stereotypes. Organizations via their human resource systems further engrain the relevant behaviour with the use of a code of conduct which has a key objective to inculcate a respect for the dignity of an individual as well as a respect for the individual.

The driver behind organizations needing to transform their workforce is based on legislation in the form of the Employment Equity Act which gave rise to further legislation such as the Broad-Based Black Economic Empowerment (BBBEE) Act no. 53 of 2003 to achieve the objectives of employment equity. The current BBBEE Act encourages the employment of Black females over other race groups or genders. The Act before the current amendments merely encouraged female employment and given the background of White females and the fact that they were in dominance in the workplace, they essentially benefited from the Act (Fin24, 2007). This explains the finding that White females benefit in the absence of a diversity programs. The BBBEE Act specifies the use of a balanced scorecard to further its objectives (Department of Trade and Industry, 2004).

Diversity programs have instilled deep values in individuals to align to the organization and advance the organizations objectives. Induction and orientation programs are also designed to build an organizational citizenship which is meant to make staff feel like they are part of the group.

Diversity programs are designed to create an organizational citizenship by aligning and instilling the corporates' values into its employees. The organisation through its values and beliefs creates the aligning factors to stimulate group formation amongst its employees.

What this means is that social identity has an impact on 360-degree rating outputs because diversity management programs and other organizational initiatives create a social identity for employees of an organization. Employees want to be part of the in-group and will therefore change their behaviours and work ethics to ensure the protection and sustainability of the group which in this case is the organization. Social identity therefore, through the lens of race and gender were actually superseded by the social identity factor of organizational citizenship. This finding is supported by the literature that social identity can be represented by any factors that individuals find alignment with (Ely & Thomas, 2001; Roberson et al., 2007).

Individuals as a result of the organization's diversity initiatives will, in a 360-degree rating process, rate their colleagues favourably. More to the point, they will rate African females higher to ensure that the organization is meeting the legislated requirements. They understand that the consequences for the organization are not favourable or sustainable for the future of the organisation and as such will suppress their conscious biases in favour of a sustainable future for the organization. By rating African females positively will ensure opportunities for their growth and development. This ultimately impacts on the transformation agenda as the more African females that are rated positively, the more they will grow and develop and by implication rise through the ranks in an organization.

The research results together with the finding of the literature review emphasizes the impact that diversity management programs have on the transformation agenda in South Africa via 360-degree rating systems that companies employ to manage performance and development as well as reward of its employees.

7.3 Implications for management

This study has positive implications for management looking to transform their workforce in line with employment equity legislation in South Africa. The study has suggested that organizations with a diversity program will see a direct impact on the way individuals within that organization rate each other. Employees will rate previously disadvantaged individuals, more specifically African females, higher that other races or genders. By implication higher ratings, supported by the literature, translate into better remuneration and development opportunities for the ratee. This means that the transformation targets for an organisation can be achieved more efficiently. The more transformed an organisation is, the greater the opportunity for organizational growth in

accordance with the benefits of compliance to the BBBEE legislation/scorecard. Diversity management programs can further be used to drive or change an organization's culture as well as create an organizational citizenship amongst its employees. These programs should be seen as a process and run over a period of time rather than being used as a quick fix tool or a tool to just meet legislative requirements. The literature suggests that diversity programs if designed correctly and supported from a senior level in the organization can change mindsets, attitudes and behaviours to the benefit of the organization. Gilbert et al. (1999) proposed a highly integrated model based on their research. The model depicts sponsorship from the Chief Executive Officers level, integration into the mission statement, strategy of the organization, human resource systems and processes. A series of training programs focusing on changing attitudes. The model goes on to highlight the financial and non-financial benefits to the organization.

7.4 Limitations of research

This study was run in a controlled environment under cross sectional conditions hence results were taken at a point in time and meant to simulate a realistic scenario. Therefore, results will not have the benefit of a realistic portrayal of events measured over a period of time to establish trends. While all efforts were made to place individuals in the correct frame of mind to complete the assessments it can't be guaranteed that they completed the ratings in the context or with conviction. An element of social desirability bias could play a role. A sign of this is that delegates were hesitant to answer the survey in an electronic format as they were concerned that it could be tracked back to them. The complexity of human existence in comparison with the simplicity of a questionnaire, the importance of seeing life as a whole rather than as isolated answers are seen as further limitations to this study (Payne & Payne, 2011a).

7.5 Suggestions of future research

At the levels below the executive level, transformation is occurring although at a slow pace but at the executive level it is not material. This presents an opportunity for further research as to why transformation is not occurring at a more rapid pace at this level. The literature highlights that change needs to start at the top for it to be sustainable (Cox & Blake, 1991), so the question would be why executives have not lead the process of transformation from the top. Further research should also focus on the

validity of ratings. Are the ratings that African females are receiving, in line with their actual performance or are diversity programs brainwashing staff to comply to legislative requirements to the detriment of organizational performance.

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9 Appendix

9.1 Appendix A – Experimental tool

Dissertation

Welcome to My Survey

Dear Participant,

In an effort to better understand human behaviour and the impact that it has on the work environment, you have been selected to participate in an experimental study. The aim of this study is to test the efficacy of 360 degree rating systems and the implications in the context of business. Your participation in this study is voluntary and you may withdraw from the process at anytime. Your responses and participation is however very valuable and we would appreciate your assistance. The collated results of the study may be published, however, your individual responses will be kept confidential along with any of your personal details.

The study has been divided into two sections. Section 1 asks for general biographical information; Section 2 evaluates your situational response in a team environment. Please complete all the sections. The study should take approximately 15 – 20 minutes to complete. Please note any names in this assessment are purely fictional and any relation to any individual is coincidental.

Thank you for your time and contribution to this research study.

Please do not hesitate to address any enquiries about the questionnaire or the research study to:

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Tel: 011 771 4344

Research Supervisor:

Dr Albert Wocke (Professor)

wockea@gibs.co.za

Tel: 011 771 4300

Dissertation

* 1. What is your age?

- ◯ 20 to 24
- ◯ 25 to 34
- ◯ 35 to 44
- ◯ 45 to 54
- ◯ 55 to 64

* 2. What is your gender?

- ◯ Female
- ◯ Male

* 3. What is your racial designation?

- ◯ African
- ◯ Coloured
- ◯ Indian
- ◯ White
- ◯ Asian

* 4. What is your Nationality?

- ◯ South African
- ◯ Other

Other (please specify)

2

* 5. Which of the following best describes your current job level?

- ◯ Owner/Executive/C-Level
- ◯ Senior Management
- ◯ Middle Management
- ◯ Entry level Management
- ◯ Specialist
- ◯ Other (please specify)

* 6. What is your current job title?

* 7. What industry does your company belong to?

* 8. Does your company use a 360 degree feedback tool?

* 9. How many staff does your company employ?

- ◯ 1 - 50
- ◯ 51 - 200
- ◯ 201 - 500
- ◯ 501 - 1000
- ◯ 1001 - 5000
- ◯ Larger than 5000

* 10. Does your company have a diversity programme in place?

- ◯ Yes
- ◯ No
- ◯ Don't Know

3

* 11. Does your company have a plan to develop previously disadvantaged talent?

- ◯ Yes
- ◯ No
- ◯ Don"t Know

12. If you have a plan to develop previously disadvantaged talent, is it working favourably for the company?

- ◯ Yes
- ◯ No
- ◯ Don't Know

4

Dissertation

You currently work for Company ABC. It is the end of the year and time for the annual 360-degree performance rating process. You are requested to complete evaluations for your manager, subordinates and peers. Please read through the high level performance overview of each individual and provide your rating of that individual. Please note that ratings will be used for both developmental purposes and performance management purposes (reward/remedial and recognition).

Rutendo Pumzile

* 13. Your subordinate, Rutendo Pumzile has performed to standard during the year. All tasks asked of her were well completed, with only one task not completed on time for which she provided you with reasons. She works well with her colleagues and is well liked in the team. Rutendo is young and has a great future ahead of her.

Please provide your assessment of Rutendo by selecting along the spectrum ranging from poor to outstanding

Poor					Outstanding
1	2	3	4	5	6
○	○	○	○	○	○

5

Sue Jennings

* 14. Your subordinate, Sue Jennings has performed to standard during the year. All tasks asked of her were completed, with only two task not completed on time for which she did not provide you with reasons. She works well with her colleagues and is well liked in the team just like Rutendo. Sue has been late for work a few times and missed a few team meetings.

Please provide your assessment of Sue by selecting along the spectrum ranging from poor to outstanding

Poor					Outstanding
1	2	3	4	5	6
○	○	○	○	○	○

Rajesh Gopi

6

* 15. Your subordinate, Rajesh Gopi has performed above standard during the year. All tasks asked of him were well completed on time. He works well with some of his colleagues but he works best by himself. Raj has been to late work once. He has generated substantial revenue for the business.

Please provide your assessment of Rajesh by selecting along the spectrum ranging from poor to outstanding

Poor					Outstanding
1	2	3	4	5	6
○	○	○	○	○	○

Ntekozo Khumalo

* 16. Your subordinate, Ntekozo Khumalo has performed above standard during the year. All tasks asked of him were completed on time. He works best by himself. Ntekozo has never been to late work. He has generated substantial revenue for the business but lost one big deal.

Please provide your assessment of Ntekozo by selecting along the spectrum ranging from poor to outstanding

Poor					Outstanding
1	2	3	4	5	6
○	○	○	○	○	○

7

Dissertation

You have been approached by your peers to conduct an anonymous peer review on him/her. The results of the review will not allow him/her to identify you and the comments and scores will be combined into consolidated feedback to the company seniors

Mogori Msibesi

* 17. Your peer, Mogori Msibesi, has performed above standard during the year. Mogori's team however has had the highest staff turn over rate and his team has said that he drives them too hard and is not very approachable. His team however generated the highest revenue in the business.

Please provide your assessment of Mogori by selecting along the spectrum ranging from poor to outstanding

Poor 1	2	3	4	5	Outstanding 6
○	○	○	○	○	○

8

Cameron Summers

* 18. Your peer, Cameron Summers has performed below standard during the year. His team has had the lowest staff turnover rate and his team finds him very approachable. His team however has generated the lowest revenue in the business. Cameron has been absent from work a few times due to family responsibility reasons.

Please provide your assessment of Cameron by selecting along the spectrum ranging from poor to outstanding

Poor					Outstanding
1	2	3	4	5	6
○	○	○	○	○	○

Suvera Naidoo

9

* 19. Your peer, Suvera Naidoo has performed below standard during the year. Her team has generated one of the lowest revenues in the business just above Cameron's team. Suvera is single and spends most of her time at work.

Please provide your assessment of Suvera by selecting along the spectrum ranging from poor to outstanding

Poor					Outstanding
1	2	3	4	5	6
○	○	○	○	○	○

10

Dissertation

You report to two of the business Directors (Sales and Marketing) and you have been requested to provide anonymous feedback on him/her.

Phuti Msumi

* 20. Your Sales Director Phuti Msumi is always in meetings and very hard to get a hold of during the year. She is very approachable when she is around. Phuti has been absent from work a few times due to family responsibility reasons. Phuti has high targets but has created strong support initiatives for her sales teams. She has missed two scheduled meetings with you.

Please provide your assessment of Phuti by selecting along the spectrum ranging from poor to outstanding

Poor					Outstanding
1	2	3	4	5	6
○	○	○	○	○	○

11

Charl Smith

* 21. Your Marketing Director Charl Smith is always in meetings and is very hard to get a hold of. He is very approachable when he is around. Charl has been absent from work a few times due to family responsibility reasons. Charl's turnaround time on projects is always ahead of project deadline dates and a strong brand has been built due to his efforts. He has however missed three scheduled meetings with you.

Please provide your assessment of Charl by selecting along the spectrum ranging from poor to outstanding

Poor					Outstanding
1	2	3	4	5	6
○	○	○	○	○	○

12

9.2 Appendix B – Turnitin Report

turnitin **Turnitin Originality Report**

Dissertation Final by Nishen Munnisunker

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