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DIVERSITY MANAGEMENT PROGRAMMES AND THE MANAGEMENT OF ETHNIC STEREOTYPES IN A HIGHER EDUCATION INSTITUTION

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Abstract: South Africa is characterised by a diverse society with numerous ethnic groups that, despite culturaldifferences, are increasingly sharing the workplace. Diversity is a global phenomenon that affects all organisations,including higher education institutions. Because of its vastness and dynamism, managing this phenomenon isdifficult for most organisations. Given the complications, the purpose of this paper is to investigate academicmanagers' and subordinates' perceptions of the effectiveness of diversity management programmes as a tool formanaging ethnic stereotypes in a higher education institution. Purposive sampling was used to obtain the results, andkey informants at a South African university were identified based on their positions. Nine (9) academic managerswere interviewed. To give meaning to the collected data, content analysis was used. According to the findings, thestudied university does not have any diversity management programmes. This suggests that there are no guidelinesin place to help academic managers manage an ethnically diverse workforce effectively. According to theparticipants' mixed responses, university diversity management programmes are ineffective, and managers cannotrely on them to manage ethnic diversity among academics. The study's findings further revealed that ethnicstereotype influences how employees perceive their managers. The findings also revealed that some managers areperceived to favour employees belonging to certain ethnic groups over others. The paper further discusses both thepractical and theoretical implications of the findings and provides recommendations.

Keywords: Diversity, diversity management, ethnic diversity; stereotypes

I.   Introduction

Diversity is a ubiquitous phenomenon in all organisations including higher education institutions. Research views diversity as an advantageous factor for an organisation if it is appropriately managed (Shen, Chanda, D'Netto & Monga, 2009:236). Managing diversity in the organisation thus becomes a long-term strategy to create an enabling environment for to work in harmony despite their diverse background (Warnich, Carrel, Elbert, & Hatfield, 2022:90). Ohunakin, Adeniji, Ogunnaike, Igbadume, and Akintayo (2019:94), define diversity management as the use of human capital practices to maintain variations in human resources while ensuring that such variations do not negatively impact organisational goals achievement.However, it is worth noting that employees come from different ethnic backgrounds, making them likely to have certain ethnic stereotypes about other people. Stereotypes are attributes ascribed to a group and believed to characterise its members simply because they belong to that group(Moloto, Brink & Nel, 2014:2).

The existence of ethnic stereotypes in the workplace puts managers under pressure to ensure that diversity is appropriately managed to maintain a harmonious work environment. Stereotypes are generally a threat to individuals in the workplace (Block, Koch, Liberman, Merriweather & Roberson, 2011:572; Casad & Bryant, 2016:2). Block et al. (2011:572) state that stereotypes can harm the employee's job performance as soon as they realise that their work has been judged based on a negative stereotype. In South Africa, organisations are challenged by the destructive legacy of apartheid that still subtly divides organisations through various means such as covert racism, prejudice, and stereotyping (Mazibuko & Govender, 2017:8). Mampane (2019:145) argue that it is essential that people understand negative behaviour flowing from prejudice, stereotyping and discrimination. Itcan be addressed effectively if differences are accepted as reality among individuals.

In South African higher education, there seems to be a challenge in managingdiversity. Research suggests that employees experience stereotypes and have stereotypes about other employees too. Mampane (2019:145) attributes this challenge to the unsustainable diversity management approach higher education institutions adopt.Notwithstanding notable improvements in the manner other higher education institutions manage diversity, many diversity managers struggle to effectively manage diversity in their institutions (Mampane, 2019:151). In this paper, we explored the perceptions of academic managers and subordinates on the effectiveness of diversity management programmes as an instrument to manage ethnic stereotypes in a higher education institution.

As the South African workforce is increasingly becoming diverse, in the same vein, workplace discrimination remains evident within these organisations (Grobler, Warnich, Carrell, Elbert & Hatfield, 2011:74). This situation persists despite numerous legislative and policy frameworks such as affirmative action and employment equity, as well as diversity management policies which enable organisations to protect employees from experiencing various forms of discrimination. Higher education institutions are part of the organisations which are struggling with managing diversity in South Africa (Strydom & Fourie, 2018:1). In the institution studied by Strydom and Fourie (2018:19), it was discovered that there was neither a diversity programme nor diversity management in place to assist managers in dealing with workforce diversity. This could be why some higher education institutions struggle to manage diversity effectively.

II.   Literature review

Post-1994, the South African government tried to ensure that no person, irrespective of the colour of their skin or ethnic background, was mistreated in the place of work (Zulu & Parumasur, 2009:1). As a part of government intervention, relevant labour legislation was enacted such as Labour Relations Act, No 66 of 1995, the Basic Conditions of Employment Act, No 75 of 1997, and the Employment Equity Act, No 55 of 1998 (Jordaan & Ukpere, 2011:1095). In specific reference to the Employment Equity Act, which provides for employment equity and repeals discriminatory laws (Zulu & Parumasur, 2009:1). In doing so, the Act promotes the constitutional right of equality and exercises true democracy. Furthermore, it eliminates unfair discrimination in employment, and employers are obliged to have a diverse workforce broadly representative of the South African people (Employment Equity Act, No 55 of 1998). The labour legislation mentioned redressed the historical injustices inflicted upon the country's black community, thereby replacing hostile legislation (Zulu & Parumasur, 2009:1).

The labour legislation enables managers to implement policies that ensure the work environment is free of discrimination and prejudices against previously disadvantaged individuals (Jordaan & Ukpere, 2011:1095). While the labour legislation sought to create a representative work environment, the inevitable reality is the additional factor of ethnic diversity. No legislation specifies how managers should deal with diversity, thus leaving that function to organisations (Joubert, 2017:367). Given this gap, South African workplaces continue to experience significant difficulties in achieving and celebrating diversity among employees (Joubert, 2017:367).

Zulu and Parumasur (2009:2) also state that the shortfall from the labour legislation was inadvertently ignoring cultural diversity. Consequently, managing diversity within South African organisations is likely to differ from one organisation to another. Moreover, managers may also have to use the contingency approach since the country has a highly complicated cultural diversity. Gwele (2009:5) argues that the complexity of managing diversity in South Africa stems from managers' inability to separate issues surrounding race and culture from the conversation about managing diversity in the workplace.

A workplace environment is a dynamic place that sometimes could present researchers with unpredictable human behaviours. The necessity to study organisations is borne of the interest that human behaviour evolves, and thus understanding the causal factor enables managers to understand their employees much better.Diversity is not only about how peopleperceivethemself, but it is also about how individuals perceive others (Buchtel, 2014:41). Those perceptions affect how individuals interact in an organisation (Pantea, 2013:52). For wide diversity of employees to function effectively in an organisation, human resource professionals need to deal effectively with issues such as prejudices and stereotypes (Buchtel, 2014:41). As much as some may wish to regard stereotypes in an organisation as a myth, on the contrary, stereotypes exist in the workplace and unless they are managed problems can arise (Pantea, 2013:52).

2.1. Diversity management

Diversity is a global phenomenon in international work settings (Nkomo, Bell, Roberts, Joshi & Thatcher 2019:501). Each country has its legal framework for dealing with diversity, and these legal frameworks are a full expression of each country's diversity problems (Robbins & Judge, 2011:93). In South Africa, diversity management is recognised as central to embracing a diverse workforce that is required by the South African Constitution and labour laws. In this case, the Employment Equity Act, No 55 of 1998, and the Labour Relations Act, No. 66 of 1995,

were enacted to prohibit unfair discrimination and achieve equity in the workplace. Before the promulgation of the pieces of legislation mentioned, South African workplaces were characterised by official segregation and discrimination against the black population and women (Ayres, 2012:1). Inequalities in the labour market came from the apartheid government's racial divisions in South Africa (Zulu & Parumasur, 2009:1). This placed an obligation on the democratically led government to place poverty and inequalities among the top priorities (Zulu & Parumasur, 2009:1).

Ohunakin et al. (2019:94) define diversity management as utilising human capital practices to maintain variations in human resources and ensure that such variations do not negatively influence the achievement of the organisational goals. Diversity management is a human resources strategy to create a heterogeneous workforce (Martín Alcázar, Miguel Romero Fernández & Sánchez Gardey, 2013:42). Patrick and Kumar (2012:1) believe that the process of creating a heterogeneous workforce should be intended to create and maintain a positive work environment where the similarities and differences of individuals are valued. The fundamental goal of creating such an atmosphere is to allow employees to attain their full potential and contribute to the strategic goals and objectives of the company.

In the post-apartheid era, South Africa joined the global arena, and this environment is heavily characterised by intense competition between organisations and ever-migrating employees (Gorynia, 2019:122). Most organisations are likely to continue facing an unknown future as well as an ever-changing workforce composition (Mazibuko & Govender, 2017:2). For managers to deal with the last changes, Mazibuko and Govender (2017:2) further insist that managers should be aware of discrimination and that it is part of the political legacy of the country and that it has created a severe challenge to workplace diversity. In response, organisations are compelled to react with practical strategies to manage workforce diversity (Ayres, 2012:1). If an organisation fails to address workforce diversity, it risks encountering challenges such as a lack of acceptance and mutual respect among academics from a different background that would prevent it from achieving its goals (Ayres, 2012:1; Oosthuizen & Naidoo, 2010:2).

There are different ways organisations can undertake the diversity management process. It is dependent on how the organisation perceives diversity (Oosthuizen & Naidoo, 2010:2). For example, an organisation which perceives diversity as a threat is likely to handle diversity management much differentlythan an organisation which sees an opportunity and advantage in diversity management (Craig, Rucker, & Richeson, 2018:188).

2.2. Ethnic diversity in the workplace

Ethnicity is a sense of groupness among the members of an ethnic group; these members share a social identity and recognise themselves or are recognised by others as having something in common (Ferdman, 1992:343). Parboteeah, Serik and Hoegle (2014:983) also amplify the latter description of ethnicity, and the authors maintain that ethnicity is generally based on specific cultural values and practices. The authors also argue that ethnicity is based on a belief in a shared history and a sense of belonging, which confirms the identity of group members to themselves and in their interaction with insiders and outsiders. Therefore, ethnicity is part of diversity. One cannot be separated from the other. However, it is likely to be ignored by researchers since ethnicity is a sensitive political issue in sub-Saharan Africa, particularly in the workplace setting, and South Africa is no exception (Parboateeah *et al*., 2014:983).

Ethnic diversity is a deep-level form of diversity because it encompasses cultural differencesbetween different ethnic groups (Oerlemans, 2009:16). The differences that exist among groups are the ones that distinguish one group from another. In South Africa, ethnic diversity is also prevalent in the workplace setting. In particular, South Africa is known as one of the world's most ethnically diverse countries, given that eleven of its languages are officiated for communication purposes (Tshikwatamba, 2003:16). One of the most influential social factors that affect the organisation more than other factors is arguably ethnic diversity (Oerlemans, 2009:9). Ethnic diversity in the workforce has increased substantially worldwide (Oerlemans, 2009:9). This can be attributed to the increased level of migration worldwide.

Nel, Kirsten, Swanepoel, Erasmus and Poisat(2012:10) focus on workforce diversity instead of ethnic diversity because, according to them, ethnicity refers to race, especially in South Africa. It does not matter how these authors may argue for their case; race and group norms are an integral part of the workforce (Sharma, 2016:2). Some scholars might be selective when researching diversity and thus choose areas that are not considered to be sensitive. For example, Ramos, Hewstone, Barreto, & Branscombe (2016:5) argue that discussing the effects of diversity is truly diverse in itself and has been a multidisciplinary concern involving a variety of perspectives within social studies. Because of the interdisciplinaryproblemsengaged in the views through which diversity is perceived, there is no fundamental approach to dealing with diversity in the workplace. Thus, diversity remains a significant social factor in society and the work environment, and the inability to incorporate it within an organisation could be

detrimental (Ramos et al., 2016:5). People's racial and ethnic identities cannot be left at home when they are going to work. Thus, the workplace is not immune to societal, racial, and ethnic bias (Plaut, Thomas & Hebl, 2014:479). Given this reasoning, Plaut *et al*., 2014:479) emphasise that race and ethnicity are salient in and matter in various ways in the workplace setting. Generally, people spend more time at work compared to their homes. The workplace provides unique opportunities to express one's identity and work interactively with others in competitive and cooperative situations (Adams & Crafford, 2012:2).

Parboteeah *et al*. (2014:984) state that when employees are in an environment that includes multiple ethnicities, it is feasible to expect the positive consequences, such as social identity formation about single ethnicities, to wane. Given that ethnic diversity is a reality, and it can no longer be regarded as a common factor in the organisation, there should be a growing practice to acknowledge its existence (Sharma, 2016:3). Edewor and Aluko (2007:190) indicate that an organisation which contains many different cultural groups is just a plural organisation. Still, it can be considered multicultural only if it values this diversity.

The South African higher education workplace post-1994 is characterised by diversity. According to Freeman and Lindsay (2012:254), the influence of ethnic diversity is likely to remain relevant in the institution of higher learning settings, given that the movement of people across provinces and the outside world is ever-increasing. Furthermore, Freeman and Lindsay (2012:254) opine that the activity of people contributes to ethnic diversity wherein more people of different ethnic groups work closely together. The opinion by Vermeulen (2011:68) about diversity suggests that higher education institutions should do more to overcome the challenging aspects of ethnic diversity through effective diversity management programmes.Thus, this paper attempts to gain insights into how academic employees and their managers perceive the programmes implemented by one of the higher education institutions in South Africa. Naidoo (2015:3) supports the latter initiative and further opines that diversity in higher education should be approached from the organisational perspective, especially within organisations with diverse backgrounds. Furthermore, besides diversity being a tool that enables inclusion, it could also serve as a conduit for tolerance and redressing the structural inequalities in higher education institutions (Naidoo, 2015:3). Therefore, diversity management may promote an opportunity for acceptance among individuals from various backgrounds.

Kamsteeg and Wels (2012:88) believe that academic communities have become more diverse in their composition and that dimensions of diversity are multiple, including but not limited to gender, ethnicity, religion, ideology and others. Diversity is often touted as an asset for achieving creativity and excellence among academics (Meric, Er & Gorun, 2015:74). Generally, universities also provide a space for intersections of communication and debate that produce and reproduce knowledge, and that makes them much more an enjoyable environment to investigate the diversity management practices. A Portuguese study by Barbosa and Cabral-Cardoso (2007:284) reports that universities do not appear to promote real equal opportunities; consequently, they cannot benefit from the potential of an increasingly diverse workforce. The latter findings do find a place in South Africa, though not entirely similar to Barbosa and Cabral-Cardoso (2007). The concern that has been noted by Vermeulen (2011:65) from the South African and German perspectives is the inability of higher education institutions to enhance the diversity of their academic staff. Given this inability, the current paper argues that higher education institutions may lose the benefits of a diverse workforce.

2.3. Diversity management programmes

Organisations must frequentlyexamine their policies, plans, and procedures concerning diversity management if they want to stay competitive in today's environment (Mazibuko & Govender, 2017:8). The current context is characterised by demographic shifts, global competitiveness and the shift from a manufacturing-based to a service-based economy (Banfi, 2015:36). Therefore, managers are obligated to recruit and keep a diverse staff, which can be accomplished through a variety of diversity management programmes. Mazibuko and Govender (2017:8) state that if managers commit to attracting and retaining a diverse workforce, their ability to establish a winning team might be improved. This responsibility requires managers to be committed to promoting proper behaviour that employees could assimilate, thus eliminating some negative impacts of diversity. For organisations to effectively deal with diversity in the workplace, Mazibuko and Govender (2017:8) further explain that their diversity management programmes should emphasise organisational diversity training and development programmes that encapsulate a culture that creates smooth assimilation of employees.

According to Banfi (2015:36), diversity management programmes are actions and programmes aimed at transforming an organisation's cultureconcerning diversity. Diversity management programmes differ from organisation to organisation; standard programmes include diversity training, flexible work arrangements and mentoring programmes. Forthis paper, diversity training and flexible work might be ideal in an institution of higher learning, especially for academics, because other programmes may not necessarily add value.

2.3.1. Diversity training

Diversity training aims at providing employees with the skills and knowledge to treat colleagues fairly, honestly and with respect; respect and promote diversity in the workplace; health and safety in the workplace; and respect for colleagues and human rights (Mazibuko & Govender, 2017:3). Meyer (2007:341) states that the function of diversity training is to address the day-to-day functioning of all employees in a diverse environment. This kind of training is necessary for all employees because all employees should be educated and trained to manage an increasingly diverse workforce. The main goal of this programme is to ensure that there is a smooth integration of various groups of employees and to enable them with skills, knowledge and motivation to work alongside other employees (Banfi, 2015:39).

McGuire and Bagher (2010:493) below describe different levels of diversity training, with other priorities relating to the different levels:

Table 1. 1: The diversity training priorities

Levels	Priority of diversity training
Individual level	Foster positive attitudes towards diversity, educate employees about diversity and assist employees in overcoming diversity barriers.
Group level	Use inclusive activities to promote teamwork, respect and tolerance of differences and re-examine recruitment, promotion and other related practices.
Organisational level	Provide mentoring and coaching programmes, develop organisational policies for diversity, promote a positive diversity culture and organise diversity workshops.
Societal level	Promote equality and social justice, end discrimination, encourage the participation of diverse groups and promote positive relations among diverse groups.

Source: (McGuire & Bagher 2010:493)

Sharma (2016:1) affirms that organisations should be prudent about managing their workforce since the work environment is constantly undergoing a massive transformation. Gwele (2009:4) points out that organisational processes involving the workforce are enormous and complex. They include managing interpersonal relationships, which are likely to pose challenges related to social, legal and economic changes, individual expectations, and values. Given the history of racial segregation and institutionalised discrimination, workplace diversity training should be the first exposure for many individuals to the reality of diversity issues formally, argues Meyer (2007:342).

The approach to diversity training can make or break a diversity management programme. In this regard, certain aspects should be considered when implementing a diversity training initiative because they can inhibit the successful implementation of diversity training. The factors mentioned include but are not limited to lack of management commitment; improper needs identification; political orientation; reactive research; unbalanced content; facilitator's content; participant profile; project approach; inadequate transfer of learning; superficial evaluation; lack of change management and consultant liabilities (Meyer, 2007:343-344).

2.3.2. Flexible work arrangements

Workplace demographics have also changed in organisations to accommodate generational mix because different generations have different preferences, and flexible work arrangement is among that which is preferred by younger generations (Martin & Ottemann, 2016:94). Organisations that offer flexible work arrangements are seen by some employees as attractive (Maket, Lamaon & Kwonyike, 2015:401). The advantages of hiring a diverse workforce can be maximised by offering optimal working circumstances. One method to do so is through flexible work arrangements that allow for flexible work schedules (Banfi, 2015:40). The flexible work arrangements are appropriate for employees who prefer a relaxed work environment. The nature of the academic climate necessitates academics to perform other tasks, such as research and community engagement. Such activities necessitate a flexible organisational structure. An organisation may also use flexible work arrangements in exceptional circumstances, such as when operating on a tight budget or dealing with a pandemic such as COVID-19.

2.3.3. Mentoring programmes

Mentoring improves an employee's skill set to perform at their best (Rankhumise & Mello, 2011, p. 792). This procedure is carried out by a trustworthy and recognised someone who uses their experience to provide direction, encouragement, and support to a mentee (Grobler et al., 2011, p. 314). According to Haliru and Kabir (2011:104), the goal of mentoring is to promote the mentee's learning and development so that he can discover more

about his potential.Many organisations have started official mentoring programmes as part of their affirmative action activities, according to Grobler et al. (2011:314). Successful mentoring programmes, according to Bell (2007:472), link a protégée with a mentor who is genuinely interested in seeing the protégée succeed. Mentorship becomes useless and unproductive without the mentor's support and willingness to see their mentees succeed (Grobler et al., 2011, p. 314).If an organisation wants to profit from mentoring, it can create a conducive environment for informal interactions or establish a structured mentorship programme (Grobler et al., 2011, p. 314).

III. Methodology

The paper adopted an interpretive worldview, specifically social constructivism. Social constructivism assumes a view that the world is socially constructed. Therefore, individuals seek to understand the world in which they live through multiple and varied interpretations (Pruzan, 2016). The researcher focused on academic managers within a South African university. Purposive sampling was applied to identify key informants within the said university who, based on their position, could provide rich data and thick descriptions concerning the research question. Ten participants were available to provide data. Interviews were used for collecting data. The researcher adopted content analysis from where themes were extracted through coding, elaborating on the data, interpreting and then checking the data and identifying common themes emanating from the data (Maguire & Delahunt, 2017).

3.1. Demographics of the participants

Table 1. 2: Gender distribution

Gender	Number of participants
Male	4
Female	6

Table 1.2 above depicts the gender distribution of the interviewed participants. Six (6) participants were female, and four (4) were male. The gender distribution reflects the improved representation of women within the university. The improvement mentioned accentuates the representation of the participants as presented in the previous chapter and the discussion of ethnic diversity. Banfi (2015:25) argues that with changing workplace demographics, employers should implement practical interpersonal communication training while emphasising practices that increase the motivation of a diverse workforce. Women are systematically dismantling the stereotypes that confined them to traditional roles of being mere mothers, household caretakers, and office administration support staff (clerks, secretaries etc.). In the modern world, the workplace environment is characterised by gender balance, and thus issues concerning diversity management should be discussed openly (Banfi, 2015).

Table 1. 3: Age group distribution

Age	Number of participants
25 – 35	1
36 – 45	2
46 – 55	3
56 – 65	4

Table 1.3 above shows the age group distribution of the participants of the study. Most participants were between the ages of 56-65 years, while others were between 25 and 55 years. One important observable aspect concerning the age of the participants was that fewer young people occupy academic,and managerial positions. It is conceivable that people between 18–25 might not necessarily accumulate sufficient experience that would enhance their employability in senior academic positions.

Table 1. 4: Tenure in the Institution

Work period in the institution	Number of participants
1 – 5	1
6 – 10	2
11 – 15	2
16 – 20	2
21 – 25	1
26 – 30	1
36 – 40	1

Table 1.4 above depicts the work period that participants have spent with the current institution. The majority of the participants, 6 out of the 10, have worked for six years up to 20 years. These participants were indeed insightful and

contributed significantly to this study. The participants had institutional memory about the topic, specifically through their understanding and experiences of the organisational practices of the University concerning ethnic diversity management. The number of years these participants have worked within the institution indicates that they are accustomed to how the University operates, even in terms of diversity management matters. Three participants have spent more than two decades with the institution. Therefore, the participants selected were considered critical informants in the study.

Table 1. 5: Participant descriptions

Participant	Pseudonyms	Tenure in the institution	Ethnic group
1	EDM1	Seventeen (17) years	Indian
2	EDM2	Sixteen(16) years	Zulu
3	EDM3	Seven(7) years	Zulu
4	EDM4	Thirty(30) years	Zulu
5	EDM5	Twenty-Eight(28) years	Afrikaner
6	EDM6	Thirteen (13) years	Sotho
7	EDM7	Four (4) years	Xhosa
8	EDM8	Thirteen (13) years	Zulu
9	EDM9	Ten(10) years	Indian

Table 1.5 above illustrates the pseudo names describing the participants as part of the ethical considerations of this study was to conceal the actual names of the participants hence the pseudonyms for the participants. "EDM", which denotes Ethnic Diversity Management, is thus followed by the number of participants. The term EDM was considered the central focus of the paper, and the researcher felt it would suffice to protect the identity of the participants. All participants were heads of various departments.

3.2. Results

There were three categories of questions. The first category focused on establishing a general understanding of the concept of diversity management and awareness of diversity management programmes in the institution. The second category focused on participants' perceptions of the effectiveness of diversity management programs. The final category focused on ethnic stereotypes.

3.2.1. General understanding of diversity management

In determining the participants' understanding of the concept of "diversity management", it emerged that at most eight participants had a clue of what diversity management entails, except one participant who was unfamiliar with diversity. The following were themes emerging from their responses:

Table 1.6. Themes relating to the understanding of diversity management

Themes
"Managing a diverse staff"
"Managing a workforce with diverse backgrounds"
"Maintaining a positive atmosphere"
"Management of diverse groups"
"Inclusion of employees from different backgrounds"
"Employment of people from a variety of backgrounds"
"Management diversity shapes the work environment"
"Not familiar with the subject"
"Ethnicities, age, sexual orientation, gender, socio-economic and disability"

The participants' understanding of the diversity management concept was presented from their perspective, for example:

Participant EDM1 thought that diversity management is about managing a broad staff; this point was further supported as follows:

"I think diversity management is about managing a wide variety of staff members from various ethnic, age, sexual orientation, gender, socio-economic backgrounds and so on."

This latter understanding is in line with how previous scholars have described diversity management (Patrick & Kumar, 2012, p. 1) as a human resource strategy to create a heterogeneous workforce. The organisation engages in

this process by removing discriminatory practices that might prevent a particular ethnic group from accessing equal opportunities.

Participant EDM2 viewed diversity management as a process of managing a workforce with a diverse background in that:

"In my view, diversity management is about managing a workforce with a diverse background in terms of ethnic groups, education, culture and opinions."

Employee differences should be viewed positively in diversity management, including those diversity factors that are not covered by labour laws. Although diversity management is a plausible process, its negative aspects should not be ignored, as pointed out by Pitts and Jarry (2007).

Participants expressed more views. EDM3 viewed diversity management as a process to create a harmonious workplace and further stated:

"According to my understanding, diversity management is a process which aims to create and maintain a positive working environment, managing dissimilarities, personal differences and ensuring inclusiveness."

The perspective expressed by participant EDM3 is indeed in line with the activities that are involved in diversity management in organisations, and it is supported by Ohunakin *et al*. (2019:94), whose definition of diversity management places much emphasis on the utilisation of human resources practices to maintain the variations in the organisation.

According to Ayres (2012:1), maintaining diversity in the organisation rests on the quest to prevent diversity issues from affecting the objectives and goals of the organisation.

Participant EDM4 understands diversity management as an activity of managing diverse groups and further stated:

"In my understanding, diversity management refers to the management of diverse groups/individual ethnic, religious etc. who find themselves in a commonplace."

Participant EDM5 cited modest knowledge concerning the understanding of diversity management and further added:

"Now let me tell you my idea; I have a basic knowledge of diversity management. However, I think it is about including employees from different backgrounds in an organisation through policies, programmes and decision-making."

Participant EDM6 understands diversity management as a practice of employing people from a different backgrounds; in buttressing this point, the participant indicated:

"I understand that in an organisation, they tend to employ people from various backgrounds, cultures, and cultural differences. So, when they say diversity management, it means employees from diversebackgrounds."

Participant EDM7 understands diversity management as something that shapes the work environment since it is a place that connects people of different cultures and backgrounds. The participant added:

"This broad concept focuses on the principles of social inclusion, transformation, social justice, and equity and is about the recognition of talent and skills of employees. The concept itself serves as a systematic process that sort to integrate the principles mentioned above as harmonising rhythm that directs how the organisation will continue its mission and goals through the operations and services provided by the employees. Most of all, managing diversity shapes the work environment culture and climate."

Participant EDM8 conceded to a poor understanding of the concept of diversity management, and the participant stated:

"I am not familiar with the subject matter (diversity management). However, I think diversity management talks about managing diverse staff members."

The last participant in this category, EDM9, understands diversity management as managing individuals from different ethnicities, cultures, races, etc. Expressly the participant indicated:

"Diversity management is about ethnicities, age, sexual orientation, gender, socio-economic and disability."

As expected, participants held various opinions since they were diverse. Indeed participants approached diversity management from various angles. The participants know what diversity management entails, although their knowledge is also diverse. The literature supports the views of the participants in their understanding of the concept (Martín Alcázar *et al*., 2013, p. 42; Patrick & Kumar, 2012, p. 1; Olsen & Martins,2012, p. 2), while diversity management is an unavoidable imperative for many organisations, it remains a prerogative of the organisation to decide whether it is necessary to incorporate diversity management in its strategy. The literature reviewed suggests a lack of total consensus on the definition of diversity. Thus, it can be concluded that there is no absolute definition of diversity management. Based on the reviewed literature, diversity management is a voluntary organisational activity designed to create greater inclusion of employees from various backgrounds into the formal and informal organisational structures.

3.2.2. Awareness of diversity management programmes in the institution

The researcher intended to establish whether the participants were aware of any contemporary diversity management programmes at the University. The researcher aimed to assess the knowledge mentioned as the participants were responsible for managing subordinates in their respective departments. The participants provided multiple answers, most of which suggest that the institution does not have diversity management programmes. Below are the participants' views concerning contemporary diversity management programmes within their institution.

Table 1.7. Themes relating to awareness of diversity management programmes

Themes
"recruitment process"
"none"
"lectures on diversity management"
"not to my knowledge"
"recruitment preference"
"recent transformation department"
"Change management, Language policy and Cultural diversity"
"none"
"not aware of any"

Participant EDM1 feels that the University has diversity management programmes in place. In clarifying this point, participant EDM1 elucidated:

"The main diversity programme I am aware of is implemented by HR in shortlisting and selecting possible employees. We follow the government's equity policy in terms of gender, race and foreign national balance in the staff complement in a department."

Participant EDM2 feels that the University does not have any diversity management programmes. The participant's views were:

"Since I have been in this University, I have seen none of the diversity management programmes; if they exist, the University has concealed them."

Participant EDM3 feels that diversity management programmes have been presented as lectures. The views of the participant were:

"I think, if I am not mistaken, there are sometimes lectures on diversity management."

Participant EDM4 indicated that the University does not have any diversity management programmes. The participant stated:

"According to my memory, there is none to my knowledge."

Participant EDM5 thinks that the University's diversity management programmes are found within the recruitment process as the University practices preference recruitment. In elucidating the latter point, the participant stated:

"I know that this University, I am not sure if it is in the policy or not, we prefer South Africans above any foreigners; I also see that this University prefers females above males. I am not sure if my statement is what you are looking for in terms of diversity management programmes, but what I have said here is what I noticed being done at this University. If what we are doing is part of diversity management, it means that it is a part of the programmes; if it is not then, we do not have any particular programmes that the University prescribes to guide and implement as employees or University management."

In the response provided by Participant EDM6, it was evident that the University did not have diversity management programmes in the past; only in recent times is the participant aware of the transformation department. In buttressing this point, the participant stated:

"Quite recently, I am not sure there has been a transformation department dealing with diversity issues in the employment and mobility issues. Human mobility, like people who come from different countries being employed or being students that, is what am understanding about it that there is an office dealing with those things of diversity. In terms of policies that guide managers on how to deal with diversity in the organisation or their department, there is one, but I am not sure if the University approved it. The Manager of Transformation also presented it, but I am not sure how, when, or how far the document is; I know several activities happened in the University to make awareness about diversity. Recently on the 26th of July, they had a big function around diversity".

Participant EDM7 enumerated policies thought of as diversity management programmes. In that regard, the participant stated:

"I think the University has changed management policy, language policy and cultural diversity policy."

Participant EDM8 indicated that there are no diversity management programmes at the moment that the participant is aware of.

Participant EDM9 also echoed similar views:

"I am unaware of any of such programmes within the University."

Participant EDM10 responded:

"I am unaware of our institution's contemporary diversity management programmes."

The findings regarding any contemporary diversity management programmes in the researched institution indicate no programmes designed for diversity management. This was confirmed by the lack of awareness and knowledge of the participants. None of the participants could clearly articulate the University's diversity programmes.

The period that each of the participants has spent with the current employer and the current positions enables them to understand the management processes of the institution. Participants EDM1, EDM3, EDM5, EDM6 and EDM7 felt the recruitment policies and processes of the University are part of the diversity management programmes. These participants felt that the University has diversity management programmes ranging from recruitment, lectures, transformation department, University policies and recruitment preferences.

According to the literature, the functions mentioned by the participants could be associated with diversity management but not programmes. Diversity management is a human resources strategy to create a heterogeneous workforce (Martín Alcázar *et al*., 2013, p. 42). The institution could engage in this function by utilising multiple strategies. Diversity management programmes differ from the diversity management function. Banfi (2015:25) explains that diversity management programmes are activities, programmes, and policies that aim to change an organisation's cultureregarding diversity. Although diversity management programmes differ from organisation to organisation, they often include diversity training at various levels, flexible work environments and mentoring programmes.

None of those above programmes was mentioned by the participant who felt that the institution has them. The other findings from participants EDM2, EDM4, EDM8, EDM9 and EDM10 indicated no diversity management programmes in the institution. Previous research raised the concern that South African universities cannot enhance the diversity of the academic staff (Vermeulen, 2011, p. 65). In the current study, the demographics of the participants, although not reported in this study, suggest that the studied university is not struggling with enhancing the diversity of the academic staff. Instead, it is struggling to implement diversity management programmes. This is against the inevitable evolution of the academic communities, as pointed out by Kamsteeg and Wels (2012:88). They argue that academic communities have become more diverse in their composition,which requires well-organised diversity management programmes.

3.2.3. Perceived effectiveness of diversity management programmes

This question sought a comprehensive response from the participant. One aspect of the question dealt with the usefulness of the existing diversity management programmes. The last aspect of the question dealt with the envisaged usefulness in case the University has implemented diversity management programmes. This question was designed in anticipation of diverse views from the participants.

Table 1.8. Themes relating to the perceived effectiveness of diversity management programmes

Themes
"staff complement reflects national demographics"
"formulating management policies"
"relevant, not certain of effectiveness"
"critical to embark on such programmes"
"women in strategic positions"
"not quite sure"
"still early to tell"
"would not know"
"change the organisation's culture"

As anticipated, the participants provided different perspectives regarding the usefulness of the existing diversity management programmes and those yet to be implemented. Consequently, the participants' views are grouped in terms of similarities. Participants EDM1, 3, 5, 6 and 7 are grouped, as are participants EDM2, 4, 8 and 9.

Participant EDM1 felt that the existing diversity management programmes have been effective. In this regard, this participant indicated that:

"The way I have seen things around here, I am of the view that the programme has been effective in that the staff complement, in general, reflects the national demographics."

Participant EDM3 raised the issue of the diversity management programmes being relevant. In buttressing the latter point participant, EDM3 indicated:

"From where I stand, I believe that the University diversity management programmes are relevant, but I am not sure about the effectiveness."

Participant EDM5 also felt that University diversity management programmes have been effective because the University has managed to elevate women to strategic positions. The participant's views were:

"With my little knowledge regarding diversity management programmes, I think, given the current view of the University, that it has been able to place women in strategic positions; for example, the Vice-Chancellor of the University is an African female, and this has been the case since 2003. I think on that front; it is effective. Besides, the University has emphasised that appointments should prioritise the employment of Africans,which has been implemented. However, some positions are challenging to fill because, when advertised, we do not get a sufficient pool of applicants from South Africans. As a result, the University has to grabble with the issue of going against its policy and employing people from outside the borders of South Africa."

Participant EDM6 brought out views indicating that there are uncertainties in the University about diversity management programmes. The participant's response was:

"At the moment, I am not quite sure, but that one was about cultural or, should I say, international cultural diversity at a higher institution. Our problem is not about diversity in terms of culture. There are also labelling issueswhere people around us do not believe that we deserve certain positions because maybe they think we know people who put us in these positions rather than looking at our abilities. Hence,I think the transformation issue needs to be broader than the culture issue. It can be the issue of abilities and issue of promotion of females may be in terms of because they have been disadvantaged obviously, and the promotion that favours women because they are solid in academics but you find that they do not meet certain criteria for promotion, and that can be the issue. That can be the issue brought for transformation rather than culture."

Participant EDM7 conceded that it might be hard to indicate whether the diversity management programmes at the University are helpful and practical due to their recent implementation stages. Participant EDM7 stated:

"In my view, it would be difficult to come up with a definite response because some of the programmes are at early stages of implementation, so no comment yet."

Other participants, such as EDM2, 4, 8 and 9, had earlier indicated that they were unaware of any diversity management programmes at the University. In this regard, EDM2 stated that if the University had diversity management programmes, such programmes would be helpful. Participant EDM2 further stated:

"If the University were to have diversity management programmes, they would help in laying out or formulating management policies as well as helping managers to help the diverse workforce since we are now living in a global village with members of the workforce from diverse ethnic groups."

Participant EDM4 implored the University to consider implementing diversity management programmes to create a harmonious work environment. Participant EDM4 added:

"It is critical to embark on such programmes given the nature of the locality of the institution and the fact that the institution has, over the years, acquired highly diverse individuals."

Participant EDM8 did not have any views on this matter in this regard:

"I would not know because, as I have said, I am not aware of any programmes."

Participant EDM9 believes that if the University were to implement diversity management programmes, it would be able to align its organisational culture with its diversity. Participant EDM9 buttresses the latter point by stating:

"I believe the relevance of these programmes would have aimed at changing the organisations' culture concerning diversity."

As it was decided to group the participants' responses, some felt that the diversity management programmes were effective. In contrast, other participants felt the envisaged diversity management programmes would be effective. The participants who believe that the current diversity management programmes were effective did so based mainly on demographic representation in the workplace. It should be stated that each country has its legal framework for dealing with diversity, and such a practice is mainly about treating employees fairly, irrespective of their colour or creed. In doing so, the organisation complies with a legislative requirement which inadvertently results in a diverse workforce since none of the ethnic groupsis discriminated against in the workplace.

Thus, it can be argued that the participants who felt that the current diversity management programmes were effective were referring to the legislative compliance by the University to ensure that no employee is discriminated against. Hence there is a representation of employees in the workforce. The other participants felt that the diversity management programmes would be ideal, practical and relevant for the University. These findings align with previous studies such as Mazibuko and Govender (2017:1). They argue that for organisations to deal with diversity in the workplace effectively, their diversity management programmes should emphasise organisational diversity training and development programmes that encapsulate a culture that creates smooth assimilation of employees. Such programmes would be practical and relevant to ensure that diversity in the University is appropriately managed.

3.2.4. Diversity management programmes as an enabler to manage intercultural conflict

In the above theme, the researcher sought to establish whether diversity management programmes have enabled managers to deal with intercultural conflict among staff members in the organisation.

Table 1.9. Themes relating to diversity management programmes impact

Themes
"not a chance"
"no idea"
"yes"
"little has been achieved"
"no idea"
"never seen them"
"cultural transformation tend to be effective"
"have not reached that level"
"have no idea"

According to the themes identified from the participant's responses, the existing diversity management programmes have not enabled the participants to deal with intercultural conflict among staff members. The themes identified from the responses included not a chance, no idea, never seen them and has not reached that level. Only one participant (EDM3) felt that diversity management programmes had enabled the participant to deal with intercultural conflict among staff members. Participant EDM3 clarified by stating that:

"In my opinion, diversity management programmes have enabled managers like myself to deal with intercultural conflict among staff members. When I began acting as an HoD, I worked with a diverse workforce; therewere a Coloured, few Africans, including Nigerian colleagues, and I managed to work fine with them. Although there were few glitches, the fact that there were no grievances that several employees filed indicates that intercultural conflict was managed."

Other participants felt that diversity management programmes had not enabled managers to deal with intercultural conflict among staff members, while others had no idea about this.

Participant EDM1 felt that the programmes abovehad not enabled managers with the skills to deal with intercultural conflict. When the question was posed, participant EDM1 retorted:

According to the participant, " None whatsoever " was a sufficient response.

Participant EDM2 indicated:

"I have no idea since I am unaware of any such programme being offered at the University of Zululand."

Participant EDM4 elaborated that:

"If there are such programmes, very little has been achieved, and this points to the ineffectiveness of such programmes in terms of lack of monitoring the progress."

Participant EDM5 also indicated not having an idea about diversity management programmes enabling managers to deal with intercultural conflict among staff members.

Participant EDM6 elucidated:

"I have never seen diversity management programmes dealing particularly with sensitive matters such as, e.g., sexual harassment, which affects women daily in their workplaces. The University spends much of its efforts on disciplinary matters and less on transformation issues where employees would engage the University about what affects them on the ground. People still frown on issues like coming out of lesbians, gay people, bisexuals, and transgender (LGBT), because the University does not have a transformation policy like in other institutions where there is an office that deals with these issues. I know that this programme is designed and implemented for

academics, and one of the modules deals with diversity issues. It is just a module that deals with disabilities, first-generation and issues of diversity in higher education like language. I am not Zulu speaking, so if someone comes to my office for assistance, I tell them if you come and speak isiZulu, I will not be able to help you because I am Tswana.”

Participant EDM7 opined that:

“Most of the time, cultural transformation tends to be effective in influencing change. Programmes raise awareness, but conflicts are more about behaviour and egos.”

Participant EDM8 felt that the University had not reached a point where its diversity management programmes could be assessed from that angle:

“I do not think we have reached that level where managers are equipped to handle intercultural conflict.”

Participant EDM9 indicated:

“On this matter, I do not have an idea.”

In this section, the findings indicate that whatever the studied University has as a form of the diversity management programmeis ineffective and cannot enable managers with skills to deal with intercultural conflicts. This does not suggest that intercultural conflicts do not occur in the workplace; the central issue is managers being untrained indealing with such situations. The existing literature has found that intercultural conflict forms part of the disadvantages of employing a diverse workforce (Manoharan *et al*., 2013, p. 2). Mazibuko and Govender (2017:1) indicate that tensions and conflicts are prevalent among diverse groups in the South African workplace, thus making a case for more effective diversity management programmes to deal with such existing and imminent conflict. To deal with such a pandemic in the workplace, leaders ought to develop appropriate competencies to foster an innovative culture that values diversity.

IV.   Discussion

The research indicates that academic and managerial employees believed their institution's diversity management programmes were ineffectivein enabling them to manage intercultural conflict in the workplace. The study's findings suggest that participants' views were split – some indicated that the University has diversity management programmes,while others felt such programmes do not exist. The ones who indicated that there were diversity management programmes in the University counted things like recruitment processes, employment of women in leadership positions and lectures on diversity management. Concerning the recruitment processes, the findings show that the participants felt that diversity management programmes are part of the shortlisting and selecting of candidates. Other findings indicate that participants felt that the fact that the University employs women in leadership positions is part of the diversity management programmes. Furthermore, it emerged from the findings that participants view lectures about diversity management as part of the diversity management programmes.

In contrast to the existing literature, according to Banfi (2015:36), diversity management programmes include actions and programmes to transforman organisation's cultureconcerning diversity. However, it has been argued that diversity management programmes vary from one organisation to another. This does make recruitment and selection, lectures on diversity management and employing women in leadership positions diversity management programmes. The function of recruitment and selection is usually done by South African labour legislation, especially the Employment Equity Act No 55 of 1998, which requires that employers should ensure that all employees are treated equally and that there is no discrimination in the workplace (Employment Equity Act, No 55 of 1998).

The Employment Equity Act,No 55 of 1998 also incorporate the application of fair discrimination for equity (Employment Equity Act, No 55 of 1998). A typical example is giving a black woman preference over a white man should both equally meet the minimum requirements of the same position (Motileng et al., 2006, p. 14). Such functions might create diversity in the workplace, which should be managed through appropriate programmes. The recruitment and selection process might be perceived as irrelevant due to the preferential treatment given to women and people with disabilities according to the Employment Equity Act, No 55 of 1998, as mentioned (Employment Equity Act, No 55 of 1998). However, it is significant to note that this process is allowed to implement employment equity. The lectures presented on diversity might also be ineffective in changing the organisational culture relating to diversity since employment equity has not been incorporated into diversity management policies enacted by the institution.

Diversity training, flexible work arrangements, and mentoring programmes are examples of standard diversity management programmes (Banfi, 2015, p. 25). The assertion by Banfi (2015:25) suggests that when an organisation has implemented diversity management programmes, some of the programmes mentioned above could be expected in the organisation since they are the common ones. In that case, employees would have sufficient knowledge about

diversity management programmes. Given the absence of standard diversity management programmes in the studied university, it can be assumed that such programmes are non-existent. This assertion is supported by some participants who stated that no diversity management programmes exist.

As diversity management programmes are absent, their effectiveness cannot be established. However, participants did highlight the importance of implementing diversity management programmes within the University. Other participants even suggested that the University must consider that diversity exists within a global village and thus should formulate policies that enable managers to operate within a diverse workforce. Mazibuko and Govender (2017:1) support the latter assertion that organisations should invest in diversity management programmes to manage diversity effectively. Mazibuko and Govender (2017:1) further add that these programmes should encapsulate a culture that creates smooth assimilation of employees. Considering the study's findings, the research results suggest that diversity management programmes are not clearly articulated within the University. The lack of clarity and understanding of diversity management programmes yielded different responses from the participants. Irrespective of the lack of comprehensive and well-articulated diversity management programmes, some of the responses alluded to the existence of the programmes mentioned. The participants also agreed that ethnic diversity issues continued within the University. The diversity management programmes have not enabled managers to deal with matters such as the ethnic conflict in the workplace.

According to the findings, academic managers at the University may struggle to manage ethnic diversity in the workplace. Participants had mixed feelings about the effectiveness of university diversity management programmes. While some participants believed that the university's diversity management programmes were effective, others stated that they were unaware of any programmes. The findings also revealed that some of the diversity management programmes mentioned by participants were merely human resource management functions rather than diversity management programmes. The findings also show that the university under consideration has recently established a Transformation division, which should handle all diversity-related issues. According to the participants' mixed responses, university diversity management programmes are ineffective, and managers cannot rely on them to manage ethnic diversity among academics.

The study's findings further revealed that ethnic stereotype influences how employees perceive their managers. The findings also revealed that some managers are perceived to favour employees belonging to certain ethnic groups over others. Concurring with these findings, Parboteeah *et al*. (2014:985) found that ethnic diversity brings favouritism to the organisation, likely affecting out-group employees adversely. The implications of such a practice could lead to young people losing faith in the ability of the system in either the public or the private sector to absorb them purely on merit (Parboteeah *et al*., 2014, p. 985). Although ethnic diversity and stereotypes are two concepts, individual differences merge these concepts. As seen in the study, the findings suggest that a Head of a Department is perceived as favouring certain employees over others within a particular academic department. The perception of favouritism of others, irrespective of whether it is a reality or not, should be addressed. The fact that some academic employees perceive that the Head of the Department favours other employees is likely to influence employees' well-being in the organisation negatively.

It also emerged from the findings of this study that ethnic stereotypes may lead to some employees experiencing self-doubt within the organisation. In a country like South Africa, where legislation was promulgated to correct decades of discrimination, it might take decades to correct workplace imbalances. Hence ethnic stereotypes would remain prevalent for many organisations. Implementing employment equity legislation and correcting work imbalances concerning race, gender, and social class might take decades. The imbalances mentioned existed for more than two centuries. Research indicates that employees employed based on the application of employment equity legislation are often stigmatised. Greenberg *et al*. (2009:1) mentioned that individuals who have been stigmatised are more likely to have difficulty confirming their sense of self-worth because they are devalued within the dominant mainstream organisational Another important finding also supported by existing literature is that the effect of ethnic stereotypes in the workplace could be destructive. Some scholars, such as Rykers (2016:597),have also found that stereotype threat manifests in the workplace and can lead to a cascade of processes, including reduced engagement or perhaps the changing of career aspirations, poor performance and a high failure rate.

V.   Conclusion and recommendations

Ethnic diversity remains unavoidable inhigher education and elsewhere in the world, more so in a profoundly diverse South African workplace environment. Given the ever-constant ethnic diversity in South Africa, a prudent exercise for employers would be ensuring diversity management in the workplace. The rationale for ensuring proper management of ethnic diversity stems from its nature as a deep-level form of diversity since it encompasses cultural differencesbetween ethnic groups. Employees cannot be separated from their cultural

background and group diversity; however, they must acknowledge their differences and learn to work harmoniously. Since ethnic diversity is a reality that cannot be regarded as a common factor in the organisation, there should be a growing practice to acknowledge its existence. It is better to begin acknowledging its existence and developing policies and programmes that provide guidelines on managing diversity within the work environment.

This study has focused on establishing the views of managerial employees concerning the effectiveness of diversity management programmes in their workplaces. The study found that the University does not have diversity management programmes. Thus, managerial employees, especially academics, have not been sufficiently equipped to manage ethnic diversity among their academic staff. It was also evident from the study findings that ethnic stereotypes exist and to the extent that they posespecific influences in the workplace and on individuals. Existing literature has established that ethnic stereotype destabilises work allocation since some employees might be perceived as slave drivers. Other influences of ethnic stereotypes identified in this study include social exclusion, self-doubt and favouritism, a direct consequence of an environment employees perceive as dominated by a specific cultural group. These findings are more of a reason for the University to put in place diversity management programmes since academic and managerial employees are not equipped to deal with ethnic stereotypes emanating from ethnic diversity.

This study has both practical implications and theoretical implications. In the practical implication, the study has revealed the importance of diversity management policies and programmes in the workplace. Academic managers could continue to struggle with managing ethnic diversity if they are not equipped through diversity management programmes with critical diversity management skills. However, the university management should take the lead in ensuring that diversity management becomes a strategic issue and thus enact policies towards addressing such an issue. In unison, researchers feel that organisational leaders are the ones to lead on diversity management issues.

In terms of theoretical implications, the study established that researchers view diversity management programmes and policies as one thing. This study argues that there is a difference between diversity management policies and programmes. Diversity management policies could be recruitment policies and employment equity policies. Generally, the function of recruitment and selection is usually done by South African labour legislation, especially the Employment Equity Act No 55 of 1998, which requires that employers should ensure that all employees are treated equally and that there is no discrimination in the workplace (Employment Equity Act, No 55 of 1998).

The Employment Equity Act, No 55 of 1998, also incorporated the application of fair discrimination for equity (Employment Equity Act, No 55 of 1998). A typical example is giving a black woman preference over a white man who both equally meets the minimum requirements of the same position (Motileng et al., 2006, p. 14). Such a function might create diversity in the workplace, which should be managed through relevant programmes.Diversity training, flexible work arrangements, and mentoring programmes are standard diversity management programmes (Banfi, 2015).

As part of the recommendations, the evidence from this study suggests that the studied university does not have comprehensive diversity management programmes to enable managers to manage an ethnically diverse workforce effectively. Thus, the University should establish diversity management programmes since the issues of ethnic diversity and ethnic stereotypes are indeed a reality within the University. Further, part of the content of the diversity management programmes should be to ensure that employees are assisted to view ethnic diversity as a general feature of their existence, thus demystifying that it is a sensitive matter. TheUniversity should embark on choosing diversity management programmes that are suitable for its staff. However, the nature of diversity management programmes discussed by Banfi (2015) would provide a guideline for executive management, particularly with a view to a choice of appropriate programmes suited to the University's employees and context.

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