

An exploration of the relationship between cultural and
informational diversity and innovation;
A case study of MultiChoice South Africa

Dissertation submitted in fulfilment for the Master
of Arts in Creative Brand Leadership

Kelly-Anne Morgan

The IIE Vega School of Brand Leadership

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Supervisor: Dr Franci Cronje

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Abstract

This research was conducted to gain insights about the current perceptions of the value of diversity in the context of creativity and innovation within the video on demand division in MultiChoice. Although many existing studies have produced mixed results when attempting to determine the value of certain types of diversity and their effects on creativity within work groups or teams within an organisation in either Western or European contexts, the amount of research focused on diversity and its effects on creativity within South African organisations are sparse. Previous studies regarding the types of diversity that are most valuable for enhancing work group's capacity for creativity and by extension innovation were used as frameworks for guiding this research. Primary research highlighted that in the context of innovation cultural and informational diversity have been shown to produce the most notable results on work group performance. Therefore this study focused on two types of diversity and their effects on work groups and the value of these types of diversity from an HOD perspective. The data revealed that of the two types of diversities examined, informational diversity was noted to have more value with regard to creativity and innovation than that of cultural diversity. Although cultural diversity was considered valuable for innovation to an extent, majority of the participants offered reasons as to why they deemed informational diversity to be of more value in terms of innovation. Cultural diversity was found to be valuable for correcting the injustices of the past but the negative effects on work group performance deemed this type of diversity to be less valuable in comparison to informational diversity within this division. A series of moderators was established by the participants which act as tools for facilitating the relationship between the different types of diversity and their effects on creativity within work groups. This research was conducted in the hope that the broader organisation would make use of these findings to adjust their diversity strategies for the purposes of enhanced creativity and innovation. The researcher was of the idea that cultural diversity would outweigh any other type of diversity based on South Africa's rich cultural diversity and the presence of this type within the division being studied. However, this was disproven by the findings of this study. A series of in-depth interviews was conducted

with each HOD in the division. The findings of this study will contribute to existing research in this field by highlighting the perceptions of cultural diversity based on South Africa's history and how this affects the perceived value of cultural diversity within workgroups. The outcomes of this study while specific to the division in which the study occurred can be generalised to the extent to which it can provide a framework for other South African organisations to evaluate cultural and informational diversity against. Furthermore, tools for moderating the negative effects of cultural diversity and informational diversity were offered by the participants but these have yet to be tested. Nevertheless, these moderators were key findings based on the participants' experience with both cultural and informational diversity within their respective work groups.

Chapter One: Introduction and Background

1.1 Introduction

Seminal theorists such as Taylor Cox (1991) made a compelling case for the adoption of diverse workgroups and the likelihood that these diverse groups of people working together could enhance an organisation's competitive advantage through improved problem solving and idea generation, which in turn lead to higher levels of creativity. This sentiment still exists today – some would argue now even more than ever. Theorists building on these seminal texts, like Hewlette, Marshall and Sherbin (2013), found that organisations with high levels of two types of diversity among leadership – inherent and acquired – are more likely to 'out-innovate' those that exhibit lower levels of these two types of diversity.

Studies such as Hewlette et al. (2013) tend to focus the diversity lens on leadership and management teams and how diversity then contributes to the success of the organisation. This study however, adopts a somewhat different approach in that it focuses on management's perception of the value of diversity within the teams they manage. This dissertation documents the findings of a research study that was conducted to explore the current role of diversity in contributing to an innovative organisation, from a South African perspective.

MultiChoice is an organisation that has been deemed 'innovative' according to numerous publications such as the Financial Mail (2015), My Broadband (2015) and Moneyweb (2015), and was thus selected as a case study for this dissertation. Considering that this organisation consists of numerous divisions and operates in multiple fields, it was imperative that the study honed in on a particular division. The division to be selected had to comply with the following criteria set out by the researcher and based upon relevance of the topic: it should be deemed innovative based on the product or service that it is responsible for; it should require high levels of creativity (from work groups); it should consist of more than a hundred staff members; and each head of department (HOD) should be accessible to the researcher. The video on demand (VOD) space was selected as the division of

analysis. The VOD division was established in MultiChoice as an explorative and experimental space from which innovations in the new media space could stem. This space is also the birthplace of one of Africa's fastest growing VOD providers, ShowMax. Within the VOD division there are five departments who are each responsible for driving the success of the products and services that stem from this division. The sample consists of the five heads of department within this division.

The initial aim of the research was to explore whether diversity in a South African organisation really does produce any value for the organisation, or if it is a dying concept. The final aim became to explore the current management perception of diversity and to determine the barriers and moderators used to encourage a positive relationship between cultural and informational diversity, as drivers of creativity and innovation.

The two most results-yielding types of diversity for workgroup performance are cultural (inherent) and informational (acquired) diversity (Jackson 1992; Jehn, Northcraft, & Neale 1999; Milliken & Martins 1996; Somech & Drach-Zahavy, 2011; Ozman & Erdil, 2013). Cultural and informational diversity are the two types of diversity that brought focus to this study, considering existing theories regarding the role of diversity in enhancing an organisation's capacity for innovation through improved workgroup performance (Cox 1991). Although seminal texts are supported by researchers like Cummings (2004), there has been slow growth in the amount of new research that focuses on these two types of diversity in creating an environment in which innovation may thrive. As industries merge and globalisation thrives, it could be argued that workplaces are becoming increasingly culturally and informationally diverse. Therefore these two types of diversity are the key types investigated in this study, firstly in the literature review, and thereafter from the perspectives of the heads of departments (HODs) in the VOD division in MultiChoice South Africa.

The current role of diversity in the organisation was investigated according to the perspectives of the HODs, after which moderators for addressing some of the barriers raised by diversity were identified by the HODs. The study provides support for further studies focused on diversity and innovation, by suggesting that various moderators to facilitate the relationship of different types of diversity need to be tested in the context of an organisation and the level within the organisation being

researched (Leadership, workgroups etc). The need for future research is highlighted by the growing interest in how diversity contributes to enhancing the capacity for innovation within MultiChoice. However, the lack of such studies within a South African context demonstrates that more research is required within different contexts, particularly since perceptions of diversity vary among people in various global contexts (Shore, LyChung-Herrera, Dean, Ehrhart, Jung, Randel, and Singh, Gangaram, 2009).

1.2.1 Diversity in the Context of Innovation

A recent study conducted by *Hunt, Layton and Prince* for McKinsey and Company (2015) indicates a significant improvement in the potential for financial outperformance by companies that are more ethnically and gender diverse than those that are not.

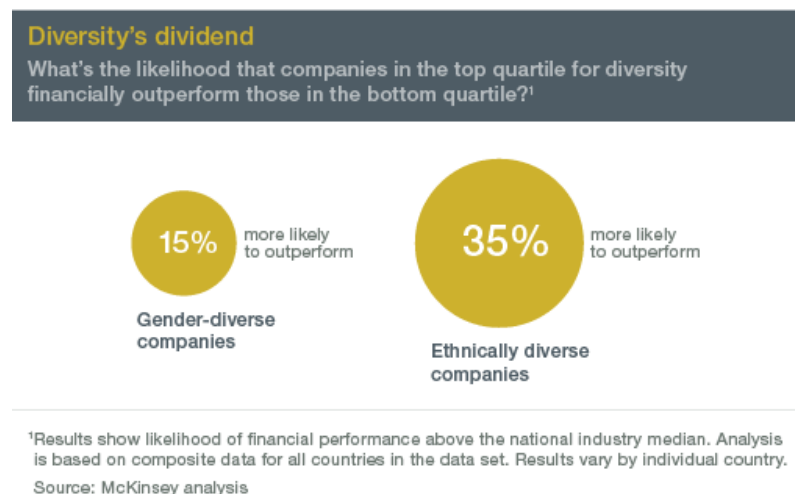


Figure 1: *Hunt, Layton and Prince* study highlighting the value of diversity in business performance. Source: *McKinsey & Company (2015)*

Figure 1 highlights the role of diversity in the success of companies. More importantly, it shows statistically that companies that are more ethnically/culturally diverse have a 35% chance of financially outperforming those that are not as ethnically diverse. Gender diversity weighed in at being 15% more likely for a company to outperform those that are not as committed to this type of diversity.

While these data may not provide an indication of a direct relationship between diversity and innovation, the findings of Hunt et al. (2015) suggest that:

While correlation does not equal causation (greater gender and ethnic diversity in corporate leadership does not automatically translate into more profit), the correlation does indicate that when companies commit themselves to diversity, they are more successful. More diverse companies, we believe, are better able to win top talent and improve their customer orientation, employee satisfaction, and decision-making, and all that leads to a virtuous cycle of increasing returns. This, in turn, suggests that other kinds of diversity — for example, in age, sexual orientation, and experience (such as a global mind-set and cultural fluency) — are also likely to bring some level of competitive advantage for companies that can attract and retain such diverse talent.

Hunt et al. 2015 Online Research Paper

The above quotation highlights the increasing value of diversity in the business world and suggests that companies that invest therein are more likely to succeed. It refers to diversity's potential in enhancing the capacity for innovation by asserting that companies that commit to diversity will see improvements in customer orientation, employee satisfaction, decision-making and overall competitive advantage. These are some of the characteristics of innovation, which the article suggests are enhanced by diverse workforces (Hunt et al. 2015). These findings support the necessity for a study of this nature in a South African context.

Many studies that highlight the value of certain types of diversity in relation to innovative success, such as the one cited above, are surfacing. Studies conducted by Egon Zahnder International (2007), in conjunction with McKinsey and Company (2007), are influencing this research field significantly. An earlier study that focused on diversity as a key tool for innovation was conducted by Williams and O'Reilly (1998), which begged the question: Does diversity help? Their study was conducted in the context of group demography and its effect on innovative capacity.

A recent article posted on TechCruch.com (2015) sums up diversity's role in innovation by asserting that increased diversity is "just good business". The article offers an entry point for further studies regarding diversity and innovation. It suggests

that while many studies are surfacing, few are supported by data or offer actionable recommendations. Although the TechCrunch (2015) study is not a quantitative one, such information gathered in South African organisations regarding this subject matter would inform more quantitative studies in this field.

The context needs to be considered in studying diversity as a social phenomenon, in order to determine its success in enhancing the capacity for innovation. Seminal studies by McLeod, Lobel and Cox (1996), Cox and Blake (1991), and more recent ones such as Shore (2011), support the notion that different types of diversity – such as cultural, age, gender, or informational diversity – are likely to have different effects in different contexts. Different types of diversity also affect different areas of performance. Mohammed and Angell (2004), in their paper regarding surface and deep-level diversity, offer the suggestion that informationally diverse groups may lead to healthy conflict that could enhance idea generation and critical thinking, and therefore improve workgroup performance. Surface level diversity refers to inherent traits such as gender, culture or age and deep level diversity refers to acquired traits such as education and work experience. However, contrary to that viewpoint, they propose that informational diversity could have the same impact on workgroups as social categorisation theory, namely that more visible attributes (such as ethnicity) can cause individuals to gravitate towards others that are similar to themselves. Thus, cultural diversity could lead to conflict in more emotionally-driven areas.

From the above discussion, it is apparent that the management of diversity is a particularly complex phenomenon, in which cooperation and conflict that may arise (as a result of different types of diversity) must be managed or moderated in order to benefit the workgroup. It is necessary for managers to facilitate diversity to enhance performance and extract enough positive results in order to benefit the organisation as a whole. It is also evident that barriers may arise as a result of diversity within workgroups, and that these barriers are moderated by factors such as task specificity (van Knippenberg, Ginkel and Homan 2013), or team composition (Somech & Drach-Zahavy 2011).

Thus, the results of studies on diversity in the workplace cannot simply be generalised and deemed to be applicable to organisations globally. This study was conducted in order to explore the nature of diversity within a South African

organisation, according to the perspectives of five HODs within a particular division. It draws on the existing literature and elaborates on specific types of diversity that are most relevant to the success of organisations. It investigates possible barriers raised by specific types of diversity, and suggests solutions (or moderators) to address the barriers.

This study is unique because it focuses on management perceptions of diversity and its value, as well as the challenges in managing diversity in a fairly new, experimental space. The organisation's history, alongside the influence of South Africa's past under the apartheid regime, was considered as a key contextual reference, which was used to analyse the data against.

South African organisations that are committed to diversity will find this research study and its recommendations useful. It highlights the current thinking of senior managers who manage diverse workgroups in a South African organisation, compared to the increasing body of research that highlights the value of diversity in western and European organisations.

The following sections present the research problem, aims and objectives, research questions, as well as current assumptions regarding diversity and its role in innovation.

1.3 Research Problem

The section above highlighted the usefulness of diversity within workgroups is growing in popularity in the business world. Many theorists (Somech & Drach-Zahavy 2011; Ozman & Erdil 2013, Pieterse, van Knippenberg and Dierendonck 2010), who wish to assess diverse workgroups as being a valuable contributor to enhancing organisations' potential to be innovative, are identifying different variables or moderators that can assist the facilitation of the effective relationship between types of diversity and their respective effects on work group creativity.

South Africa prides itself on being a 'rainbow nation'. Its diverse cultures, languages and religions are only a few of the many types of diversity the country boasts. It might be assumed that organisations in South Africa would be using diversity to their advantage, in terms of its potential as a driver for innovation. [Chapter 2 discusses](#)

existing studies that suggest that diverse workgroups yield positive outcomes for the organisation by enhancing workgroup performance. It should be noted that this study does not aim to prove whether or not diversity yields positive results for the organisation; instead, the aim is to explore management's perceptions of the value of diversity and the current role of cultural and informational diversity within workgroups in the context of creativity and innovation.

Perceptions of diversity are highlighted in the existing literature as a key determinant of success within an organisation. However, in order for diversity to thrive in an organisation, there has to be a positive perception of its value by leadership and management before it can produce positive results in work groups such as those discussed in Chapter 2. Perception, in itself, is shaped by our experience and understanding of the world. While there are, of course, individual perceptions, there are also collective perceptions that, for instance, are influenced by a country's history (Allport 1962, Kligler-Vilenchik, Tsfati and Meyers 2014). This means that a group of people may share a common view of a social phenomenon, such as diversity. The notion of diversity could spark similar feelings, attitudes and behaviours, based on its meaning to a particular group of people. Considering the complexity of diversity, one has to unpack the perceptions of it in a certain context (in this case, South Africa).

If the rest of the world is moving ahead by leveraging their diverse workforces in order to increase their chances of being innovative, then surely South Africa should be doing the same, particularly since it already has the advantage of a diverse population. If this is not the case, then the reasons why diversity is not thriving in South African organisations, as it is in other parts of world, need to be explored. It is necessary to address this growing phenomenon of diversity towards innovativeness in a South African context because our multi-faceted population could also contribute to the multiple perceptions we have of various types of diversity.

In order to provide any framework for driving diversity in a South African organisation, one needs to be familiar with current thinking about diversity and its value towards enhancing capacity for competitive advantage. This study explores possible barriers raised by cultural and informational diversity, as revealed in the literature, as well as solutions (or moderators) to the extent that they are discussed in various studies. Based on different worldviews, perceptions and experiences, such

impediments may or may not exist in other parts of the world. For instance, age diversity was met with hostility in a Western organisation because younger generations perceived age to be a negative factor there (Shore and Goldberg 2003). However, this may not be the case in other geographical areas where age could be viewed in relation to wisdom, in which case, the combination of older and younger generations in one team may not present the same challenges in South Africa.

Thus, it is clear that the attitudes towards diversity need to be analysed from a South African perspective. The current role of diversity and its potential in the organisation need to be explored in order to determine the challenges that diverse workgroups may or may not bring to the organisation.

1.4 Aim of this Research Study

The study aims to understand South African perspectives on the role of diversity in terms of creativity and innovation, in order to contribute to the growing canon of research globally, but more importantly, to address the lack of South African studies regarding this subject matter. The study aims to investigate current thinking about diversity in a South African context, in order to explore the effects of cultural and informational diversity on workgroups in the pursuit of creativity and innovation. HODs are responsible for leading large teams and therefore have a significant influence on employees, their motivation and their work ethic. Five HODs in a particular division were interviewed, and the data gathered from the interviews was analysed against existing studies of the effects of diversity within workgroups

The study focuses on a particular division within a media monopoly organisation. A monopoly organisation is defined as “a single supplier in a market. Monopoly power exists when a single firm controls 25% or more of a particular market” (Economics online 2015). In this case, MultiChoice is a monopoly since it dominates the South African pay-tv industry, as well as the digital entertainment arena, by hosting two of the most popular video-on-demand services in the country (namely DSTV Now and Showmax).

Recent work by Kirton and Green (2016) suggests that researchers in the field of diversity and diversity management need to make decisions regarding which level of

diversity to focus on, either surface-level diversity or deep-level diversity. Then, researchers also need to decide whether individual or collective diversity is more relevant towards creating a positive work environment, resulting in return for the organisation (Kirton & Green 2016). These authors offer that the most relevant to research in this field is collective diversity or social group-based diversity, as opposed to individual differences which are finite. Secondly they argue that certain deep-level types of diversity such as education or skillsets can be categorised as collective differences or social group-based differences in an organisational setting (Kirton & Green 2016).

This study explores two types of diversity in the context of an organisation – cultural diversity and informational diversity. This is in accordance with the above recommendations of Kirton and Green (2016), as these two types of diversity incorporate both surface- and deep-level diversity, and both are collective, social and group-based, which those authors deem most relevant for research such as this.

1.5 Rationale

According to Bouncken, Brem and Krouse (2015 online), cultural diversity is seen as “a wellspring of creativity and innovativeness”. However, those authors acknowledge the lack of in-depth studies highlighting the potential of cultural diversity in organisations, barriers that may arise, and how to combat the barriers in order to drive innovation. South Africa is considered to be a multicultural country and therefore organisations in South Africa should ideally be using diversity to drive creativity and innovation (de Beer 2011). Motivated by the lack of studies that have explored the role of cultural diversity in South African organisations, this study focused on the effects of diversity within a particular division and then interpreted some of the moderators (as offered by the participants) for successfully using cultural and informational diversity as tools to enhance the capacity for innovation within their workgroups.

This study was born of the researcher’s interest in the dynamics of diversity and how different people work towards achieving a common goal. This then developed into a need to explore the value of diversity in the researcher’s own workplace. Upon

conducting a literature review it became apparent that diversity as a business case has been gaining traction in recent years. In order to understand and investigate existing theories in the context of a South African organisation, it became necessary to select a case study on which to focus the research. Based on the premise that in order for an organisation to benefit from diversity there needs to be some sort of management of diversity, the rationale for this research developed into the need to gain insight from current HODs in MultiChoice's new-media division (video-on-demand – VOD) regarding the value of diversity in pursuing innovation.

Over the last three years MultiChoice has outlined its values by means of an influx of internal communications, which led to an analysis by the researcher of what the organisation deems to be the purpose of diversifying the workplace, beyond legal requirements. Prompted by this occurrence, the researcher considered that an increase in internal communication regarding concepts such as diversity, innovation, creativity and collaboration could be due to the fact that the organisation will be facing international competition regarding one of its VOD service. This shift in frequency of communication and the subject matter thereof became part of the rationale for this research study. Upon researching the concept of diversity contributing to an innovative organisation, the researcher decided to analyse the VOD division in MultiChoice and its attempts to combat the effects of a new rival competing for both its consumers.

Earlier studies by Ely and Thomas (2001), and Shore (2011) showed that diversity is valuable in enhancing the capacity for innovation, and that those organisations that benefit in this way are the ones that invest in programmes or initiatives to activate diversity. Therefore, it can be inferred that if diversity is not an organisation's priority and the organisation is not committed to it, then the chances of diversity thriving and contributing to innovation are slim.

Initially the researcher assumed that the organisation was somewhat aware of the growing recognition of diversity influencing innovation efforts, and that there was simply a lack of commitment to practical implementations of diversity that go beyond employment equity policies.

Therefore, the motivation for this study is a need to explore diversity in this organisation in order to understand why there is a disparity between what is being

communicated and what is being practised within the organisation. The organisation prides itself on being diverse; however, it does not seem to be extracting any value from diversity to the extent that it could, considering findings from studies such as those shown in Figure 1. After several years of being a monopoly within South Africa, the organisation is now being faced with direct competition. As consumer patterns change, the organisation will need to develop new strategies and find new ways of maintaining its competitive advantage. This study aims to provide the organisation with recommendations to consider as it looks for new ways to enhance its capacity for innovation.

Why should we investigate diversity in particular? The organisation already has a diverse workforce at its disposal, but the idea that the potential offered by diversity may be going to waste is worrying. Thus, the possibility that the findings of this study may contribute to innovation strategies within this organisation and others is encouraging. The idea of *leveraging* diversity is further motivation for exploring diversity in moving towards enhancing creativity and innovation in the organisation. Based on the definition of leverage, that is: “the advantageous condition of having a relatively small amount of cost yield and relatively high level of returns” (<http://www.businessdictionary.com>), the researcher undertook this study in order to hopefully help the organisation maintain competitive advantage through a ‘minimum cost/maximum results’ strategy.

As the organisation begins to look at ways of innovating and remaining a relevant and sought-after competitor in the entertainment market, it needs to consider its *employer brand position*. Mosley (2005:165) defines employer brand position as the “package of functional, economic and psychological benefits provided by employment and identified by the employing company”. In other words, it is the way an organisation presents itself as being favourable for existing employees to commit to, and for potential employees to consider as the most favourable organisation to partner with.

As more graduates enter the working world, attracting and retaining top talent is crucial to the success of any organisation. This study also explores the effects of the organisation’s perception of diversity on its employer brand value. Considering theories like person-organisation-fit, where job seekers are looking for long-term

affiliations with organisations that have values which align with their own (Kristof 1996), employers are in an interesting space. They have to present themselves as innovative, socially responsible and completely committed to their values in order to be attractive to potential job seekers. This point of view asserts that the organisation's perceptions regarding the value of diversity in innovation could have some effect on the way it is perceived as an employer brand.

The findings of this study could provoke thought regarding the organisation's current adherence to its values, its employer brand, and its future strategies for innovation using what it has at its disposal – in this case, diversity – to enhance its ability to innovate.

1.6 Research Objectives and Questions

This section presents the research questions that were developed based on the existing literature regarding diversity and its proposed value in enhancing an organisation's innovative capacity.

1.6.1 Primary objectives

The primary objective of this study is to explore, from a South African HOD perspective, the current perceived value of cultural and informational diversity within the VOD unit of MultiChoice, and how these types of diversity affect creativity in workgroups as a driver of innovation. This primary objective was motivated by the existing literature regarding the influence of diversity in enhancing capacity for innovation, which offers a business case for workplace diversity (Hewlett et al. 2013).

1.6.2 Secondary objectives

The secondary objectives set out to explore the insights offered by the HODs in relation to diversity and creativity in their departments, in order to determine the relevance of existing theories in the new media environment, as well as what contributions from the research that might be possible in developing more relevant

diversity initiatives for this industry. The recommendations section will highlight these potential contributions for future initiatives.

From the input provided by HODs, the secondary objectives of the study are to:

- Establish whether existing moderators for facilitating the relationship between diversity and creativity can be applied to the organisation under study;
- Develop a set of recommendations for organisations such as MultiChoice to consider when implementing diversity initiatives;
- Based on the findings, suggestions for future research will be determined

1.6.3 Primary question

The primary question that was investigated and informs the entire study is:

- Within an environment such as MultiChoice, what is management's perception regarding the way that cultural and informational diversity among workgroups contribute to creativity, thus enhancing the capacity for innovation?

1.6.4 Secondary questions

From an HOD perspective, several secondary questions were designed to investigate their current perceptions of cultural and informational diversity as they relate to innovation within the organisation:

- What are the effects of cultural diversity on workgroup creativity?
- What are the effects of informational diversity on workgroup creativity?
- What are the effects on workgroup creativity when both cultural and informational diversity are present?
- What are some of the barriers raised by both cultural and informational diversity within workgroups, and solutions to them, in order to enhance creativity?

- What are some of the practical implementations that organisations can invest in that will enable diversity to thrive?

1.7 Research Paradigm

This interpretivist study aims to explore the nature of a social phenomenon (diversity), and interpret the opinions, experiences and views of participants, in order to stimulate some sort of change. In this case, the motivation behind the study is to inspire social change. Such an interpretivist approach would, according to Burrell and Morgan (2013), involve qualitative research.

Data was collected through in-depth interviews with five HODs. The interviews were used to explore, understand and interpret the different opinions, experiences and perceptions of individuals, in order to gain an overview of the role of diversity in the organisation and determine the potential for enhancing the capacity for creativity and innovation. Therefore, the study adopts an anti-positivist epistemological stance (Cohen, Manion & Morrison et al. 2000), as discussed below.

This research is based on the fundamental view that knowledge cannot be claimed unless there has been a method of collecting a variety of experiences, opinions or worldviews from participants who react to their surroundings and develop views based on their experiences. Interpretivist researchers argue that while a positivist stance was previously common in social sciences research, it is not appropriate today, because relationships that involve concepts of social phenomena cannot simply be established by scientific tests (Burrell & Morgan 2013). Based on the premise that this research is of human inquiry which uses interview-based methods for exploring the perceptions, ideals and experiences of people to gain new insights into a social phenomenon, it is fitting that it falls into the interpretivist category. Although this study lacks the quantifiable aspect, which would have deemed a positivist stance to be more appropriate. Therefore, considering the above definition, in conjunction with this research aim and the method of a single researcher seeking multiple meanings from interviews, it falls into an anti-positivist category.

An anti-positivist stance is appropriate here since it does not conclude a direct, uni-linear relationship between concepts; rather, it infers, through the collected data of human experience and views, that the possibilities of relationships between concepts

are possible and can have implications on each other. In this case, diversity's relationship to innovation is inferred through the characteristics of innovation, such as creativity and enhanced work group performance. It is said that diversity contributes to these characteristics (Hewlett et al. 2013). This research does not suggest any direct relationship between diversity and innovation, but rather the findings point to diversity's ability to enhance the capacity for higher levels of creativity when certain moderators are in place to facilitate the relationship between diversity and creativity and therefore by extension, innovation.

1.8 Research Design and Methodology

This section presents an overview of the methods that were employed in attempting to answer the research questions within the anti-positivist epistemological stance described above. Since this research study aims to explore a social phenomenon and its perceived value in enhancing the capacity for innovation. The research methods are qualitative ones, namely interviews.

The VOD division within MultiChoice was selected as the unit of analysis. The five HODs within the VOD/new media space thus formed the sample of participants. Interviews were conducted with them individually, in order to document their views and experiences with regard to diversity within their work groups. Each interview was carried out separately to ensure that each participant felt comfortable to share their views and were not rushed as could have been the case in a focus group setting. Interviews were recorded in order to transcribe the data at a later stage, and to check the accuracy of the transcriptions.

In order to extract meaning from the interviews conducted with the HODs, the researcher transcribed each interview and applied principles of textual content analysis. Categories of meaning, new insights and useful opinions were extracted from the data. Details of the transcription and analysis methods are outlined in chapter three.

1.9 Definition of Concepts

Since this study involves two complex concepts namely diversity and innovation, it is necessary to formulate specific frameworks to guide the study. Chapter two discusses the two main types of diversity of interest namely cultural diversity and informational diversity. *Cultural diversity* is defined as “the representation, in one social system, of people with distinctly different group affiliations of cultural significance” (Cox 1993:3). *Informational diversity* refers to “differences among individuals related to education level, work experience, and organization tenure” (Jehn 1999:743).

Although the term *innovation* exists in multiple fields, and, as a result, has multiple definitions and understandings, it is important to break the concept down into a framework that is relevant to this research. In this study, innovation is referred to in business terms, relating to giving organisations a competitive edge and resulting in financial return, while contributing significantly to the society in which the business functions (Yellowwood 2013).

Diversity was explored by gauging the participants’ understanding of the concept and the extent of their knowledge of the various types of diversity. Thereafter, each participant was introduced to the idea that diversity can assist organisations in enhancing the capacity for innovation. They were asked what they perceive to be the value of diversity in an innovative organisation, or one that is trying to innovate.

1.10 Limitations of the Study

There are a number of limitations to this study, and, even though these are present, their very existence provides opportunities for further research that may be able to address them. The scope of the study, while motivated, is a limitation because it focuses on one division within one particular large organisation. Further research could be conducted on multiple or all the divisions within this organisation, different levels within the organisation, or even multiple South African organisations, as a cross-analysis of the effects of diversity within South African organisations.

A constraint regarding the sample group is that it included only HODs, in seeking to gain their perspective on the role of diversity in innovation. This limits the study in that it focuses on a small group which did not enable the researcher to explore the perceptions of other management groups or members of workgroups. Further research among employees as the selected sample is encouraged as it will provide new insights from varying perspectives.

The research is also limited in terms of the timeframe and the fact that it could not be an ongoing research project, which might have included the actual implementation of diversity programmes and/or initiatives based on its findings.

Another crucial limitation of this study is the fact that the research cannot be replicated in multiple broadcast organisations with similar environments, such as national broadcasters the SABC and eTV. This limits the study to one organisation, but, again, offers a chance for further research to replicate the principles and use the findings of this study in those organisations, either as a comparative study or an exploratory one.

This study does not have the capacity to include a psychological analysis of perceptions gathered from the in-depth interviews. A psychological analysis could assist in determining the validity of the results gathered from the interviews, because these were conducted in the knowledge that an individual's perceptions play a significant role in how readily diversity is embraced. Understanding perception as a psychological phenomenon, and having this conclusively substantiated, could have provided different and potentially new insights in interpreting the findings.

This study unfolded before MultiChoice's main competitor entered the South African market. An interesting approach to further research and new insights would be to conduct a similar study when MultiChoice is actively competing, and analyse how diversity aids MultiChoice in the midst of such competition. A monitoring and evaluation perspective of diversity in this context should aid in enhancing the organisation's capacity for innovation.

1.11 Delimitations of this Study

The delimitations for this research are as follows:

- In the interest of scope, the research focus is on two particular types of diversity and does not include other types, such as age or gender diversity;
- The study was conducted in one organisation containing multiple businesses;
- HODs are the only participants and other employees or members of the wider leadership team were not included in the sample based on the scope and feasibility of this research;
- The study was limited by geographical constraints; it was conducted in Johannesburg, South Africa, and does not include other African or international perspectives due to the lack of research based on diversity and innovation within South Africa. The researcher aimed to contribute to the research in South Africa;
- The study was conducted before MultiChoice's main competitor, Netflix, was launched.

These delimitations add focus to the research and although these are present, the aim of the research study was to use the perceptions of HODs to assess the value of diversity in the context of innovation. The data collected provides a suitable amount of perceptions in order to analyse the phenomenon and present findings that will be relevant for the organisation under study. Recommendations can therefore be offered that have valid grounding due to the criteria for the selection of participants and the nature of the organisation, namely a multinational corporation with various businesses. Concerning innovation, the fact that this monopoly is entering a new competitive landscape is another reason that supports the selection of one organisation as a case study.

1.12 Assumptions

As with many social phenomena, there are a number of assumptions that often shape the perceptions of individuals about certain concepts. The reason for addressing these is that this study, by nature, explores the opinions of a sample group in order to understand diversity and its role in innovation within a South African organisation. People tend to develop postulations based on similar experiences, or sometimes adopt assumptive views from other people. Such assumptions may be

indicative of binaries in the understanding of diversity and its role in the business world.

These are the assumptions around diversity and its role in innovation from the researcher's perspective, and further informed by recent online publications. Some of the internal communications distributed within MultiChoice accessible to the researcher, confirmed these thought patterns:

- Diversity must be activated through practical implementations in order for any value to be extracted;
- Diversity can drive innovation within an organisation;
- Where there is more diversity there is more innovation;
- Diversity is only a tool to correct the wrongs of the past and cannot contribute any real value to the success of the organisation in terms of innovation;
- In order for diversity to thrive, the leadership needs to drive diversity initiatives or programmes;
- Management of diversity should be a key competency for middle management.
- Teams with more culturally diverse individuals will be associated with more creativity.
- Teams with more informationally diverse individuals will be associated with more creativity.
- Teams with a combination of cultural and informationally diverse teams are associated with more creativity.
- Certain moderators are necessary for the effective facilitation of diversity in enhancing creativity within workgroups

These assumptions are addressed by discussing supporting literature in Chapter two, as well as the findings in Chapter four.

1.13 The Value of this Study and Proposed Dissemination of Results

Existing literature suggests that diversity can be leveraged in order to boost an organisation's capacity for innovation (van Knippenberg 2013). Although this study was not conducted on a large scale or across geographical borders, its findings can be applied to other organisations within South Africa. The findings also assert that

context is vital when conducting studies of this nature; in particular, South Africa's history plays a crucial role in shaping the people's perceptions of diversity. This highlights the importance of a contextual framework provided in chapter four, while exploring perceptions of social phenomena such as diversity.

The study does not only address diversity and its role in promoting creativity and innovation. The data gathered from the in-depth interviews led to further insights about employee engagement, organisational values, and practical steps for successfully driving diversity in order to extract its functional value in the workplace. Thus, there are a number of insights that could be advantageous to other South African organisations.

The study shows that the role of diversity in innovation is not a simple analysis of how diverse an organisation is in order to determine how innovative it could be. Rather, the findings highlight a number of other factors to consider in order to successfully drive diversity within an organisation. Based on the tensions diversity brings or can bring to workgroups, some methods for easing these tensions will be to add moderators in place that could aid in balancing out the negative effects of diversity.

Above all, this study will be beneficial to organisations that want to enhance their innovative capacity without investing large sums of money for results that may not show an immediate return on investment. Rather, leveraging diversity could prove to be a cost-effective strategy in aiding the organisation to enhance its capacity for innovation. Organisations which are willing to invest in diversity initiatives while their competitors are not, will gain the proverbial 'upper hand', thereby providing a competitive advantage. As stated above, the idea of leveraging diversity would be especially appealing to organisations that already have diverse workgroups in place and are looking for ways to extract value from diversity.

1.14 Outline of Dissertation

This dissertation consists of five chapters. Chapter one presents an overview of the entire study and motivates why it is necessary and valuable. Chapter two provides a synthesis of relevant theories and discusses existing literature in order to produce a

literary basis for the study. A conceptual framework is then extracted from the literature review. Chapter three presents the research methodology and design and highlights the advantages and disadvantages of the selected research methods. It advocates the selected methods based on similar approaches taken by other studies in the field. Chapter four delineates the findings of the research study by providing a detailed account of the data collection process and the analysis thereof. Chapter five details the most relevant findings and provides a thematic analysis of the patterns and themes that emerged from the data analysis. It also presents recommendations for the organisation under study. Lastly it makes suggestions for future related research projects.

Chapter Two: Literature Review

2.1 Introduction

This chapter aims to synthesise relevant, contemporary research that has been conducted in the field of diversity and innovation. Themes of diversity and innovation, particularly in workgroups have been the focus of many research publications in the last decade (Pieterse & van Knippenberg 2013; Ozman & Erdil 2013). This literature review focuses on the themes most relevant to the study in the context of the research questions and assumptions about the relationship between two types of diversity, namely cultural diversity and informational diversity, and their respective relationships to innovation. As discussed in this review, one key characteristic of innovation is creativity; therefore, after a brief definition of innovation according to recent texts, creativity as a tool for enhancing diversity will be explored. Thereafter the relationship between diversity and creativity will be unpacked in the context of innovation.

Many studies have focused on various types of diversity and their effects on workgroups. For instance, Marrs and Staton (2016), and Colgan, Creegan and McKearney (2007) focus on the effects of sexual orientation diversity on workgroups, and others report on the effects of age diversity on workgroup performance (Hertel 2013). However, this literature review synthesises primary research that involves only two types of diversity (cultural and informational) that have notable effects on creativity within workgroups. The motivation for focusing on these two types of diversity and their effects on creativity derives heavily from the studies by Hewlett et al. (2013), and Somech and Drach-Zahavy (2011). Those studies found that two types of diversity (surface level and deep level diversity), has the most notable effects on the climate for innovation, through the enhancement of creativity within workgroups. Those studies focused on types of diversity that fall into either surface level or deep level diversity. Cultural diversity is categorised as a surface level category while informational diversity is categorised as deep level.

Finally, cultural and informational diversity will be discussed in terms of the barriers that arise in teams when these types of diversity are present; and some moderators presented by the above-mentioned theorists will be explored. Various moderators to facilitate the relationship between diversity and creativity have been established by theorists (Pieterse, van Knippenberg & Dierendonck 2012; Somech & Drach-Zahavy 2011). Moderators are defined as variables that affect the direction or strength of the relationship between dependent and independent criterion and these moderators can indicate under what conditions certain results can be expected (Tsang 2015). The abovementioned studies advocate that different types of diversity require different moderators to facilitate their relationship with the enhancement of creativity within workgroups. In terms of diversity, three common moderators have been explored in recent years: team composition, task specificity and support from management (Somech and Drach-Zahavy 2013). Therefore, these moderators will be explored in the context of creativity and their potential as a solution to some of the barriers presented by theorists.

2.1.1 Assumptions

Several assumptions have motivated this study as a whole, and highlight the need for research in this field. These assumptions have been derived from the literature (Ozman & Erdil 2013; van Knippenberg et al. 2013) and are deemed as such because they have not been tested in a South African organisation. These assumptions have also contributed to the chosen structure of the literature review which will follow the pattern of barriers and then moderators to these barriers.

Assumptions:

1. Teams with more culturally diverse individuals will be associated with more creativity.
2. Teams with more informationally diverse individuals will be associated with more creativity.
3. Teams with a combination of cultural and informationally diverse teams are associated with more creativity.
4. Certain moderators are necessary for the effective facilitation of diversity in enhancing creativity within workgroups

2.2 Defining innovation

Innovation is a concept that features across multiple disciplines, and, as a result, there are multiple perspectives regarding this phenomenon, thus making it difficult to establish a single definition (Baregheh et al. 2010). Most sources state that there is no single agreed-upon definition of the term, but rather a set of key indicators that allude to the idea that a particular firm is innovative; nevertheless, according to the literature, it is still valuable for one to compile a working definition in a particular context. This is essential in arriving at a better understanding of this phenomenon, hence enabling meaningful, multi-disciplinary, collaborative research breakthroughs.

This section reviews the literature regarding innovation to establish a relevant working definition of the term. A roadmap to a fuller understanding of innovation will lead to a section that discusses the role of creativity in innovation. At the end of this section a conceptual framework around diversity and innovation will be presented.

Innovation has recently enjoyed increased prominence in terms of being regarded as a core organisational driver for competitive advantage. In fact, as early as the 1950s, the well-established innovation theorist, Schumpeter (1950), recognised that organisations need to create new value in order to progress. Sometime before the researcher began engaging with more modern literature on innovation, she was under the impression that any kind of change resulted in innovation. However, what had been flippantly labelled as ‘innovation’ was more likely to be ‘organisational change’ than innovation *per se*. The researcher soon realised that innovation is a far more complex phenomenon, and that a definition equating it with organisational change had led to simplifying the complexity of the concept.



Figure 2: Capturing the researcher's intrigue and complex struggle with the meaning of innovation. Source: Chemical Innovation Cartoons 2001.

Theorists following Schumpeter have continued to highlight the value of new organisational processes, methods of production, technological advancements and overall restructuring as a means of remaining ahead of emerging competition in their industries (Lorenzini et al. 2012). Although these are important factors for staying ahead of the times, emerging theories suggest that the term 'innovation' is being used loosely; while the above examples refer to significant organisational change, innovation is geared more towards the value added for the consumer, rather than purely for the benefit of internal organisation (Burkus, 2013).

According to Damanpour (1991), innovation refers to an organisation's reaction to external change that subsequently results in organisational changes. However, O'Sullivan (2008) points out that while one may view organisational changes as being innovative, one should not readily consider all changes to be innovative. In asserting this, O'Sullivan (2008) suggests that innovation is associated with achieving a positive outcome from changes implemented within an organisation. Arguably, this notion raises a few points that call for concern in the 21st century; any change can be positive and the positive result is relative to the problem that needed solving. However, innovation in the 21st century is not all about positive change for the organisation alone, but according to notable innovation theorists like Burkus (2013), Skillicorn (2016), and Shipulski (2016), innovation is defined as changes that result in new value for the consumer, solving problems for specific people in a specific place, and generating a profit for the organisation as a result of that new value (Skillicorn 2016).

The term 'innovation' has been adopted across multiple industries, resulting in varying opinions of when an outcome of certain practices can or cannot be labelled as 'innovative'. Our goal is to determine an overall majority view of what innovation means in the 21st century, and what factors are considered as having the ability to enhance an organisation's chances of being innovative. Some pioneering theories are highlighted below in order to briefly indicate the evolution of innovation theories, which will contribute to our understanding of innovation today, as well as the role of diversity, if any, in the innovation process.

Earlier theorists prized technological advancement as a key indicator of an organisation's innovation capacity (Damanpour 1991). While technological

advancement is necessary for growth, it is but one among many strategies that can be implemented in order for an entity to remain at the forefront of its specific market (Damanpour 1991). Taking this into consideration, as well as the fact that a large number of earlier studies focus on innovation as being purely technologically driven, we can view technological advancement as a characteristic of innovation. This viewpoint is applicable particularly if the goal is to create or adopt a new technology that positively influences the sector that the organisation operates in, and if that new technological implementation assists in creating added value for the consumer. Thus innovation depends on the goal of the organisation and technological advancement is one factor that could enhance an organisation's capacity for innovation (van de Duin 2006). More recent theories have highlighted that technology alone cannot increase the capacity for innovation in an organisation. There are a number of other factors to consider before deeming an organisation to be a fit environment in which innovation can thrive (Wales 2013).

During the 1960s, Thompson provided a concise definition of innovation: "Innovation is the generation, acceptance and implementation of new ideas, processes, products or services" (Thompson 1965:2). Some years later, Freeman added that innovation is only accomplished by "the first commercial transaction involving the new product, process, system or device" (Freeman 1982:7). In the early 1980s, definitions of innovation (such as that of Freeman) were concerned with the monetary aspect of organisational change or inventiveness. A deeper look into his statement in the light of the definitions above by Skillicorn (2016), suggests that Freeman's recognition that innovation is the result of new ideas that could produce a profit for the business, is perhaps a building block for more recent innovation theories such as Skillicorn's (2016).

While Freeman (1982) defines innovation as the first financial transaction resulting from 'something new', Kanter (2011), suggests that an innovation does not have to result in an immediate financial return; rather, it is a calculated change that is implemented that allows an organisation to remain sustainable even if results are not necessarily immediate. Aligned with Kanter's thinking, Yellowwood's (2013) paper titled *Transformative Innovation*, provides a succinct definition of innovation that breaks the constraints of those derived by earlier theorists and provides a relevant working definition that is apt for the purpose of this study. According to Yellowwood

(2013) innovation is defined as “The ability to create new value through new ideas. It is not simply churning out a multitude of different versions of something that no one needs”. In current times the idea of creating ‘value’ has become a driver for wealth-generating ideas and changes in internal processes and structures. The theories of some of the world’s leading innovation thought leaders, such as Skillicorn (2016), Burkus (2013) and Shipulski (2016), can be linked to Yellowwood’s (2013) thinking that ‘new value’ is the driving force of innovation in the 21st century.

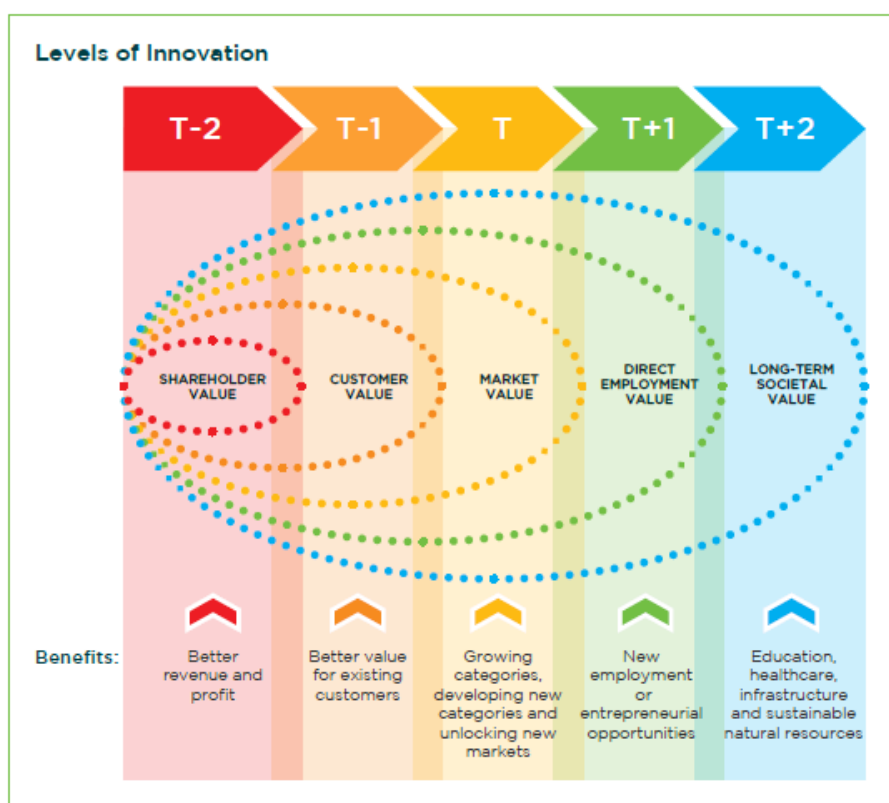


Figure 3: Yellowwood provides a model that highlights the different levels of innovation (Yellowwood 2013:5)

Figure 3 highlights different levels of innovation. The five tiers indicate that innovation as the ultimate result, serves five different levels that encompass both the internal organisation and the external environment in which it operates. The diagram suggests that innovation creates value for shareholders, customers, and the market in which it operates; it creates employment opportunities and serves society by factoring in sustainability efforts as part of an innovation strategy (Yellowwood 2013). Studies such as that by Hewlett, Marshall and Sherbin (2013) is in accordance with Yellowwood’s (2013) definition of innovation, offering the idea that understanding existing consumers in a specific market, adding value to their lives, and then also

establishing new markets or 'unlocking them' is what makes an organisation innovative (Hewlett et al. 2013).

Considering the theories above, both dated and recent, we can infer that the definition of innovation in the 21st century is a culmination of definitions from previous theorists and modern-day researchers who have built on existing theories in order to create the most relevant working definitions of innovation for our time. The general consensus among theorists is that innovation means adding new value to consumer's lives in an ever-changing global economy that demands more than merely new designs of old products or services. Innovation should serve the five tiers outlined by Yellowwood (2013) which allow for strategic planning and provide a type of roadmap for organisations to use when developing an innovation strategy. While there are numerous definitions of innovation, the study deems innovation to be evidenced by growth in market share and the ability to capture a new market.

2.3 Creativity and innovation

The basis of many arguments by theorists such as Skillicorn (2016), Burkus (2013) and Shipulski (2016) is that in order for innovation to be achieved, idea generation is necessary. Yellowwood (2013) suggests that ideas are a key construct for innovation, and are necessary, for instance, in order to tap into new markets. The relationship between creativity and innovation has often been a point of confusion (Anderson, Potočnik & Zhou 2014). Anderson et al. (2014) suggest that creativity and innovation work hand-in-hand, and that we should consider creativity and idea generation to be the first stage of innovation, with innovation being the implementation of those ideas. Amabile (1997) argues that creativity in the workplace enhances the capacity for idea generation; therefore, it is imperative for an organisation to ensure that its workgroups enjoy a suitable environment that encourages creativity and, by extension, creates favourable conditions for innovation to occur. This notion is supported by more recent theories (e.g. Hon 2012) that suggest that creativity is a prerequisite for innovation.

The conditions for creativity to occur within workgroups have been long studied (Howard, Glenn, & Michael 1962; Free & Stern 1982). Aspects such as structure and autonomy (Free & Stern 1982), or a social environment that is conducive to

supporting divergent thinking and freedom (Rogers 1954), have been used to describe suitable conditions that allow creativity to thrive. More recently, Zhu, Gardner and Chen (2016) found that a team climate that was both competitive and collaborative, with high levels of team motivation, affected creativity positively because group motivation influenced individuals with low intrinsic motivation. That study suggests that conditions for creativity may differ in workgroups, based upon functionality, tasks, and group outcomes or objectives. This further supports the notion that moderators such as *task specificity* (van Knippenberg 2012) or team composition (Somech & Drach-Zahavy 2011) can positively affect creativity in teams which exhibit informational diversity.

If creativity is indeed the first step to innovation, then creativity and its contribution to the innovation process need to be addressed within an organisation, and the indicators for enhancing creativity should be outlined to those responsible for driving innovation within organisations. This research study is concerned within an environment such as MultiChoice, what is management's perception regarding the manner that cultural and informational diversity among workgroups contribute to creativity, thus enhancing the capacity for innovation?

Considering creativity to be the first step of the innovation process (Amabile 1997; Hon 2012), it is important to understand how creativity is generated in workgroups as proposed by recent theories, and where possible, to find empirical evidence of predictors or variables that enhance levels of creativity. As mentioned before, creativity is defined as the generation of novel or useful ideas (Amabile 1996) and, innovation is the implementation of those novel or useful ideas (Anderson et al. 2012). This study focuses on the first stage of the innovation process (namely creativity) and the factors or variables that enhance a workgroup's capacity to be more creative, and by extension, to increase the potential for innovation to occur at an organisational level.

Seminal theorists such as Amabile (1997) focus on individual creativity as a constituent part of workgroup creativity. Recent studies offer support for this argument, highlighting the notion that individual levels of creativity are significantly higher in team settings (Anderson et al. 2014; De Dreu & West 2001; Hon and Chan 2013). Two major sources of idea generation and creativity in workgroups are

prevalent in the literature: 1) diverse cognitive and social resources in terms of team composition (Shin, Kim, Lee, & Bian 2012; Muira & Hida 2004); and 2) organisational environment support in the form of team leaders or management motivating and supporting idea generation and creativity among workgroups (Tsai, Chi, Grandey, & Fung 2012). Amabile's (1988) model of *componential* individual creativity proposes that individual levels of creativity in terms of personality traits, intrinsic motivation and creative abilities, interact within the organisational context which determines a positive or negative outcome – positive implying increased creativity, and negative implying lowered levels of creativity. It has been argued that various moderators (or variables) can mitigate the potential negative effects of these highly individualistic traits of creativity in the context of workgroups in the workplace (van Knippenberg et al. 2013).

In contrast to Amabile's (1998) model of componential creativity, Woodman's (1993) model of *interactionist creativity* suggests that creativity is a complex interplay between stable or transient characteristics of individuals or teams and their contextual environment, and that variables or moderators need to be established to enhance creativity based on the context in which it is to occur (Woodman 1993, cited by Zhou & Hoever 2014). Creativity is said to heighten the possibility for innovation to occur, because it usually creates positive tensions such as paradoxes or disruption in routines; it requires the exploration of various inputs and suggestions; and it challenges common thinking (Yong, Suer, & Mannix 2014). A causal relationship between workgroup diversity and creativity is deemed plausible by theorists who found that these positive conflicts are higher in cases where workgroups are either composed of either culturally diverse people or informationally diverse people. (Tadmor, Satterstrom, Jang, & Polzer 2012; van Knippenberg et al. 2013). Within the context of the organisation, assessing the likelihood for creativity at a workgroup level indicates that diversity is a driver for enhancing the potential for creativity to occur.

Hoever et al. (2012) propose that *perspective taking* is a moderator for team creativity among diverse workgroups, and Sarooghi and colleagues (2015) found that creativity is higher for larger firms that exhibit support for creativity and idea generation. Based on these studies, we may infer that while diversity is perhaps a key constituent of creativity within workgroups, moderators need to be put in place to

facilitate the effective relationship between diversity and creativity for the benefit of innovation. Barsh, Divillard and Wang (2008) found that although some managers understand innovation to be the outcome of creativity, and they understand its value in terms of success, an equal number of managers are unsure as to how to drive creativity within their organisation. Perhaps this calls for more research in terms of moderators or predictors that enhance innovation capabilities within workgroups so that managers have a more focused approach to promoting innovation within their workgroups.

Research has shown that higher levels of creativity do not automatically increase levels of innovation because there are some fundamental challenges to the way that creativity plays out in group settings (Bledow et al. 2009). Furthermore, creativity is said to be a two-phase process in the context of innovation in workgroups, divergent in exploration and idea generation, yet convergent when team members need to hone in on an idea and prepare it for implementation (Runco & Acar 2012). Although much research has been conducted on creativity in work contexts, research regarding diversity as a key constituent of creativity and the moderators thereof, has produced largely ambiguous results (Stahl et al. 2009). There are however, some emerging empirical findings that motivate the need for new research to test for certain moderators of different types of diversity within workgroups, so that managers have the ability to facilitate creative processes among diverse workgroups in order to enhance a group's capacity for innovation (Dyan, Ozer, & Almazroue 2016). Dyan et al. (2016) found that in groups where informational diversity was high, creativity was higher when project uncertainty was high. Even so, the relationship between diversity and creativity remains unclear, based on various organisational contexts in which this topic can be studied. In the context of the South African organisation, academic studies on diversity and its effects on creativity are almost non-existent, with only a handful of studies focusing on diversity management and innovation (April, Ephriam, & Peters 2012; De Beer 2012).

2.4 Diversity and creativity

Several studies are surfacing which advocate for increased levels of certain types of diversity within organisations, for the purpose of enhancing their capacity for innovation. By way of example, a recent study conducted by Harvard researchers

found that companies with more two dimensional diversities are 45% more likely to report a growth in market share, as well as 70% more likely to report that they had captured a new market (Hewlett, Marshall, & Sherbin 2013). Two dimensional (2-D) diversity refers to two types of diversity: 'inherent' and 'acquired' diversity (Hewlett et al. 2013). Inherent diversity refers to traits that a person is born with, such as gender or ethnicity, whereas acquired diversity refers to traits that a person accumulates as they go through different stages of life, such as their education, work experience etc. Supporting this logic is the fact that most existing theories do not use *diversity* as a blanket term, but tend to dissect the concept into its various types, namely cultural, informational, gender and age diversity, all of which can be classified as either inherent or acquired diversity. While there is no quantifiable way of measuring diversity's effect on innovation, there are certain characteristics of diverse workforces which can enhance an organisation's capacity for innovation. Research by Hewlett et al. (2013) shows that factors that increase innovation are creativity and idea generation, and that these are by-products of 2-D diverse workforces (Hewlett et al. 2013).

The composition of diverse teams is an important factor to consider in terms of the business objectives of an organisation. An interesting finding from Hewlett et al. (2013) suggests that in cases where at least one person in a team has something in common with the end user or customer, chances are that the workgroup can better understand those customer increases (Hewlett et al. 2013). This finding makes a strong case for ethnic or cultural diversity in the workplace, which is discussed at a later stage. Based on the findings above, and considering that different business objectives may affect the diversity composition within an organisation (Somech & Drach-Zahavy 2011), it is important that the different types of diversity are briefly investigated in order to understand their previously studied effects on organisations. This, in turn, may suggest why certain types of diversity could yield more positive results regarding innovation in terms of creativity than others, or perhaps suggest moderators for multiple types of diversity within a single workgroup.

Numerous theorists advocate that diversifying the workforce is more beneficial to the organisation than detrimental (Nybakk & Jenssen 2012; Ozman & Erdil 2013). There is a perceived value in adding workgroup diversity to an organisation's innovation strategy (Nybakk & Jenssen 2012). In order to pull together the arguments and

theories above in the researcher created the following conceptual framework for innovation

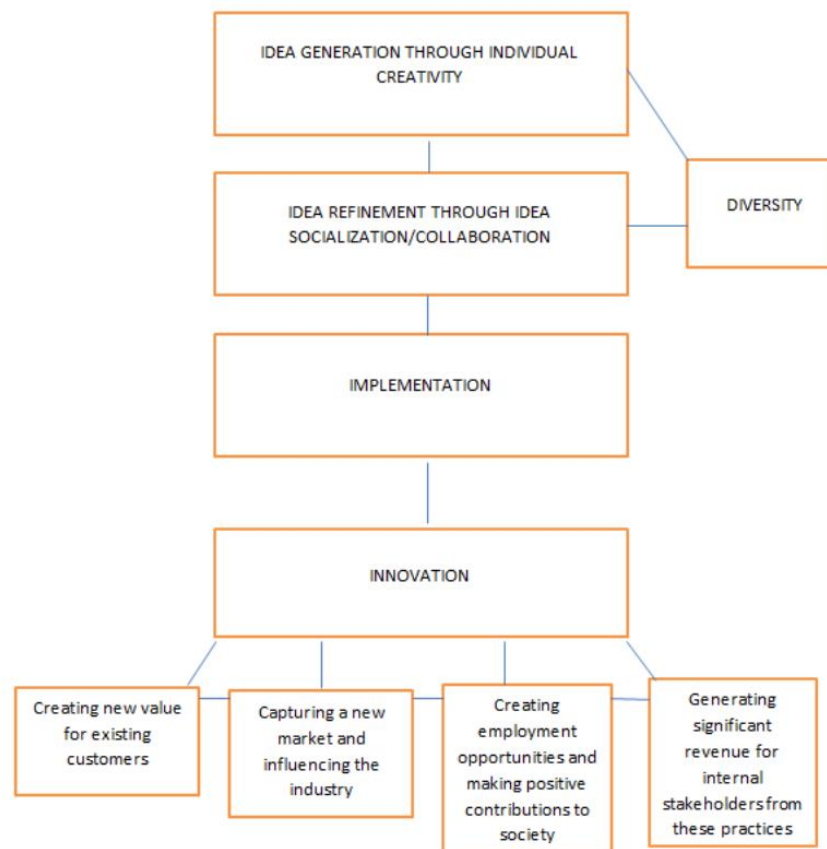


Figure 4: Summarising the perceived relationship between diversity and innovation

The above framework (Figure 4) indicates that innovation begins with individual creativity in the form of idea generation, as supported by Amabile, Conti, Coon, Lazenby and Herron (1996:1154), who argue that “all innovation begins with creative ideas”. In order for an organisation to benefit from idea generation, various different types of ideas are necessary (Amabile 1996; Mumford & Gustafson 1988; West 2002a 2002b). Research has found that teams composed of individuals from various backgrounds enhance creative value within the organisation, therefore making a case for diversity in the workforce as a key contributor to creativity and by extension, enhancing the capacity for innovation (Richter, Hirst, van Knippenberg, & Baer 2012; Shin, Kim, Lee, & Bian 2012). Conceptually, it is argued by theorists like

van Knippenberg (2013) and Shin et al. (2012) that this is where diversity's perceived relationship with innovation comes into play. Although a direct relationship between diversity and innovation is yet to be determined from a quantitative point of view (e.g. increased diversity has resulted in 'x' creative ideas that have generated 'y' innovations for the organisation), the general consensus among qualitative researchers advocating for diversity is that diverse workforces allow for enhanced idea generation, which leads to more creativity which is the first step to innovation (Anderson, Potočnik, & Zhou 2012).

Higher levels of creativity enhance the possibility of useable ideas being generated. Once ideas are generated, these should be socialised among groups of diverse people in order to gain different perspectives and viewpoints, thereby refining ideas to a point where they become implementable. Brown and Wyatt (2015) suggest that "divergent thinking is the route, not the obstacle to innovation" (Brown & Wyatt 2015:34). The business case for diversity highlighted above by Hewlett et al. (2013) supports a similar argument by Forbes (2011) which promotes the notion that diverse workforces are necessary for innovation; thus it is evident that the relationship between diversity and creativity exists to an extent but requires further exploration, globally (Hewlett et al. 2013; Forbes 2011). For example, the Forbes study (see below) focused on 321 executives who were responsible for diversity initiatives within their organisations. Although North and South America were fairly evenly split in terms of the amount of interviews per region, Africa represented a far smaller amount (Forbes 2011). Therefore, these findings cannot be generalised to all regions and requires further testing.

Forbes (2011) gathered the following data indicating the extent to which executives perceive a diverse workforce to be crucial in encouraging different perspectives and driving ideas and innovation:

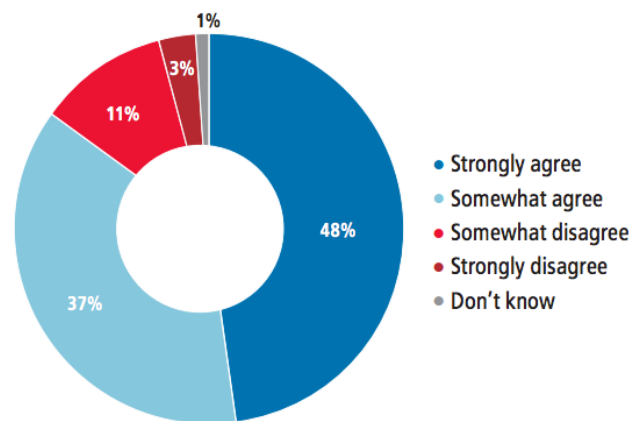


Figure 5: Executives perception of the value of diversity in the context of innovation. (Source: Forbes 2011)

Figure 5 (above) indicates that while 48% of executives believe that diversity contributes significantly to idea generation and innovation 37% only agree to an extent. This allows room for further research globally, in order to determine whether diversity does in fact make significant differences to team performance in terms of creativity and implementable ideas, or whether diversity may disrupt team performance and by extension, innovation. Although roughly 14% disagreed with the value of diversity and that is not enough to infer that diversity may have adverse effects on workgroups. However prior research (Williams & O'Reily 1998; Cox 1993) has shown that diversity in workgroups can cause tensions and conflicts that hinder workgroup performance.

Based on the literature reviewed in this section and the idea that diversity contributes to innovation, the following sections investigate the types of diversity that are most relevant to creativity, according to the literature. Based on those theories, the two most significant types of diversity are identified as constructs with both positive and negative indicators that either aid or disrupt creativity and innovation within teams.

2.5 Types of diversity

When awareness about the notion of innovation began to gain momentum in the 1950s (Schumpeter 1950), there was a need to identify the characteristics that would assist in creating an environment in which innovation is likely to occur. This need to

identify a working set of tools for enhancing innovation capabilities through increasing levels of creativity within the organisation continues today, with even more vigour. Ozman and Erdil (2013) studied the effects of two types of diversity on innovation (cultural diversity and knowledge diversity) which fall respectively into the inherent and acquired criteria according to Hewlett et al.'s (2013) notion. Ozman and Erdil (2013) found that cultural diversity thrives when knowledge diversity is present within teams. Pieterse et al. (2013) found that cultural diversity thrives when goal orientation is high within workgroups. Based on Hewlett et al.'s (2013) advocacy of 2-D diversity within workgroups, and the rare amount of literature that focuses on two types of diversity at play within a single workgroup, it is necessary to conduct more research within different regional contexts. This will contribute to the body of knowledge about different types of diversity, creativity and innovation.

This section identifies two types of diversity (cultural and informational) that fall into the acquired and inherent categories based on the 2-D diversity principle outlined by Hewlett et al. (2013). This section explores the two types of diversity that are most relevant to innovation, as well as their relationship with innovation.

According to diversity thought leaders, over the last few decades, the notion and execution of labour diversity has been broken down into multiple types of diversity, each with multiple layers of both positive and negative implications in the workforce (Hoffman et al. 1961; Jehn et al. 1999; Drach-Zahavy 2012). The types of diversity include: gender diversity; age diversity; cultural diversity; sexual orientation diversity; disability diversity; and informational or knowledge diversity (Shore 2009).

Ozman and Erdil (2013) assessed the impact of cultural and knowledge diversity on the innovation capacity of workgroups and the learning capacity of the networks created within workgroups. That study also explored the relationships between cultural diversity and knowledge- or informational diversity, and innovation (Ozman & Erdil 2013). Nathan and Lee (2013) found positive links between the culturally diverse nature of migrants and businesses in London being able to capture new global markets. Both studies make cases for a focus on cultural diversity and its effect on innovation. There is also existing literature that argues that informational diversity has a significant role to play in the composition of diverse teams for the purposes of enhancing innovation capabilities (Zhou et al. 2013).

Several studies have found that groups composed of both culturally and informationally diverse members tend to produce positive results such as enhanced creativity and problem solving. West (2002) found that teams are more creative when culturally diverse individuals have different tasks to complete and possess different sets of knowledge and expertise. Jehn (1999), and Somech and Drach-Zahavy (2011) indicate that the diversity composition of workgroups acts as a moderator for favourable outcomes in terms of creativity and innovation.

Clearly it is necessary to focus on both types of diversity (cultural- as well as informational diversity) in order to identify their documented effects on creativity within workgroups. These two types of diversity are explored in the following sections as individual constructs that offer the possibility of both positive and negative effects on workgroups.

2.6 Cultural diversity

Workforces are facing notable changes in current times in terms of the levels of diverse employees entering the global job market. Numerous studies have focused on cultural or ethnic diversity and its effect on workgroup performance, since this type of diversity is said to be the most common based on the studied effects (whether positive or negative) that it has on workgroups and innovation (Milliken et al. 2003; Cox & Blake 1991). Cultural diversity has been found to have positive, negative or no effects on performance within teams. Positive effects include acceptance, overcoming cultural differences and access to increased pools of knowledge (Al Jenaibi 2011). Negative effects include conflict within teams and hindrance of effective communication (Milliken et al. 2003), while Timmermans, Ostergaard and Kristensen (2011) found no notable effects of cultural diversity at all. Perhaps the inconsistency in findings is due to moderators necessary for specific contexts which, in some cases, could be adding another type of diversity to the workgroup (Somech & Drach-Zahavy 2011).

2.6.1 Effects of cultural diversity on workgroups

It has been established, in the above sections, that there are multiple types of diversity. Based on the seminal text by Cox (1991), Shore (2009) promotes the value

of diversity as an enhancing tool for increased performance within organisations. The same author also notes that different types of diversity can have varying effects within teams. Similarly, Somech and Drach-Zahavy (2011) found that teams with a distinct composition of individuals with creative personalities or personality diversity, accompanied by heterogeneous functional tasks, created an environment for creativity to thrive and by extension, enhanced the capacity for innovation.

Over the last fifteen to twenty years, the notion of 'culture' has developed numerous sets of meanings. Studies have emerged that found cultural diversity to be a key constituent for innovation within the workplace, although it is not without challenges (Pieterse et al. 2013; van Knippenberg & van Ginkel 2013).

A broad definition encapsulated by Gibson (2006:406) suggests that culture refers to "characteristic ways of thinking, feeling and behaving shared among members of an identifiable group". By using the term 'identifiable group' Gibson (2006) offers that culture is an observable trait. In this regard, for the purpose of this research study, ethnic diversity and cultural diversity can be considered to be one type of diversity.

2.6.2 The relationship between cultural diversity and creativity within workgroups

The relationship between cultural diversity and organisational performance is an ongoing debate (Cox & Blake 1991; Jackson 1992; Somech & Drach-Zahavy 2011). Some empirical evidence suggests that cultural diversity affects workgroup creativity either positively or negatively, based on the tensions created among culturally diverse individuals (McLeod, Lobel, & Cox 1996). However, the results of studies focusing on the effects of cultural diversity (McLeod, Lobel, & Cox 1996) on team performance in terms of creativity (Dezso & Ross 2012, Richard, McMillan, Chadwick, & Dwyer 2003) have presented largely inconclusive results (Horwitz & Horwitz 2007). Somech et al. (2011) claim that these inconclusive results could be attributed to the lack of focus on the context being studied, or on relevant variables/moderators used in conducting these studies. Examples of such variables relevant to the context of the organisation would be group size (Joshi 2011), team composition (Somech and Drach-Zahavy 2013), and task specificity (Nouri, Erez, Rockstuhl & Ang 2013).

There have been three sets of results from cultural diversity studies in the workforce, namely: positive, negative and no effect at all. With regard to cultural elements that are visible (e.g. accent, skin tones, attire) and how these observable attributes sometimes have negative effects, Pelled (1996) found that cultural diversity breeds in-group allegiance. This notion is backed by social identity theory that offers that we relate better to people we identify with in terms of culture, religion, nationality and ethnicity (Tajfel, 1981). In other words, people are attracted to others they perceive to be like them, which is a concept also related to similarity-attraction theory (Byrne, 1971). With similar results, Kirkman, Tesluk & Rosen (2001), in support of Thomas' (1999) view, found that cultural diversity creates distractions due to in-group solidarity. Another negative factor of cultural diversity found to be detrimental to performance is difficulty in reaching agreements and conflict arising due to different viewpoints (O'Reilly, 1998).

On the other hand, there have been a few fundamental studies that have contributed to the positive pool of results from culturally diverse workforces (e.g. Nemeth, 1986; Jackson, 1992; Hoffman, 1959; McLeod, Lobel, Cox, Watson, Kumar and Michaelson, 1993; Cox, et al., 1991). These studies have found that cultural diversity facilitates learning, increased idea generation and it increases group problem-solving capacity (Cox et al., 1999; Ely & Thomas, 2001). Similarly, Cohen (1990) found that new combinations of knowledge and creativity, both being positive outcomes, are attributed to cross-culturalism within workgroups (Cohen, 1990). Even though Pelled (1996) found that increased cultural diversity bred ingroup- allegiance he concluded based on other existing theories regarding diversity and cognitive tasks, that while this may be judged as a negative outcome, conflict has been positively associated with improved decision making and performance on cognitive tasks (Simons, Pelled, & Smith, 1999; Cox & Blake, 1991; Pelled, 1996; Jehn et. al 1999).

Contrary to both positive and negative findings are studies by Bochner & Hesketh (1994), whose findings were further backed by inconsistent results found later by Earley & Mosakowski (2000). These studies suggest that neither cultural heterogeneity nor homogeneity has any meaningful impact on performance, creativity and overall innovation. More studies have substantiated this, finding null results of diversity's impact on performance, creativity and innovation (e.g. Watson et al., 1993; Miliken & Martins, 1996; Maznevski & Chudoba, 2000).

This further suggests that more research is needed with very specific contexts and variables being analysed alongside diversity. More studies testing for the potential relationship between diversity and innovation, globally is needed because contexts differ geographically and while we use existing studies to test for outcomes in our own countries, we cannot assume the same results as the studies mentioned above because the contexts in which these have been conducted act as notable variables that could affect results. For example, one would have to understand a country's heritage before concluding that diversity has no impact on a workgroup.

If one understands the context in which diversity is being studied, then the outcome of that study could be used to carefully introduce diversity as a positive tool for innovation (Ely & Thomas, 2001; Shore, 2009). For instance, South Africa is home to many different cultures. Perceptions on this variety needs to be unpacked if we are to explore diversity's potential in the workplace. Shore (2003) asserts that the results of one country's diversity's effects on innovation can be appropriated geographically but only to a certain extent because different cultures, traditions and beliefs that could be collective to a country, can have varying effects on the characteristics that enhance an organisation's capacity for innovation in another country.

Ely and Thomas offered three reasons why organisations should encourage cultural diversity, asserting:

- 1) Adopting cultural diversity can be useful as a moral end to correct historical discrimination;
- 2) Embracing cultural diversity allows one to gain access to the markets of a cultural or national group;
- 3) Diversity is a useful resource for learning.

(Ely & Thomas, 2001).

Regarding many of the studies listed above, Shore (2009) suggests that further research should not assume an 'individualism-collectivism' stance. She suggests that one runs the risk of either over-generalising or over-simplifying by using binaries such as 'attraction' or 'subversion' (Shore, 2009). She promotes the use of multi-dimensional approaches to research that incorporate different aspects of diversity in order to tell a deeper story since most of the workforce is made up of people that are

diverse in more ways than one. This view is supported by Jackson et al (2003) who argues that more studies need to incorporate more than one type of diversity and must consider different consequences that are for example more task related if we want to understand diversity's implication on the organisation.

Although the importance of management of diverse workgroups is stressed across all types, it seems that informational diversity requires the most management since there are no observable traits that could answer potentially difficult research questions by means of a social-categorisation framework. For clarity, Jackson (1992) mentions that diversity is any identified difference from self (Jackson 1992). Meaning that there are two categories of diversity, one being observable traits and the other non-observable traits like that of skillset or educational background. Berscheid and Reis (1998) support the understanding that unobservable traits that form part of informational diversity require more attention since these are interpersonal traits that have varying nuances and are not as obvious as ethnic or gender diversity. Therefore while we can generalize to an extent the potential effects of cultural or gender diversity on a workgroup, it is more complex to decipher the results for an informational diverse team. While this may be the case, it is nonetheless evident that management's role, in the successful adoption of diversity initiatives, towards creating an innovative organisation is pertinent.

2.6.3 Frameworks used to explain positive and negative effects of cultural diversity within workgroups

Various frameworks for exploring the relationship between cultural diversity and team creativity which might affect firm-level innovation have been used by theorists, although they are yet to find direct linkages between these concepts and innovation (Lambert 2016; Drach-Zahavy 2011). Studies have proposed three main frameworks for predicting the effects of cultural diversity on workgroups: 1) similarity attraction theory (Williams & O'Reilly 1998); 2) social categorisation theory (Tajfel 1979); and 3) information processing theory (Nielsen & Nielsen 2013).

Similarity attraction theory indicates that people are attracted to others whom they perceive to be similar to themselves. The negative effects of this tendency are said to be in-group allegiance, or alienation of others who are perceived to be different

from the majority 'similar' group (Tajfel 1979). A number of studies have used this framework to assess inherent diversity (particularly cultural diversity), explaining that people tend to move towards others they perceive to be similar to themselves, based on outward appearances (Hein 2009).

Secondly, social categorisation theory (Tajfel 1979) has been used as a framework (Bruner 2014) to explain why conflict arises through in-group bias, as persons in groups identify themselves in relation to group membership or teams, and consider others as 'outsiders' (Herman 2012). Social identity and social categorisation theory (Tajfel 1979) has been used to assess the effects of both inherent and acquired levels of diversity within workgroups (Liao, Chuang, & Joshi 2008).

Similarity attraction theory and social categorisation theory imply immediate effects on teams based on surface-level diversity (based on outward appearance), information processing theory offers that diverse people on all levels (surface in terms of culture and deep in terms of knowledge) have the potential to contribute positively to creativity when certain moderators are in place, for example team composition in terms of the proportion of diversities present in one group and how management controls the ratio of one type of diversity to the next (Somech & Drach-Zahavy 2011). Furthermore, the mixed results from studies using these two frameworks suggest that further research regarding the barriers to diversity should be explored. There is a need to investigate positive controls that could be put in place to extract positive aspects of diversity.

2.7 Context:

Existing literature indicates that different types of diversity influence the results that diversity produces in organisations. Therefore this supports the method of focusing on specific types of diversity and its relationship to innovation (Bell, Hankison and Laskowski 2011; Jehn et al., 1999; Jehn, Northcrat, & Neale, 1999). Some studies have found that demographic

diversity has a positive relation to conflict and performance while others have found that value diversity has negative results in relation to conflict (Jehn et al. 1999). This supports the idea that different types of diversity could yield different results in the context of the organisation.

She highlights the importance of context when examining the effects of diversity in the workplace, and then clearly theorises results that specific types of diversity could have in specific teams i.e management teams or executive teams (Shore, 2009). By this suggestion, we already notice that Shore (2009) has established that different dimensions of variety have different impacts in different teams. This reiterates the complexity of studying diverse workforces. However, for the purpose of this study we will focus on diversity within general work groups and not management or executive teams.

This is acknowledged by Mayer (1995) in a study focused on organisational trust, suggesting that the impacts of a diverse workforce are greatly determined by the contexts in which diversity is practiced, highlighting the fact that one should consider the different variables that either attract or repel specific types of diversity (Mayer et al., 1995). For example, acculturation theory has been used as a theoretical framework by theorists like Bhatia (2001) in order to signify the importance of understanding: firstly, the nature of the immigrant; and secondly, the new country's attitude towards immigration; and then researching the impact that attitudes towards immigration have on implementing diversity as a tool for innovation within that organisation.

In the same way, cultural diversity studies have been met with moderate difficulty owed to the numerous variables that need to be considered when conducting research of this nature (Barinaga, 2007). It is imperative that one also takes care to distinguish quite clearly which level we are studying within an organisation since different requirements from different teams act as controls that could affect results (Shore, 2003). In agreement with contextualising research, Jackson (2003) stresses:

When research is conducted in field settings, context is inescapable — regardless of whether or not researchers pay attention to it. For work teams, departments and even whole organisations, context provides the purpose, resources, social cues, norms, and meanings that shape behaviour. Context is where

other teams, departments and organisations live.

Jackson, et al.,pg. 813, 2003

Based on the views above regarding context, the effects of cultural diversity on performance in South African organisations could be owed to the country's history and other factors such as perceptions of diversity that are unique to the country.

2.8 Hofstede's Cultural Dimensions

Hofstede's (1997) cultural dimensions have been used as a framework for assessing and attempting to understand different cultures and their behaviour in group situations such as within the organisation. These dimensions have been used in studies (Ijabadeniyi, Govender and Veerasamy 2015) to explain various behavioural patterns of South African consumers in the case of Ijabadeniyi et al. (2015). The effects on communication when multicultural groups have to collaborate are explained based upon each country's scoring of the following dimensions:

- Power/Distance
- Individualism
- Masculinity
- Uncertainty/Avoidance
- Long-Term Orientation
- Indulgence

The power/distance dimension measures how a culture responds to people in authority or people of certain degree of power. Based on how high or low a culture (studied by country) responds to people in power and how they treat people who are not in power, this dimension suggests the relationship between specific cultures and their attitudes towards hierarchical figures of authority. According to the scoring South Africa measures 49 for power/distance which suggests that South Africans tend to accept people in authority and do not necessarily fight the hierarchy but instead they accept to be guided and told what to do as subordinates.

The individualism dimension measures a culture's interdependence among members of its society. This dimension is concerned with whether people view themselves in terms of individual or collectives. Polar to individualism, collectivism suggests that cultures who score low for individualism will group themselves and exchange loyalty for being a part of in groups. South Africa measures 69 for individualism which suggests that people prefer to exist in social frameworks where they take care of themselves and any interactions within the organisation are based on mutual benefit between employer and employee.

The masculinity dimension refers to two aspects namely, masculinity which refers to winning or being the best or femininity which is regarded as enjoying what you do with respect to work. Hofstede suggests that cultures of high masculinity "live to work and managers are expected to be decisive and assertive, the emphasis is on equity, competition and performance and conflicts are resolved by fighting them out" (Hofstede 2010, *Online Report*). South Africa scores 63 for masculinity which suggests that as a collective culture South Africans are competitive, driven and being the best in a field.

Uncertainty/Avoidance dimension is concerned with way in which a culture handles the concept of the unknown. Cultures scoring high on this dimension experience anxiety for the future and try to assert some level of control. South Africa scores 49 on this dimension which suggests that South Africans have a more relaxed approach to the unknown, are flexible in terms of change, have the ability to be more creative because of their attitudes towards rules and governing. Hofstede offers that in South Africa "innovation is not seen as threatening".

Long-Term Orientation dimension refers to how a culture views tradition and change. South Africa scores low on this dimension (34) which according to Hofstede suggests that South Africa is more normative than pragmatic in that traditions are honoured and they tend to not be overly concerned with the future. They prefer quick results.

The indulgence dimension is concerned with the degree to which a culture controls their desires and impulses. The opposite of indulgence is restraint and based on upbringing the score could vary among cultures. South Africa scores 63 for this

deminsion which suggests that South African's are more optimistic and desire to enjoy life.

These scores are based on White South Afrians and according to Hofstede, black South Africans may score differently on these dimensions. In this way Hofstede's assigning of one culture to an entire country limits the value of these results in studies focused on cultural diversity within South Africa. South Africa boasts many cultures and to represent only a minority group in the findings deems his study limited. However, these dimensions will be used to assess some of the findings of this research in terms of the accounts of the experiences the particapnts have as managers of various cultural groups within their respective work groups because it could provide a form of contextual analysis for accounts of white South Africans in relation to diverse workgroups.

2.9 Barriers raised by cultural diversity and potential solutions

Many studies are surfacing (Stahl 2009; Pieterse et al. 2012) that explore the possible barriers raised by cultural diversity in teams, which in turn hinder its potential for contributing to creativity and performance in work groups (Lane, Maznevski, DiStefano, & Dietz 2009; Lane, Maznevski, Mendenhall, & McNett 2004). Despite such barriers, there are avenues to encourage somewhat positive outcomes from cultural diversity for each barrier identified (van Knippenberg 2013). An exploration of these barriers is necessary in order to find positive moderators that can drive cultural diversity and its outcome on creativity and innovation.

2.9.1 Ethnocentrism

One possible barrier resulting from cultural diversity is ethnocentrism, which may provide answers to questions about why conflict sometimes arises in groups that are culturally diverse (Musah & Mohammed 2016; Taylor 2006); or why culturally diverse groups cannot communicate effectively due to biases between them (McLean & Lewis 2010). The birth of the concept of ethnocentrism is attributed to Sumner (1906), who defined it as the belief that one's culture or race is superior to other cultures. A more modern definition is that ethnocentrism is the "tendency to form and

maintain negative evaluations of and hostility towards multiple groups that are not one's own" (Cunningham, Nezlek & Banaji, 2004:1333). Sumner (1906) offered that the effects of ethnocentrism are generally in-group and out-group formations. More recently, Booth (2014:13) argued that ethnocentrism is "a phenomenon that has ramifications in most if not all areas of inter-group relations". Socio-psychological theories based on a similar premise to that of Sumner (1906) suggest that similarity attraction theory (Byrne 1971) accounts for the creation of in- and out-groups within teams, due to individuals being attracted to outward indicators that are similar their own, such as ethnicity, physical features, accent etc. (Kam & Kinder 2012).

In the context of an organisation and the effects of ethnocentrism on workgroups, the behaviour of the ethnocentric individual who is more attracted to those perceived to be part of the in-group (Sumner 1906), partially explains the emergence of conflicts in communication and other group-related tasks that are necessary for enhanced performance (Hammon & Axelrod 2006). Although there are few recent studies that focus specifically on the effects of ethnocentrism in the context of the organisation or workgroups, there are some (Gudykunst 2003; Jand 2004; Harris & Johnson 2007) that offer consequences of ethnocentrism in general groups, that can be extrapolated to workgroups. Some of the most prominent effects of ethnocentrism on groups are: intolerance of other cultures; misunderstanding among members of the group; distrust; exaggeration of differences among group members; and impediments to communication (Gudykunst 2003; Jandt 2004; Harris & Johnson 2007). These negative effects can disrupt the process of idea generation and creativity that requires effective communication during the idea refinement phase (Knouse & Smith 2008). Lin and Rancer (2003) studied the effects of ethnocentrism on communication and found that among students of different ethnic backgrounds, some were more willing than others to communicate with culturally different group members (Lin et al. 2003). Thereafter Lin et al. (2005) conducted another study to test for the same impact on communication between different Romanians and Americans. The findings of that study suggest that Romanians have higher levels of ethnocentrism and a lower willingness to communicate with other group members, when compared to Americans.

Ethnocentrism is generally considered to be a barrier to culturally diverse teams (Kam & Kinder 2012), based on the explanation of similarity attraction theory (Byrne

1971) and social identity/categorisation theory (Tajfel 1979), which account for some of the barriers to effective behaviour among group members. However, some studies show positive findings for culturally diverse teams, specifically with positive outcomes of ethnocentrism in workgroups (Sharma et al. 1995). These authors argue that ethnocentrism promotes loyalty and solidarity, and fosters in-group survival. While these positive traits may apply to in-group members, out-groups created by the effects of similarity attraction are not positively affected. In other words, the positive traits will most likely benefit the majority group. In spite of positive outcomes that may exist for in-groups, Caliguri, Baytalskaya and Lazarova (2016) found that among expatriates with higher levels of cultural humility, levels of ethnocentrism were low, and therefore they benefited more from feedback and support from their supervisors in their workgroups than those with lower levels of cultural humility.

The findings of Caliguri et al. (2016) somewhat mimic earlier findings by Stephan and Stephan (1985), that ethnocentrism is low in countries that have a high tolerance for other cultures and ethnic groups. While the results of Caliguri et al. (2016) seem almost obvious considering the very definition of ethnocentrism (Sumner 1906; Booth 2014), in conjunction with the findings of Stephan and Stephan (1985), cultural humility and tolerance for others could be fostered within an organisation to perhaps reduce the levels of ethnocentrism within workgroups.

Since there are both positive (Caliguri et al. 2016) and negative (Kim & Kander 2012) findings for the effects of ethnocentrism on workgroups, it seems that there should exist some moderator apart from an organisational culture of tolerance, that allows for more effective communication and stability in terms of a positive working environment between members of culturally diverse workgroups. Team composition has long been deemed a moderator for the stimulus of team creativity when group diversity is present (Hansen & Levine 2009; Hulsheger et al. 2009). Team composition refers to the strategic configuration of team members according to their various attributes, in a way that encourages the positive activation that diverse pools of knowledge bring to a team (Kowlaski & Bell 2003).

Team composition is affected by team outcomes or objectives, as well as task specificity, which can either promote or harm creativity (Somech & Drach-Zahavy

2011). If teams are required to perform creatively, or creativity is a key outcome for teams, those authors argue that high levels of cultural diversity could enhance creativity and create an environment in which innovation is likely to occur. The same authors found that creative personalities and task heterogeneity created an environment for high levels of creativity, and thus innovation was likely to occur. From this argument, two solutions to the barrier of ethnocentrism are proposed: 1) Team composition could combat the effects of ethnocentrism when there is a balance between diversities; and 2) Task specificity could contribute to positive outcomes for diverse groups (Somech & Drach-Zahavy 2011; van Knippenberg 2012).

2.9.2 Stereotypes

Another possible barrier resulting from cultural diversity is stereotyping. Similar to the effects of ethnocentrism (Sumner 1906; Booth 2014), stereotypes have long been found to pose threats to workgroups which consist of diverse members who fall into both categories of surface level and deep level diversity. Stereotypes arise by assuming or assigning specific attributes or characteristics to specific social groups (Lee, Jussim & McCauley 2013). In the context of the organisation, Jenifer and Raman (2015) suggest that stereotypes lead to negative effects on workgroups through the creation of uninformed opinions, incorrect assumptions and inconsistent beliefs about a particular group of people — either other employees or managerial staff — thus leading to conflicts and ineffective communication.

The idea of individual stereotypes has been discussed for decades, with the most prominent argument being that stereotypes originate from social surroundings (Bar-Tel 1996), parents (Timberlake & Estes 2007); and the media (Plous 2003; Whitley & Kite 2006). Stereotypes are understood to be the perceptions we have of other people's behavioural traits, based on types of diversity such as culture, knowledge, figures of authority, age and gender (Bar-Tel 1996; Jussim & McCauley 2013).

Jenifer and Raman (2015) argue that stereotypes lead to incorrect assumptions or beliefs about others within groups, which can be detrimental to effective communication through misunderstandings and misjudgements. A common thread in

the literature regarding the barriers raised by stereotypes on workgroups refers to hindrances to effective communication (Gudykunst 2004; Jenifer & Raman 2015).

Studies that are relevant or can be appropriated for the organisational study of stereotypes (Koch et al. 2011; Kray, Galinsky, & Thompson 2002; Stone, Lynch, Sjomeling, & Darley 1999; von Hippel et al. 2005) found that performance is affected when individuals become aware of existing stereotypes about the group they belong to (i.e. race, gender, profession, age). Some noted reactions of individuals who have been the subject of stereotyping are disengagement, and sometimes dis-identification with the situation in which the stereotype was experienced, and from the group in which it was projected (Pronin, Steele, & Ross 2004). These affects can be harmful to workgroup outcomes, due to hyperawareness of stereotypes of individuals, irrespective of whether or not these stereotypes are true.

2.9.2.1 Methods for combatting the effects of stereotypes on workgroups

The process of counter stereotyping has been studied in the context of schools (Blair, Ma, & Lenton 2001; Dasgupta, Greenwald, Mcghee, Mellott, & Nosek 2001; Hutter & Crisp 2005; Rudman, Ashmore, & Gary 2001) and organisations (Cameron & Turner 2010; Paluck & Green 2009; Turner & Brown 2008). Students and employees need to think about counter stereotypes that have been found to be successful in creating different views and changing the negative stereotypes prevalent in each respective context (Hewstone & Richard 2001). Gocłowska and Crisp (2013) found that encouraging individuals to create counter stereotypes about their team members fosters creativity. The same authors also indicate that ways of thinking that promote innovation can be developed and enhanced through multiple types of training, including interventions that focus on improving intergroup relations, such as the counter stereotyping method for driving creativity in work groups.

According to Hoopes (2010), there are methods for effectively dealing with the effects of stereotypes within an organisation. These methods focus on training of management and staff about stereotypes and the effects thereof in the workplace and how to deal with them. There is also a focus on the organisational culture and creating a culture that values diversity for the facilitation of more positive thinking about other cultures. Furthermore, Hoopes (2010) offers that organisations should

appoint senior management to monitor fairness and drive the positive thinking about cultural diversity. These practices are said to assist people in dealing with stereotypes within their work groups. It offers them a sense of self-management when it comes to dealing with the effects of stereotypes (Hoopes 2010).

2.9.2.2 Effects of team composition and proportional representation as a moderator for stereotyping

Studies previously conducted to examine the effects of team composition on performance generally focused on proportional representation of women and other under-represented minorities (Blau 1977; Kanter 1977; Gutek 1985) within the context of the organisation, as a solution to the effects of stereotyping. More recent studies focusing on proportional representation and its effects on workgroups are sparse. Increasing the numbers of traditionally under-represented groups is considered a positive act on the part of an organisation in terms of righting historical wrongs (Ely 2001); for instance, increasing the number of women in organisations decreases the amount of discrimination against them (Gutek 1985).

While positive effects can be traced in the literature to an extent, there are studies that claim that increasing the number of traditionally under-represented groups can create unease among majority groups (Yoder 1991; Sekaquaptewa 2014). Not only can hiring policies modelled on the proportional representation framework cause unrest among majority members, but as Kanter (1977) argues, tokenism or being hired as a means of contributing to equal numbers within an organisation, can lead to feelings of low esteem, decreased sense of self-worth, and an inaccurate measure of one's abilities and skills among the under-represented group (Kanter 1977). These effects can be detrimental to performance within workgroups where the minority begins to be equally represented, but faces prejudice based on such a hiring policy, or experiences the conditions mentioned above, and consequently underperforms (Kanter 1977; Poutenan et al. 2013).

There are few notable findings that suggest that proportional representation contributes significantly to performance or creativity. On the other hand, recent studies argue in favour of diversity in team composition, which can produce more positive results in terms of creativity and innovation (Somech & Drach-Zahavy 2011;

Tannenbaum et al. 2014). Earlier studies suggested that teams behave creatively when they have access to diverse knowledge pools, insights and skill sets (Hackmen 1987). Later, Somech and Drach-Zahvay (2011) found that teams should ideally be composed of individuals who fall into the inherent (cultural) and acquired (skills, education, knowledge) diversity categories because cultural diversity also allows for access to varying pools of knowledge. The same authors also found that tasks should generally differ from time to time, in order to moderate the stimulation of creativity and effective group behaviour among these types of diverse individuals operating in a single team.

The studies mentioned above make an argument for the composition of diverse teams that include culturally and informationally diverse groups in a broad sense. However, diversity and team composition within a South African context have rarely been explored. Cox and Blake (1991) argue that diverse teams will create some issues for workgroup performance, but nevertheless these can be managed in order to derive positive effects from diversity that are conducive to enhancing creativity. The same authors further suggest that an acute awareness of the possible barriers raised by diversity in workgroups is necessary if organisations are to combat these “inevitable issues” and create environments of ‘positive conflict’ in order to drive creativity (West 2002).

Apart from known negative effects of ethnocentrism and stereotypes on workgroups, other barriers that arise from culturally diverse teams, such as distrust among people of different ethnicities or cultures (Mujtaba 2013), should be explored. This brings to a close the section on cultural diversity and leads into the exploration of informational diversity, both as a type of diversity on its own, as well as in the context of creativity and innovation.

2.10 Informational diversity

2.10.1 Effects of informational diversity on workgroups

In their multi-method study researching three types of diversity — social category diversity, value diversity, and *informational diversity* — Neale, Northcraft and Jehn (2007) found that informational diversity positively influenced workgroup

performance. Among all the types of diversity researched over the years, informational diversity — in relation to workgroup performance, creativity and innovation — seems to be just as challenging to analyse as cultural diversity (van den Bergh 2008). The concept is broadly defined as differences in educational background, training and work experience (Stasser 1992; Jehn et al. 1999; van Knippenberg 2012). Later, Bar et al. (2007:1) suggested that informational diversity is defined as “differences in knowledge bases, skills or perspectives of team members”.

Informational diversity is said to increase levels of creativity by increasing levels of access to various knowledge pools within teams, building network ties, and enhancing problem solving capacities of teams (Milliken, Bartel, & Kurtzberg 2003; Perry-Smith & Shalley 2003; Shin, Kim, Lee, & Bian 2012). In contrast however, most early studies found that workgroups that exhibited informational homogeneity were more creative and performed much better than informationally heterogeneous groups (Dougherty 1992; Ancona & Caldwell 1992; O'Reilly & Flatt 1989). Some more recent studies have also found that, in certain contexts, informationally homogenous groups have experienced enhanced communication and tended to interact more effectively with group members they perceived to be of similar informational backgrounds (Ozman & Erdil 2013).

These somewhat contrasting results are not new and suggest that there are specific conditions under which informational diversity can thrive (Ozman & Erdil 2013; Somech & Drach-Zahavy 2011). Nonaka and Takeuchi (1995) suggest that an informationally diverse workgroup's success depends not only on their ability to finish the task at hand, but also their ability to effectively manage their interactions, communication and cooperation. Supporting this theory, Mischel and Northcraft (1997) suggest that informational variety will prove non-beneficial to workgroups who cannot work together effectively. Van Knippenberg and Schippers (2007) argue that informational diversity promises positive results on creative tasks rather than on other types of tasks. More recently, Zhou (2013) found that task-related informational diversity enhanced entrepreneurial performance but had no effect on performance if tasks were not informationally related. Related to the finding of task specifics being a moderator of performance in diverse workgroups, is that of Williams and O'Reilly (1998), who found that informational diversity produces positive results when tasks

are non-routine. This is supported by Jehn's (2007) study that suggests the same condition is necessary in order for informational diversity to thrive in the context of team performance and creativity.

These mixed results suggest that there is still a lot we do not know about informational diversity and its effects on creativity. They further suggest that perhaps, as with cultural diversity, informational diversity raises barriers which could necessitate moderators to aid in driving the relationship between informational diversity and creativity (Zhou 2013; Moreland 2013; Somech & Drach-Zahvy 2011).

2.10.2 Possible barriers raised by informational diversity

2.10.2.1 Perceived status difference as a barrier raised by informational diversity

Perceived status difference refers to the notion that group members may perceive other diverse team members to be of a different social and/or economic status from themselves. Although perceived status difference has been used to account for in- and out-group formations among culturally diverse teams (Sumner 1906; Byrne 1971; Tajfel 1979), the concept has recently also been used to describe tensions that originate among informationally diverse groups (Leonardie & Lluesma 2013; Fiske & Cuddy 2002).

Perceived status difference is by the very nature of the definition, a stereotype. Fiske and Cuddy (2002) suggest that not all types of diversity are stereotyped in the same way and that perceived status differences are two-fold: members of groups perceive each other as either 'competent' or 'useless' (Fiske & Cuddy 2002). Their study focused on the perceived status difference in the context of the organisation by using a framework involving 'warmth' and 'competence'. They found that the negative effects of stereotypes or out-group formations were not as prevalent in cases where group members were perceived by their counterparts as possessing almost equal levels of warmth and competence as themselves (Fiske & Cuddy 2002).

Although studies focusing on the effects of perceived status difference among team members of different informational backgrounds are sparse, Lamelle (2002) provides some explanations for this phenomenon in the realm of informational diversity. Lamelle (2002) found that actual socio-economic differences and perceived status differences exist among different racial groups and gender groups, even if they have

the same educational background. Of whites, blacks and Hispanics who all lacked a college education, the socio-economic status of whites was still higher than that of blacks and Hispanics (Lamelle 2002). This finding may be attributed to social frameworks such as social identity theory (Tajfel & Turner 1979), which could to some extent, account for the formation of perceived status difference in viewing others in relation to oneself.

In current times, with the rise of job equality among gender groups, the entrance of migrants into different job markets, and the irrelevance of age for job roles, it is becoming more complex to ascertain a person's economic status. The use of counter stereotypes as a mechanism for creating positive outcomes for creativity among workgroups by diminishing the prevalence of perceived status difference could be one approach (Gołowska & Crisp 2013) to combatting this potentially destructive barrier raised by informational diversity.

This section on perceived status difference has shown that some of the barriers experienced by culturally diverse groups, such as stereotypes and the formation of in- and out-groups, can be similarly experienced by informationally diverse groups.

2.10.2.2 Occupational stereotypes

Occupational stereotypes are specific meanings people attach to others of certain professions and this type of stereotyping has been noted to have negative effects on people within an organisation (Lipton, O'Connor, Terry, & Bellamy 1991). A study by Leonardie and Llesma (2013) focused on the effects of occupational stereotypes created by engineers working in a global organisation. Their findings suggest that cultures from different regions often stereotype other cultures and their occupational traits in order to "create meaning about their work" (Leonardie et al. 2013:4). In particular the study suggests that Mexican engineers feel that they are perceived as being less competent by US engineers, and therefore they are attracted to working with Indian engineers instead, whom they perceive to experience the same or similar level of esteem (Leonardie et al. 2013:490-491). Theorists have suggested that occupational stereotypes are the reason there are barriers between informationally diverse groups and in a broader context, these occupational stereotypes affect

decision making and in some cases, inequality in terms of pay gaps among genders and even cultural groups (Yu, Yang, Xun, Lu, and Yan 2014).

2.10.3 Moderators for informational diversity in work groups

2.10.3.1 Team composition and task specificity as moderators for informational diversity

Considering the notion of task specificity, based on Nonaka and Takeuchi (1995) and Northcraft (1997), and in the light of van Knippenberg's (2013) argument which suggests that certain moderators can be put in place to facilitate the relationship between diversity and creativity in a positive manner but the moderators need to be specific and adopt the correct form, the researcher suggests that informational diversity needs to be strategically managed. In most cases it can produce positive results, if the tasks at hand are creative and the team is composed of individuals who perceive informational diversity to be of value. In their study, Jehn et al. (2007) found that, in order for workgroups to perform at their peak, they should have a high level of informational diversity, but a low level of value diversity. Value diversity, meaning that team members should have various value systems when composing workgroups, is an important element also noted by Ostergaard (2011).

A study focused on team composition in research teams in the science field of higher education institutions (Stylia, Hinnant, Schindler, Worrall, Burnett, Burnett, Kazmer & Marty 2010) found that teams which were composed of highly diverse members in terms of their disciplines led to increased research productivity as measured by the number of publications produced by the diverse disciplinary groups. As mentioned earlier, in the section on cultural diversity, similarity attraction theory (Byrne 1971), social identity- and social categorisation theory (Tajfel & Turner 1979) provide frameworks that can account for some of the negative outcomes of diverse groups; the third theory mentioned namely information processing theory (Nielsen & Nielsen 2013), suggests more positive outlooks for diverse teams.

Considering the information processing framework as a driver of positive outcomes in diverse teams, the notion of task specificity can be seen to act as a moderator for effective team composition in terms of diversity. Since specific tasks require certain amounts of creativity (van Knippenberg 2012), both cultural and informational diversity are the most relevant types of diversity to enable teams to work together to

form creative, implementable ideas or solutions (van Knippenberg 2012). If this is the case, then both team composition and creative tasks act as moderators that facilitate the effective relationship between informational diversity and creativity.

2.11 Managing Diverse Workgroups

It is evident in the literature that management cannot expect that, when imposed on workgroups, teams will automatically embrace the various types of diversity such as those listed above. This promotes the idea that management plays a significant role in the way in which an organisation adopts diversity, either embracing it, thereby benefitting the organisation, or, paradoxically, being antagonistic to it, may be harmful to the organisation.

In re-affirming the aforementioned, there has been an outpouring of diversity management literature over the years. Cox & Blake (1991), in their assessment of diversity management as it impacts competitive advantage, which is the product of successful innovation efforts, identify a set of steps organisations can take in order to gain competitive advantage through the successful leadership of plural workforces. They suggest that support and commitment to diversity by top management is crucial; but, assuming that the study is conducted at an organisation with a hierarchical structure, top management support is insufficient on its own and must be mirrored by middle management and line managers on lower organisational levels for the message to resonate (Cox & Blake, 1991: 52-53). The value of leadership's role in diversity efforts towards creating an innovative organisation is also supported by a study conducted by Kearney & Diether (2009) that concludes that transformational leadership can have positive effects on the outcome of demographic as well as informational diversity. However, if we consider managers to be leaders to smaller teams, then the leadership of an organisation while important for breeding a culture of value in diversity within the organisation, is not solely responsible for driving that sentiment internally. Managers engage more with employees and by that virtue they would be more responsible for effectively managing diversity in areas i1 to i3 in order to achieve 'o' in the figure above.

While there are numerous studies reporting the positive effects of management's support of diversity, in both the upper echelons of an organisation and also middle to

lower levels; there are significant challenges that organisations face when creating or maintaining a diverse workforce (Von Bergen, 2002).

Most of these challenges present themselves at training level, which is the second step noted by Cox & Blake (1991). With regards to training programmes that equip an organisation, management and employees alike, to embrace diversity, Von Bergen (2002) highlights that these programmes can pose many challenges and even hinder the acceptance of ethnic mosaics in teams. This is due to the fact that the trainers themselves are people with their own set of beliefs, values and political agendas, rendering the validity of the training programs questionable since the facilitators may not be objective (Von Bergen et al., 2002).

Another hindrance to the acceptance of diversity by employees could be that “people are forced to reveal their private feelings or are subjected to invasive physical and psychological exercises” (Von Berg et al., 2002). This highlights the notion that ethics plays a significant role in the way in which diversity is perceived in the workplace. Despite this subjectivity problem, Cox & Blake (1991) highlight the positive influence organisational training can have on diversity acceptance, concluding that: “It is also important to treat training as an on-going education process rather than a one-shot seminar” (Cox & Blake, 1991: 53).

According to Brown (1997), organisational perception of diversity is a leading contributing factor to conflict that arises in diverse groups. If this is the case, then management faces significant challenges. However, if carefully undertaken, according to Von Berg (2002), these challenges can be combated, and, alternatively, management could maximise the benefits that stem from effective administration of diverse workgroups.

Linking step one and two, support from management and training, a study conducted by Rynes and Rosen (1995) on 785 Human Resources’ professionals recorded that a factor that highly influenced the success of diversity training programs was the perception by employees that leadership and their management was supportive of the training (Rynes & Rosen, 1995).

The third step that Cox & Blake (1991) suggest for organisations to thrive from multiplicity is research. The value of internal research undertaken by the organisation, to assess areas of potential weakness and areas where change is

necessary, is deemed essential. They also argue that qualitative research, aimed at understanding the varying viewpoints of diversity among employees, will provide a substantial guide as to how organisations should frame their diversity training (Cox & Blake, 1991). Similarly, Dipboye et al. (2004) highlight the importance of framing diversity initiatives in order to successfully embed these in the organisational culture. Research should then complement the frameworks analysed as the best working tool to initiate diversity and together foster a sense of the embracing of diversity throughout all levels in an organisation.

When studied in practice, Dipboye et al. (2004) found that, of the three frameworks listed by Ely & Thomas (2001), the integration-and-learning framework provided the most conclusive evidence to suggest that this framework, when combined with internal research (Cox & Blake, 1991), can form the foundation of a successful model for diversity training. They go on further to suggest that this structure would yield the most positive, long-term results in comparison to the access-and-legitimacy perspective and discrimination-and-fairness perspective that provide positive but short-term results.

Finally, follow-ups and feedback are noted as being vital steps to secure the success of diversity initiatives (Cox & Blake, 1991: 54). Cox & Blake note: "Follow-up activities should include additional training, repetition of the systems audit, and use of focus groups for on-going discussions about diversity issues" (Cox & Blake, 1991).

In support of follow-ups as an effective tool that better facilitates the management of diversity, Dipboye et al. (2004) confirms that: "Successful diversity programs with specific goals and feedback provided on how well these goals were achieved are necessary" (Dipboye et al, 2004:418).

2.12 Conclusion

It is necessary for us to consider the theories mentioned above, in the light of diversity studies because they offer a different angle on group behaviour and performance, that is essentially the basis of efforts to encourage diversity that are not government policy related. Reasons why diversity may not work must be

considered in order for more moderators or variables to be established to combat these negative effects and promote more creativity within diverse workgroups.

This section has highlighted the fact that there are multiple types of diversity. This review, however, has focused on two types of diversity in particular (cultural diversity and informational diversity), as they have been shown to yield the most results in terms of team creativity and capacity for innovation (Ozamn & Erdil 2013). The studies in the diversity section allude to how diversity can contribute to characteristics of innovation namely creativity and idea generation, enhanced problem solving, and increased performance (Ely & Thomson 2001; Hewlette et al. 2013). These characteristics have been used as indicators to predict whether or not an organisation will ultimately demonstrate the potential for being innovative, if all these characteristics are nurtured.

The different aspects of diversity, of which cultural diversity was reviewed first, all suggest that assessing the context is vital to research in this field (Jackson 1993; Shore 2009). However, the results of studies researching the effects of cultural diversity are inconsistent. There are a large number of studies that show either null or negative results, compared to an equal, or substantially comparable, amount of studies that yield positive results. These studies are based on research gathered over the years in Western contexts (Joshi & Roh 2007). The various types and effects of diversity, as well as the inconsistent results, highlight significant challenges that offer directions for further research in various regions and contexts to contribute to the understanding of how diversity affects creativity and performance and perhaps explore under what conditions diversity can thrive in order to drive creativity.

The negative effects of cultural diversity on workgroups have been explained by social cognitive theories (Tajfel 1979), and the positive effects have been explained by information processing theory (Nielsen & Nielsen 2013). This further indicates that in some cases, social cognitive processes need to be combatted in order for diversity to thrive. Somech (2011) found that ethnocentric behaviour can have negative effects on workgroup creativity levels, but a moderator could be the inclusion of other types of diversity, such as informational diversity, to balance out the group effects.

Informational diversity also caused both negative and positive effects on workgroup creativity (Milliken, Bartel, & Kurtzberg 2003; Perry-Smith & Shalley 2003; Shin, Kim,

Lee, & Bian 2012). Although some studies found that informationally homogenous teams are more effective in communicating and are therefore more susceptible to being creative (Dougherty 1992; Ancona & Caldwell 1992), new motivations for informationally diverse teams offer that when groups have access to varied pools of information that are present in both culturally and informationally diverse individuals, levels of creativity are likely to increase, particularly when tasks require creativity (van Knippenberg 2013). These findings indicate that moderators such as team composition, task specificity and team leader support among others, are necessary for honing the relationship between cultural and informational diversity for the benefit of creativity and by extension, innovation.

The case for more diversity in the workplace has been established by various theorists whose arguments are relatively similar (Hewlett et al. 2013; Ramasamy et al. 2016). The argument for more diversity in workgroups for enhancing the capacity for creativity and by extension, innovation (Forbes 2014), is ongoing. Innovation has been defined as an organisation's ability to remain at the forefront of its competition by creating new value for new and existing customers, while generating a profit for internal stakeholders (Yellowwood 2013). Findings suggest that while the relationship between diversity and innovation is not direct, there are overarching characteristics of innovative organisations that suggest that diversity and the varied pools of information it brings (Jehn 1999; van Knippenberg 2013; Hewlett et al. 2013), aid organisations in gaining competitive advantage through creating new value.

Capturing new markets has also been listed as a key indicator of an innovative organisation (Yellowwood 2013). Hewlett (2013) argues that culturally diverse teams can aid an organisation in capturing new markets, as they are likely to have more insight into different needs of different markets. The literature suggests that further research is required in studying diversity and its relationship to creativity and innovation (Anderson, Potočnik & Zhou 2012). The company MultiChoice was selected as a case study for this research project, based partly on the fact that it has been able to capture various African markets with its product offerings in recent years. Perhaps these efforts are owed in some measure to the organisation's diverse teams. This hypothesis will be examined in the following chapters.

The literature on diversity reports two categories of diversity: inherent and acquired diversity (Hewlett 2013; Ozman & Erdil 2013). Although there are multiple types of diversity within each category (Shore 2009), those relevant to the organisation have been argued to be cultural diversity and informational diversity (Ozman & Erdil 2013). These two types of diversity have been studied extensively but have shown mixed results in terms of creativity and enhanced workgroup performance, due to the barriers that they may raise.

This chapter examined cultural diversity in terms of its possible barriers (ethnocentrism and stereotyping) and suggested possible solutions in order to enhance creativity. Ethnocentrism was examined in terms of similarity attraction theory (Byrne 1971), as well as social identity and categorisation theory (Tajfel 1979). Members of different cultures view their own as superior and in- and out-groups are formed since people of similar cultures attract each other. One of the solutions to combat ethnocentrism in workgroups that are culturally diverse is team composition (Somech & Drach-Zahavy 2011). In cases where teams are composed of various culturally diverse people as well as informationally diverse people, levels of ethnocentrism are likely to be lower (Ozman & Erdil 2013).

Furthermore, stereotypes exist among culturally diverse teams, which may negatively affect the capacity of workgroups to be creative (Jussim & McCauley 2013). Stereotypes, as a barrier to the success of diversity, have been highlighted in terms of social identity and social categorisation theory. The preconceived notions that members of culturally diverse teams have about people of other cultures, based on their backgrounds and original sources of information, whether true or not, have been noted to negatively affect communication due to misunderstanding and incorrect judgments.

Gocłowska and Crisp (2013) propose counter stereotyping as a tool to combat the effects of negative stereotypes in groups. Counter stereotyping involves the participants actively developing counter stereotypes to the preconceived notions they may hold about other group members (Gocłowska & Crisp 2013). This is a practical example which has been found to produce positive results. In the context of the organisation, it is inferred that a mediator is necessary for this process – perhaps a manager or supervisor would have to drive such sessions among teams.

Informational diversity was examined as a tool for enhancing a team's capacity for creativity. Van Knippenberg (2012) found that only when tasks require creativity, will informational diversity thrive. This speaks to the potential barriers that may exist and the fact that again, moderators are required in order for this type of diversity to thrive. A barrier that may result from informational diversity is perceived status difference (Leonardie & Llesma 2013). This phenomenon explains, to an extent, the development of in- and out-groups created when members of different occupational backgrounds, educational histories and work experience, encounter judgment from other members of the group. These judgments have strong ties to stereotypes and could be combatted by counter stereotyping, or perhaps there are other mechanisms that exist for combatting occupational stereotypes that are yet to be found. Zhou (2012) found that when tasks are informationally driven, informational diversity thrives. Similarly, Stivlia et al. (2010) found that when teams in the field of science are informationally diverse, more publications are generated. However, different types of diversity cannot operate in silos. Workplaces are increasingly becoming more diverse and workgroups exhibit more than one type of diversity; therefore a balance is required between team composition and task specificity (Somech 2011; van Knippenberg 2012).

It is challenging to define the relationship between cultural diversity and informational diversity in the context of innovation in organisations. As opposed to a direct relationship between these types of diversity, studies have found that the negative effects of one type of diversity (cultural or informational) in a workgroup may be lessened when searching for moderators to the negative effects of the other type of diversity in the same group (Somech 2011). Other arguments for a relationship between cultural and informational diversity suggest that some of the same barriers are raised by both types of diversity, for example, stereotypes (Jussim & McCauley 2013). Cultural and occupational stereotypes are both damaging to the success of these types of diversity in workgroups (Leonardie 2013). The creation of in- and out-groups based on perceived levels of similarity are also prevalent in both types of stereotypes (Tajfel 1979; Leonardie 2013).

Based on the findings of the studies discussed in this chapter, there are multiple questions that require investigation within a South African context. For instance the way which managers deal with barriers that cultural diversity presents in South

African organisations requires further exploration. Some of the moderators managers use to combat these barriers should be explored in light of the moderators the literature presents.

It is evident from the literature that there are common moderators or solutions that facilitate positive relations between cultural and informational diversity. Team composition and task specificity are among the most common solutions to the barriers that stem from cultural and informational diversity within workgroups. As a case study to test for such barriers and solutions, MultiChoice will potentially provide further insight into these barriers within the South African marketplace, the moderators (if any) that are implemented to combat their negative effects, and their potential positive effects in enhancing creativity and innovation.

Further motivation for conducting this study is offered by Kathy Hannan (2011:2) who suggests that: “Companies must take a long-term strategic approach to engage diverse talent. Companies must define their role in the global marketplace. The train has left the station. You may not be where you want to be with your diversity strategy, but you need to get started!” Kathy Hannan (2011:2). Perhaps a good diversity strategy should begin by addressing the barriers that various types of diversity may raise, that are most relevant to the innovative success of an organisation, and then establish solutions to combat these barriers so that diversity can thrive and lead to desired results.

Chapter Three: Research Methodology

3.1 Introduction

This chapter presents the research design and methodology in this study. The research tools that were used are discussed in detail and justified, where possible, according to the literature. The motivation for certain methodology and data collection choices is presented. The chapter begins with the research design which is guided by research principles, as well as reference to supporting studies in a similar field, that have adopted similar methods. Thereafter the data collection methods and the data analysis methods will be explained.

3.2 Research Design

This research study is qualitative in nature and adopts an interpretivist stance (Maxwell 2012), in order to interpret and understand the data collected in a manner that assists the researcher to create meaning from the data. Qualitative research allows researchers to find and create meaning about social phenomena, without necessarily using numerical or statistical data (Straus & Corbin 1998). More recently, qualitative research has been defined as a “research strategy that usually emphasises words rather than quantification in the collection and analysis of data” (Bryman 2008:366).

In line with the above definitions of qualitative research, this study follows an exploratory approach in endeavouring to understand a phenomenon (in this case *diversity*) and its effect on workgroups (teams) in the context of innovation within the *organisation*. Accordingly, the use of qualitative techniques in gathering, analysing and interpreting the data deems this study a qualitative one. It was logical to conduct a qualitative investigation since the aim of the study was to gain insights and meaning about diversity. The study relies on human experience, belief and opinion, all of which would be difficult to measure using quantifiable variables.

Qualitative research methods put the responsibility on the researcher to extract meaning from the data collected. Tools such as interviews, focus groups and other means of conversation may be subjective, but they align with existing themes and perhaps offer new meanings, should the findings indicate so (Silverman 2013). In this study, the researcher used the interview method to gain insights and create meaning from the answers provided by participants. The findings are presented in chapter four and are supported by the literature findings presented in Chapter two. Qualitative research aims to explore and understand people's views, experiences, cultures and perceptions (Bogdan & Bilken 2006). This research study used a technique that enabled the researcher to analyse and interpret the data collected, as objectively as possible, by using existing theories and concepts to explicate meaning through the establishment of themes that arose during analysis of the data.

A Yellowwood study (2013) suggests that innovation is a means of creating new value for existing and new customers, and capturing new markets, thereby generating profit for internal stakeholders. It was necessary to use an organisation that had some or most of these attributes in order to examine the effects of diversity on workgroups in terms of creativity, which Sousa and Coelho (2011) argue is the first step in the process of innovation.

This study uses the MultiChoice organisation as a case study. Although the organisation has offices across Africa, the research was conducted in the South African head office in Johannesburg. Based on the concept of creativity being the first step in the process of innovation, a department in which workgroups are required to have high levels of creativity was selected as the focus for the case study. The DSTV Digital Media's video-on-demand (VOD) department began as an experimental attempt at bringing the now famous VOD to market.

According to van Knippenberg (2012) and Nouri et al. (2013), tasks that require high levels of creativity, act as moderators for the success of informational diversity. These studies (reviewed in Chapter two) make a case for examining a single department, because this affords the researcher the opportunity to gain insight into small group functions within a broader organisation. Yellowwood's (2013) definition of innovation further supports the selection, based on the following statistical information for MultiChoice. In 2015 the organisation was reported to have generated

an annual revenue of R42,4bn, 17% up on the previous year. The launch of DSTV Catchup was a value-added service for existing customers, soon after this service was launched in South Africa. MultiChoice was able to capture the VOD market in 52 African countries as from 2016. These statistics support the researcher's choice in selecting MultiChoice as an organisation for a case study. Furthermore, a single division was selected, due to its accessibility as well as the criterion of it being an innovative one, based on the definition and characteristics of innovation mentioned above.

This qualitative research study made use of a set of semi-structured interviews with the heads of department (HoDs) within the DSTV Digital Media department. There were five HODs in this 'innovative' environment when the research was conducted in 2015. After collection of the data, the researcher performed a content analysis on the responses given by the interviewees, in order to generate themes and meaning.

Content analysis of qualitative data is "a research technique for the objective, systematic and qualitative description of the manifest content of communication" (Berelson 1952:18). More recently, qualitative content analysis has been defined as "a method for systematically describing the meaning of qualitative data" (Schreier 2012:170). Simply put, it is a technique that allows the researcher to analyse communication data by establishing themes or categories present in the data, and to gather new insights and extract meaning. It also assists the researcher to hone in on information that is most relevant to the thematic constructs present in the research questions.

The in-depth interviews were conducted in order to analyse the views of management on how they define innovation; whether they make the same connections between diversity and its potential to aid innovation through increasing levels of creativity within groups; and whether they have experienced the same barriers to cultural and informational diversity as those identified in the literature.

During the content analysis of the responses, the researcher used coding methods to decipher themes and categories that resonate with themes present in the literature (Vogt, Vogt, Gardner & Haeffele 2014). This enabled the researcher to interpret the data in a manner that has a theoretical grounding, and thus produce valid recommendations based on the findings.

In a broad sense, this study aimed to explore a South African perspective of the execution of diversification and whether this might promote a more innovative organisation. The questions posed to the HODs were open-ended in order to gain insights through exploring individual experiences and opinions among the respondents. This study seeks to clarify some ambiguous relationships, such as that between diversity and innovation, as well as the two types of diversity and their relationship to each other, and to innovation respectively. This study takes an exploratory approach, since cultural and informational diversity are not clearly defined (Reiter 2013), and many studies have produced mixed results in attempting to establish a relationship between these concepts and their effect on creativity and innovation.

The need for more information in the area of diversity and its assumed relationship with innovation is supported by Shore et al. (2009) who suggest that diversity cannot have the same effect in every organisation, nor in any geographic location. Thus, diversity's role in enhancing the capacity for innovation within organisations requires much more context-centric research, to highlight the flaws in generalising its role within organisations across the globe. Although diversity in the workplace is a global phenomenon, its effects on an organisation depend on the context in which it is practised, or, in this case, studied. Considering this critical factor in the research design, that is, being careful to avoid generalisation, the researcher aimed to gain South African perspectives from participants by focusing the majority of the diversity questions on the organisation itself, and, in that way, the responses were semi-controlled while still being open-ended.

3.3 Advantages and Disadvantages of Qualitative Research

As with any research design, there are advantages and disadvantages to consider before settling on a specific design. In the development of the research design for this study, the researcher considered a number of factors.

Firstly, the field of study was considered and found to be located in the fields of both creative brand leadership as well as social sciences. This enabled the researcher to place the study in a contextual framework and analyse other studies of a similar

nature in order to establish acceptable and valid research methods that have already been published (Stahl 2009; van Knippenber 2012; Nathan & Lee 2013; Kam & Kinder 2012). Similar studies — focusing on diversity and its implications in the workplace, and, more specifically, its contribution to innovation — have made use of qualitative techniques to gather information (Ozman & Erdil 2013).

Studies by Ely and Thomas (2001), Shore (2009), and Cox and Blake (1991) show that diversity, as a social phenomenon, requires the exploration of human experience, perceptions and recollections in the context of innovation. By means of polls, surveys and interviews, these thought leaders have contributed to the existing literature by extracting meaning from data collected through qualitative, as opposed to quantitative methods. While the validity of existing theory having made use of qualitative research methods is an advantage for this study, the researcher also had to consider a number of disadvantages of qualitative research.

Table 1 presents the most relevant advantages and disadvantages of qualitative research methods for this particular study:

Advantages	Disadvantages
➤ Addresses focused questions about organisational life; ➤ Examines broader issues; ➤ Best suits topics that have multiple levels of meaning that need to be explored; ➤ If conducted correctly, interviews may yield honest views and opinions that add value to the research field; ➤ Uncovers meanings and explores phenomena that relate to people's experiences, assisting in sparking interest among participants, opening up space for further research opportunities.	➤ Time consuming to develop interview guides, recruit participants and conduct interviews; ➤ Recruiting may be difficult since the interview maybe be too time consuming for interviewees; ➤ Data overload; ➤ Interviewees are required to express their honest views and opinions, which may make them feel uncomfortable; ➤ Interviews are personality-dependent — some interviewees may be introverted or have no real interest in the study; they may be courteous in

	accepting the interview request, but want to get it over with — this would affect the outcome of the interview.
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Table 1: The qualitative research interview (adapted from Nigel King and Christine Horrocks 2010)

The advantages highlighted in Table 1 showcase the positive elements of conducting qualitative interviews as a method for answering the research questions. The disadvantages capture the key challenges that the researcher faced while conducting this study. In spite of the disadvantages, the advantages strengthen the possibility of uncovering new meanings. The researcher overcame the challenge of arranging interviews by selecting an environment in which she had access to the HODs; this aided the process of setting up and conducting the interviews in a timely manner. Thus the use of qualitative research methods (interviews) to explore a topic with multiple levels of meaning was relevant in this case and was the most suitable design for this research project.

3.4 Research Methods

The dominant method used in this research study was interviews conducted with the HODs in MultiChoice. In-depth interviews were conducted with five HODs within the same division within the broader organisation.

It should be noted that the organisation of choice has a CEO for each business functioning under the parent company. Initially, the researcher intended to conduct in-depth interviews with some of the CEOs. However, after conducting the literature survey, it became clear that, while leadership plays a significant role in fostering an accepting environment for diversity (Gilbert et al. 1999; Shen et al. 2009), the role of management is more significant due to the high levels of engagement managers have with employees. The Forbes (2011) study showcases the fact that executives' views on the value of diversity for innovation range between 'strongly agreeing' and 'somewhat agreeing'. This points to the need for further investigation among

executives as to reasons why they may or may not agree on the value of diversity within workgroups.

Due to the researcher's knowledge of the business environment, interviews were planned and timed, which allowed for an in-depth, yet somewhat controlled conversation. After the researcher explained what the topic entailed, all the participants were surprisingly interested in the outcome of the study, and, to the researcher's advantage, they were very keen to participate in the research process. The researcher welcomed instances where the interviewee wanted to expand on their answers and engage in further conversation. The open-ended questions allowed room for further discussion (Bryman 2008). The original time frame specified by the researcher for each interview was one hour, although three of the five interviews went slightly over an hour and a half each.

The overriding factor for choosing this sample group was that there were five in total for an entire division and the researcher would have access to interview all five of them. Further criteria for selecting the HODs included the size and diverse composition of their teams, which according to the literature (Stahl 2009; van Knippenberg 2012), would enable them to give an account of the various effects of diversity within their teams. The selected HODs comprised an assortment of racial groups. This racial variance was somewhat significant in that different responses would perhaps highlight different perceptions of the value of diversity from a cultural standpoint. Furthermore motivation for the selection of HODs was their teams comprise 15 or more members who exhibit people from various cultures and/or race distinctions.

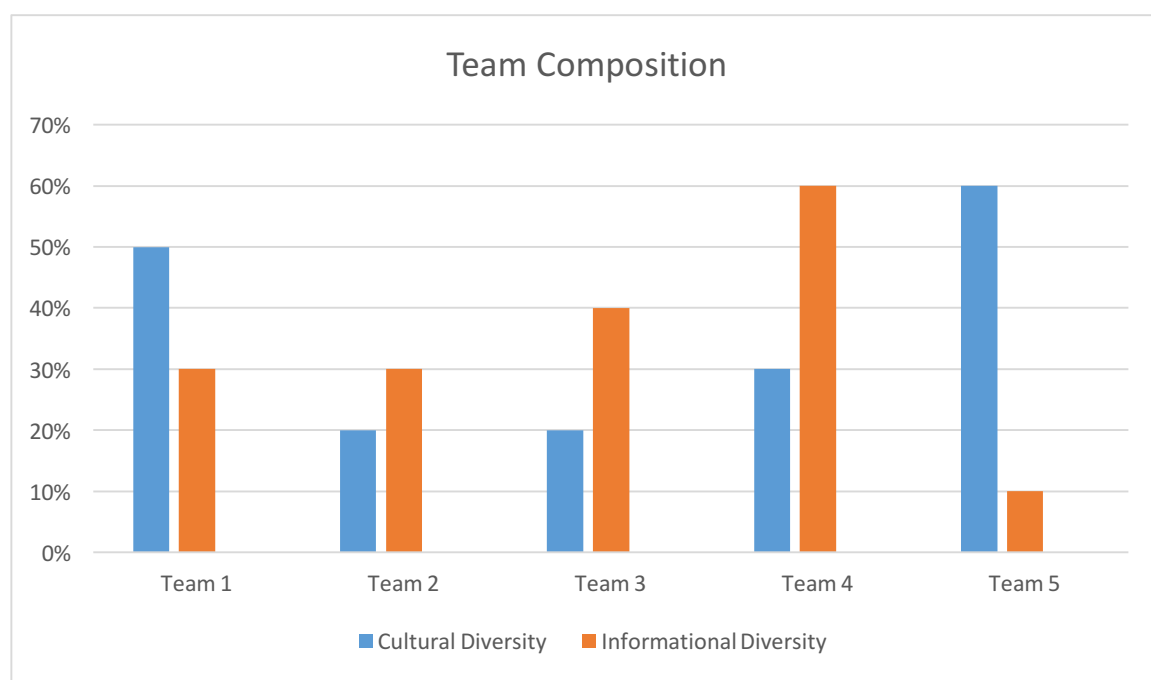


Figure 6: Displaying team composition of sample group

Figure 1 displays the composition of the teams that each HOD is responsible for, in terms of cultural and informational diversity. The level of informational diversity is higher than that of cultural diversity in three of the five teams; cultural diversity is higher in two teams, and in the composition of the remaining three teams, it makes up more than half the level of informational diversity. Thus the selected HODs have experience in managing both culturally and informationally diverse teams, and their experience is relevant even in cases where cultural diversity is lower, or where informational diversity is lower.

3.5 Data Analysis

After collection of the data, content analysis tools were used for the data analysis. Qualitative research, as mentioned above, aims to extract meaning and present a comprehensive analysis and interpretation of the data in order to contribute to the field of knowledge. It contributes to an in-depth understanding of social phenomena, presenting opportunities for further research, as outlined in the researcher's recommendations (Bogdan & Bilken 2006).

In support of the role of content analysis as a credible tool for data analysis in qualitative research, Webber (1990) argues that “qualitative content analysis goes beyond merely counting words to examine language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings” (Weber 1990). Similarly, Downe-Wamboldt (1992) suggests that the categories derived from a content analysis study “can represent either explicit communication or inferred communication”. The same author goes on to explain that the goal of content analysis is “to provide knowledge and understanding of the phenomenon under study” (Downe-Wamboldt 1992).

Adams, Khan, Raeside and White (2007) contend that content analysis is a means of describing the content gathered from interviewees in a systemic manner that classifies meaning derived from the recorded material. In order to conduct the content analysis in a systemic manner, the researcher used Bryman’s (2008) four stages method to code the data in a way that made use of the most relevant themes under discussion. In some cases, direct quotations are offered in the presentation of the findings, to provide verbatim support for the meanings synthesized from the interviews and existing literature.

The majority of the interview questions were open-ended. The transcripts were used to code the responses from participants into pools of information that were separated by themes and categories. Due to the nature of the questions asked, it was easy to lose focus during the data analysis. The researcher used the literature and research questions as guidelines to help maintain the focus, both while collecting and analysing the data.

3.6 Data Interpretation

In-depth interviews flowed naturally and gave the participants the opportunity to express their own views, without having to adhere to a given set of constructs. For example, the researcher avoided any reference to the literature or findings from phase one to guide the participants, but instead facilitated an open conversation to enable respondents to expound on their own set of experiences.

The participants were asked to discuss their understanding of diversity. This included the types of diversity they believe are the most useful in enhancing the capacity for innovation within an organisation; the barriers and solutions they construct about diversity themselves; their perceptions of leadership's role in diversity; and whether they think that their organisation is doing enough to use diversity for driving innovation. They were also asked to share their thoughts about the current composition of their teams and whether they believe that diversity improves performance. These thoughts spoke directly to the research questions of this study. The participants indirectly developed moderators they thought might assist in facilitating the relationship between diversity and creativity within their workgroups.

After the interviews, the researcher aimed to investigate possible consistency between theory and practice, and whether the moderators in the literature makes sense for the division being analysed, since context plays a major role in research. South Africa's history was a critical factor taken into consideration during the interviews, and the research study as a whole, since diversity arguably means something different to South Africans than it does to other parts of the world. This view was supported by the views of the participants, as will be seen in the following chapter.

3.7 The Research Process

This section outlines the research process by providing the guidelines for questions posed in the in-depth interviews with the five HODs (see Appendix A for full list), as well as the topics that were discussed during the interviews.

Guidelines for interviews with the HODs:

- 1) What does management perceive to be important factors for creating an innovative organisation?
- 2) What is creativity's role in innovation?
- 3) Has management encountered any form of diversity training and/or initiatives within their term of office in the organisation?
- 4) Who are the stakeholders of diversity programmes within the organisation?
- 5) What are their opinions and/or thoughts on the value of diversity in the context of innovation?

- 6) What do they deem to be the most relevant types of diversity for workplace success in the context of innovation?
- 7) What are the advantages and disadvantages of having diverse workgroups?
- 8) How do they address the barriers of diversity within their workgroups?
- 9) What are some of the overarching moderators that facilitate the successful relationship between diversity and creativity?

The broad questions above are merely guidelines that indicate the types of questions that were actually asked in the in-depth interviews, reflecting the flexible flow of the conversation. They provided scope for the construction of open-ended questions that exposed perceptions and opinions, thereby enabling the researcher to extract multiple meanings and often layered insights. This process exposed the complexity of the subject matter, namely diversity and its assumed relationship to innovation.

Firstly, the interviewees were asked about their experience, if any, of diversity training, in order to gauge whether the organisation has already been fostering a culture of value in diversity. The literature suggests that such training would aid in countering the effects of ethnocentrism in workgroups (Stephan & Stephan 1985; Caliguri 2016). They were also asked about their opinions and thoughts on diversity and its value in the workplace. This then led to other questions regarding the advantages and disadvantages of diversity that they have gathered from their experience.

The interviewees were asked about the factors they think are critical in ensuring the success of diversity within workgroups, such as ongoing training, support from leadership and/or management, and introduction to diversity for new entrants into the organisation. These answers led to establishing moderators for the success of diversity within workgroups, according to the participants' responses.

Aligning the interview questions with the constructs and concepts discussed in Chapter two allowed the researcher to gain information that could potentially answer the research questions mapped out in Chapter one. On a practical level, conducting the research and then aligning the findings with the insights gathered in the literature review, allowed for further insights to be gained about prominent moderators that are not highlighted in the literature. The findings may lead to opportunities for further

research about moderators that may be well suited for testing with South African organisations on a larger scale than that of this study.

3.8 Data Collection Process

The data collection process was directed by the researcher's aim to collect the views and opinions of HODs within an organisation in order to establish certain themes and patterns of thought that are present within the current management of an 'innovative' division, namely DSTV Digital Media.

3.8.1 The Participants

3.8.1.1 Background of each HOD

Participant A has been with the organisation since 1998. He has been involved in many of the technological and product advancements that allowed the organisation to grow significantly, first in South Africa, and then spreading into the rest of Africa. He has seen the company go through many changes as the political landscape altered in South Africa, which in turn had major influences on the organisation. Joining the organisation in 1998, four years after South Africa became a democracy, Department A provided a clear sense of the evolution of technology and entertainment in South Africa, which he attributes partly to South Africa's liberation. His team consists of culturally diverse members, so it was highly relevant to discuss the nuances of diversity and innovation with him.

In a similar field, Participant B is one of the youngest women to become an HOD in the organisation, particularly in a technology-intensive department. She has been with the organisation for five years and has quickly climbed the corporate ladder to her current position as head of the Department of On-air Playout Engineering. She was selected because of her keen interest in the sociological element in the organisation. She has a reputation for 'going the extra mile' to ensure that her team members meet their targets and are happy, while contributing to the success of the organisation.

Participant C was commended by members of her team as someone who invests her personal time and energy in ensuring the optimal functioning of her team. She seeks to resolve any potential issues and overcome challenges which might arise due to the informationally diverse nature her team, before they spiral out of control. She was enthusiastic and had a great deal to share regarding her experience with various forms of diversity. She stated that the findings of this study will be valuable to her as she continues to face obstacles in her diverse team; and she hopes that this study will encourage leadership to focus a little more on the diversity element of the organisation's values.

Participant C is currently the head of Broadcast Engineering and has been with the organisation for over 10 years. He is known by his peers to have outstanding technological skills, and has been creating cost and workflow efficiencies in the broadcast environment for over four years. As discussed in Chapter 2, enhanced performance contributes to the organisation's capacity to innovate. Considering this, Department C suggests that he is always trying to find ways to encourage his team members to work 'smarter' and 'harder'. He seeks to encourage his team through supporting them.

Participant D is currently the head of the Department of DSTV Media Sales. He heads up a team of creative people who sell advertising space to other brands. The multi-faceted composition of his team, with regard to their culturally diverse natures and expectations to be creative, was further motivation for selecting him as a participant. His keen interest in the findings of this study, particularly in a South African context, highlights the uniqueness of studies of this nature.

The final HOD (Participant E) selected is the head of the Department of Media Information Management. She heads up a team of solution-driven individuals who have to meet tight deadlines daily. Her commitment to solutions and problem solving, as a means of contributing to innovation, deems her to be an ideal participant for this study. One of the positive factors of diverse workgroups, as delineated in Chapter 2, is increased problem-solving capacity, which, in turn, can contribute to creating an innovative organisation. Considering this positive outcome of diversity shown in the literature, it proved insightful to gain a practical perspective from an HOD who requires her team to solve problems in order to assist other departments across the

value chain. She also expressed a keen interest in the results of this study, hoping that they might provide her with some insights to assist her, on a practical level, in running her team.

3.8.1.2 Concluding Comments on the Interviewees

Each of the participants expressed opinions relevant to diversity and its value in the context of innovation. Although most barriers to diversity can be linked to central themes that emerge from the literature, the solutions given by the participants differed slightly. The moderators they suggested aid in understanding the relationship between types of diversity, as well as the relationship between diversity as a construct and creativity, and by extension, innovation. The findings provide further insight that would perhaps be useful for the organisation to test in a practical way, as well as for further research to investigate the potential of these moderators.

3.8.1.3 Sample Experience

This section presents the researcher's experience in applying the chosen research methodology. Thereafter, it highlights the significant insights that will be unpacked in detail in the following chapter. The researcher had already established a set of themes, definitions and current thinking about the concepts of 'innovation' and 'diversity' from the literature review.

The researchers' experience as interviewer during the in-depth interviews revealed that the participants have vast experience within diverse organisations, yet they rarely get the opportunity to discuss their experiences or views. While each participant has a unique perception of diversity, highlighted in the literature as a common consideration for social phenomena research, there were distinct commonalities in the answers to the questions that covered the value of diversity in the context of innovation.

The interaction with participants highlighted the fact that diversity is a complex phenomenon within South Africa, as experiences with different types vary among participants. Some of the interviewees revealed their views openly, while others took longer to express their opinions. This indicated to the researcher that diversity

carries some sort of tension around it and discussion thereof is not a normal occurrence in the work place in this context. Thus the value of the study is apparent in that it enabled people to really explore their opinions and deal with their prior experiences in a safe environment. It also gave them something to look forward to as they requested the findings of the study be taken further within the organisation.

In terms of pertinence to the South African situation, this study showcases the fact that people are thinking about diversity, as a wide range of views were evident, even though many rarely talk about the topic because of the nature of South Africa's history of division and oppression.

3.9 Justification for the study

The interaction with participants highlighted the fact that diversity is a complex phenomenon within South Africa, as experiences with different types of diversity vary among participants. Some of the interviewees revealed their views openly, while others took a longer time to express their opinions. This indicated to the researcher that diversity carries some sort of tension around it and discussion thereof is not a normal occurrence in the work place in this context. Thus the value of the study is apparent in that it enabled people to really explore their opinions and deal with their prior experiences in a safe environment. It also gave them something to look forward to as they requested the findings of the study be taken further within the organisation.

In terms of pertinence to the South African situation, this study showcases the fact that people are thinking about cultural and informational diversity, as a wide range of views were evident, even though many rarely talk about the topic of cultural diversity because of the nature of South Africa's history of division and oppression.

3.10 Validity and Reliability

The nature of this study calls for careful consideration of the validity and reliability of the research methodology and data interpretation techniques. Considering the fact that a qualitative study needs to be interpreted by the researcher, who has his/her

own views and beliefs, measures were put in place to ensure that the process, from data collection to interpretation, was conducted with as little bias as possible.

In order for the researcher to avoid any possible compromise in the validity and reliability of the study, a simple technique by King (2010) was implemented. King (2010) suggests that the researcher should keep in mind that the results of the interviews would need to remain the same, even if the research were to be conducted by a different researcher. This means that the in-depth interview questions should be devoid of any probing or suggestions of the researcher's own views and opinions, in order to ensure that anyone who might pose the questions would receive the same responses from the interviewees.

Before the interviews were conducted, the researcher considered her background and her understanding of the concepts highlighted by means of a literature review. This understanding was taken into consideration when crafting the interview questions, to ensure that the questions were not worded in a manner that might steer the responses in a certain direction. The interviewees remained unaware of the researcher's angle, perceptions and experience with respect to diversity in the workplace.

The sample selection was considered from a validity perspective. The interviewees were five people of different demographics to ensure that perceptions and experiences were not skewed by selecting a sample consisting of similar people. Instead, the variety in the sample encouraged the expression of different insights. The outcomes were unexpected due to the structure of the questions, therefore ensuring the legitimacy of the study, since it was carried out in a manner that embraces the aim of qualitative research: to explore and understand the dynamics of social phenomena.

The literature review formed the basis for the questions asked in the interviews and therefore was a tool in validating the research by eliminating the researcher's personal inquiry or perceptions of diversity within this organisation. The interviews were recorded with the consent of the participants and the researcher was allowed to write notes.

To ensure maximum discretion for the sake of the participants and the validity of the research, the researcher offered to share her recordings and notes with them, if they so wished. However, they did not deem this necessary, and requested access to the full findings and written dissertation, once complete. Keeping in mind that the participants could ask for the notes and recordings at any time, the researcher maintained some formality and professionalism during the interviews.

This section has shown that multiple techniques and considerations went into ensuring the study is as valid as possible, since the researcher aims to contribute valid findings to the body of knowledge within the field. It was also necessary in order to recommend possibilities for further study based on these findings, as well as offering a case study for the organisation to use in the development of diversity initiatives, if they agree that this would, in turn, enhance innovation.

3.11 Ethical Issues

This section addresses possible ethical issues that could arise in conducting this research. The researcher considered the nature of the study, the context in which it was to be conducted, and any possible discomfort it might cause for the participants.

While completing the literature review, a potential hindrance to the study, and an ethical issue that is very specific to this subject matter, was highlighted. Cox and Blake (1991) suggest that discussing 'diversity' may prove difficult for participants because they may fear being judged, based on their perceptions and beliefs. This discomfort was addressed by explaining to the participants that they had the option of remaining anonymous and that the researcher would not make any direct reference to them in the written dissertation and their names were replaced with pseudonyms.

During the interviews, the researcher aimed to set a tone that supported openness and was absent of judgement. She explained to the participants the value of their open and honest opinions for the potential good of the organisation. Honesty was further encouraged by explaining that the tertiary institution where the researcher is

enrolled supports the research project. The details of institution and the supervisor of the research was shared with the participants if they needed to validate this information. A consent form was drafted by the institution and given to the participants. The academic nature of the research assisted in dealing with some ethical issues that could otherwise have been present. To the researcher's advantage, the participants were interested in obtaining a copy of the findings of the study as a means to benefit the organisation, if the study produces results that could provide such benefits.

Secondly, the researcher maintained a strong confidentiality agreement with the participants. She stated during the recorded interviews, that the information gathered is for research purposes only and will not be shared with anyone besides the supervisor and examiner of the study if necessary. Surprisingly, the participants had no objection to their identities being revealed in the study. This could be due to the consent forms that they signed, ensuring them that confidentiality would be maintained, and the fact that this research is supported by the academic institution. Regardless of the participants' willingness to reveal identities, the researcher opted to use pseudonyms in order to maintain the integrity of the study.

Lastly, upon conclusion of this study the researcher sent the findings to the participants for them to vouch for the accuracy of the data, and how it was collated and interpreted. This was another measure taken to ensure that the research was conducted and presented as ethically as possible.

As mentioned above, the researcher offered participants copies of the recordings and notes taken during the interviews to ensure the highest ethical adherence. However all five of them declined.

For signed consent forms refer to Appendix B.

3.12 Conclusion

This chapter has provided details of the research design and methodology that were used to gather the data necessary to answer the research questions outlined in chapters one and two. The qualitative nature of the research was highlighted, and

the numerous challenges that needed to be considered before undertaking this study have been delineated. The study has also illuminated the relevant advantages of qualitative research in assisting researchers to gain insights into, and an understanding of human experiences about existing social phenomena.

By analysing the methods and tools used by similar existing studies, the researcher was able to motivate the choice to use in-depth interviews, and content analysis, as a qualitative technique, according to what is appropriate for research in the social sciences. Careful consideration went into ensuring that the research was conducted in a manner that was not harmful to the participants in any way. The techniques used by the researcher relieved them of any anxiety they may have had regarding their participation in the interviews and the protection of their identities. The researcher maintains an ongoing positive relationship with the participants, who have expressed their willingness to be contacted by supervisors and examiners at any point, in order to verify the careful treatment of participants by the researcher, or to confirm the validity of the findings, if deemed necessary.

Chapter Four: Data Analysis and Findings

4.1 Introduction

This chapter provides the data analysis of the research conducted through in-depth interviews. The findings drawn from the data are presented in a narrative format that highlights themes, patterns and arguments that were gathered from the data. The primary research question was the following: Within an environment such as MultiChoice, what is management's perception regarding the way that cultural and informational diversity among workgroups contribute to creativity, thus enhancing the capacity for innovation?

In-depth interviews were conducted with the five heads of department of the VOD division in MultiChoice South Africa. This instrument best suited the nature of the research because it allowed the researcher to delve into individual perceptions and experiences in order to extract the meaning of concepts, like diversity, creativity and innovation, as they exist in a particular context; that of the organisation. The environment in which this research was conducted and analysed was in an innovative organisation; a creative- but also technologically advanced landscape.

This contextualisation is due to the recommended approach to research regarding diversity and its role in innovation as suggested by Riordan and Shore (1997), who argue that research in the field of diversity and its effects on the organisation should be placed in context since the terms 'diversity' and 'innovation' could mean very different things to different people (Riordan & Shore, 1997). Thus, in order to prevent a generalisation of understanding and perceived function of the two types of being studied diversity, the researcher in this case, honed in on focusing the study within a single division in a South Africa organisation.

The data analysed and the findings presented will further highlight the importance of context in studies of this nature. The research findings will showcase the current perceptions and experience of cultural and informational diversity from the point of view of the HODs, its present role in the organisation as well as barriers and

moderators for the effective relationship between diversity and creativity as highlighted by participants.

4.2 Background and factors that influenced the organisation within South Africa

The figure below outlines crucial milestones in South Africa's history as noted by the participants at various stages during the interviews. These milestones were used to address some of the barriers described by the participants regarding cultural diversity and its effect on work group performance. The milestones were highlighted by the majority of the participants who noted these moments as being relevant to MultiChoice's growth over the past three decades. One participant said that "The SABC set the standard at the time and when MultiChoice launched we wanted it to be bigger and better and provide a pleasurable viewing experience for our customers". Another commented on the introduction of BEE and B-BBEE that "the workforce is changing and we need to keep up with these changes. We need to give opportunities to those who were robbed of these opportunities before". On the arrival of Netflix in South Africa another participant claimed that "this is good for us. It gives us an opportunity to think out of the box. Competition is good if you are equipped to deal with it".

This motivated the researcher to trace the journey of the organisation in a diagram in order to contextualise some of the responses of the participants in the in-depth interviews.



Figure 7: Infographic created by researcher depicting major milestones in South Africa's history that influenced MultiChoice according to participants

During the apartheid era, the then government noted television as a luxury and opted to use it as a bargaining tool to gain votes. This put television on somewhat of a pedestal in that it quickly became a luxury that was only attainable by the minority. Juxtaposing the minority's lavish lifestyle, with the acquisition of commodities like television, were, for the majority of South Africans, events like the Soweto Uprising, which highlighted the country's need for change. This dichotomy and the innate dissatisfaction slowly began to influence the political atmosphere, catalysing it into what we now know as a democratic nation (South African History Online, 2011).

In the context of innovation, MultiChoice was established in 1986. This occurred quite some time before South Africa began negotiations to effect the dismantling of apartheid. During that time, the company catered to those who had the capacity to

obtain the luxury that was a 'pay TV' subscription. It was then that the SABC lost its monopoly value as the product offering of MultiChoice far surpassed that of their product offering. Seen as somewhat of a superior product, even in the late 1980's to early 1990's, MultiChoice managed to stay afloat in the midst of the country's chaos. South Africa became a democratic country in 1994, enabling all South Africans to vote.

Through all of these changes, MultiChoice managed to grow significantly and increase its product offering soon after the first democratic election. By obtaining satellites, MultiChoice brought digital television to South Africans in 1995, which enabled consumers to access content previously not available in South Africa. In a sense, MultiChoice brought the world closer to South Africans in the form of international entertainment. MultiChoice also provided new opportunities for South Africans in the job market (Bamigbetan, 2015).

The implementation of BEE and B-BBEE policies by the government in 2003 caused MultiChoice to re-strategise their hiring policies to meet the requirements of the affirmative action criteria. Although some of the participants engaged in conversation regarding these policies, it is not the intention of the researcher to choose a stance on the matter in this brief historical rendition. What is important for this study is the views of the value of diversity from the HOD's perspectives and to understand what the relationships are between types of diversity and the effects these have on creativity and by extension, innovation.

Between the period of 1995 to 2015, MultiChoice has grown into a multi-national corporation that has superseded any of the potential hindrances it could have succumbed to in the wake of a political uprising. Its new ventures have spread into the rest of Africa, giving it a large stake in the entertainment industry of many developing markets, while still maintaining its position as an industry leader in South Africa, shaping the way consumers engage with media. Its online platforms have also set unprecedented standards for television consumption within South Africa. The question currently is: How will MultiChoice respond to a competitor after having had no direct competition for the last twenty years? According to innovation theorists, innovation allows organisations to remain competitive (Yellowwood, 2013; Hewlett,

2013). Innovation requires a strategy and according to business cases advocating for more diversity in the workplace as a tool for innovation, it is interesting to understand what diversity's role will be, if any, in helping MultiChoice remain at the forefront of the industry in South Africa and furthermore to determine what the future of cultural and informational diversity will be from an HOD perspective.

Soon after this research was conducted MultiChoice released an article indicating its capture of new markets within Africa and beyond through its VOD services. This serves as another reason why the company fits the description of an innovative organisation according to the definitions mentioned in chapter two which highlights the capturing of new markets as an indicator of an innovative organisation (Yellowwood, 2013).

4.3 Identifying themes that emerged from the primary research

This section presents a synthesis of the themes that emerged from the in-depth interviews, ordered according to the secondary research questions. After introducing the participants' understanding of innovation and creativity, the HOD perspective regarding cultural diversity and relevant themes regarding stereotypes, similarity attraction and the creation of tribes are discussed. Participants' perception of cultural diversity and the effects on learning and communication are then unpacked. Thereafter, themes deal with the secondary research questions about informational diversity and creativity, and the relationship between cultural and informational diversity. Lastly, emerging themes that deal with barriers and solutions to cultural and informational diversity are discussed when unpacking the moderators for cultural- as well as informational diversity.

4.3.1 Participants' understanding of innovation

Upon introduction, the participants were asked what their definition of innovation was. Although some of the definitions were similar to an extent, all five definitions differed in a meaningful way that spoke to their individual experiences with creativity and innovation. This showcases the realistic nature of perceptions of innovation in

the workplace. Although these views are not scholarly, they allude to the participants' engagement with the topic in the workplace at some level.

Two of the five participants suggested that innovation is technologically dependent. They suggested that the degree of innovative success is measured by the efficiency of processes. Furthermore, it was suggested that innovation strategies should be a "short term reality with a long term return" meaning that these technological advancements should be implemented as soon as possible and "not take over two years to implement" as pointed out by one of the participants. The participant who stated this was of the idea that innovation is technologically influenced and the result of innovation is the pace at which breakthrough technologies can be implemented within the organisation in order to have a positive effect on the customer's experience with the product or service. In this way, the participant's view is in line with existing literature which suggests that technological advancement that positively affects the customer's experience can be regarded as firm level innovation and contributes to the organisation's capacity to compete with others in the market (Antonelli, 2016; Yellowwood, 2013).

Another participant stated that "innovative capacity really means how ready you are to compete and how ready you are to change". Finally, one participant offered that innovation is "something new, something that no one else is doing, and doing that thing well".

Three of the five participants offered a similar understanding of innovation in that they mentioned the customer's experience of their service as the goal of innovation. Two participants went on to discuss how technological advancements would not be possible if it were not for the creative thinkers behind those ideas and implementations. One participant offered a practical example of informational diversity and its value in the organisation before being asked about their views on the value of diversity. A particular team was responsible for generating an idea that was implemented and assisted the business in ensuring customer satisfaction in spite of any technical mishaps that may occur at the MultiChoice site. This example was used to stress the importance of creativity and collaboration between employees and managers in order to be more innovative. Furthermore, this example aligned

with current definitions of innovation which suggest that the implementation of good ideas is deemed an innovation and creativity is just the first step in the process (Skillicorn, 2016). The participant offered that according to him diversity in terms of skill sets was crucial in the establishment of this idea and that a key point of collaboration occurred between team members when they “further developed the idea until it was ready to present to the key stakeholders and implement it”.

Finally, one of the participants provided a definition that focused on creativity as a driver for innovation. It was suggested that creativity allowed an organisation to be innovative, and she stressed that optimising creative thinking as the first step in the innovative process, assisted the organisation to be one step ahead of others.

Although the definitions from each participant was unique to an extent, the general consensus of the definition of innovation suggests that perhaps innovation is relative to the function of each group. For example, the participants who head up the technical sectors within the VOD division found innovation to be more technologically inspired, while others in marketing and business were focused on innovation’s ability to create new value for their customers while generating a significant return for the business. This speaks to greater academic discussion of the varying definition of innovation and further supports a need for tackling components of the innovative process such as idea generation and creativity. One participant concluded by saying that in “South Africa and Africa, MultiChoice is innovative because there lacks significant competition but the true test of how innovative the organisation is will be measured once Netflix enters the market because it will give us something to measure ourselves against”.

The participants stressed creativity as a key driver for innovation within each of their sectors, which aligns with the literature. However, each had their own experience with driving creativity within their work groups. Some had more positive experiences with diversity and creativity within their work groups than others. At this stage of the in-depth interviews all five of the participants moved away from talking about innovation but rather drew on creativity and idea generation to continue the discussion about diversity and its contribution to innovative capacity within their respective work groups.

4.3.2 Creativity and Innovation

When the participants were asked to provide their definition of innovation, four out of the five mentioned creativity as a key ingredient for innovation. Those participants mentioned the value of creativity within work groups for idea generation and socialising ideas until they can be implemented. The workgroup that was suggested to have tasks that required the highest levels of creativity (media sales) was reported as being the department where creativity was high based on the tight deadlines and fast paced environment as according to that HOD. According to the participant, his team is creative because “their ideas are never left to linger for a long time”. According to him “ideas move in and out” and that is why he deems his team to be most creative. Within his team, informational diversity is low but cultural diversity is high. Informational diversity is low due to the hiring policy for the marketing department which strictly requires marketing and brand qualifications for employees at this stage. By this it became apparent that this HOD relied on individual’s creativity to enhance the department’s overall creative capacity. In line with Sarooghi’s (2015) study, this participant mentioned cultural diversity as a key constituent for creativity in his highly informational similar department. The participant found that individuals within his team are creative and he suggests that it is due to their respective cultural differences. In this case he suggests that creativity is higher at an individual level within his department.

Another participant offered that his team behaves creatively when they lose the fear they have of management. “I have one on ones frequently because without it I don’t know what’s going on with them and they don’t really know if they can approach me with their ideas”. A similar statement was made by another participant who mentioned that she often finds her team behaving more creatively and “coming up with new, good ideas” when she removes them from the “silos” they tend to gravitate towards. Based on the nature of work her team is required to do she offered that “it is easy for them to work by themselves and not integrate, but I make it a must because otherwise they forget how to socialise and socialising is when good ideas happen”. Both of these participant’s teams are composed of more culturally diverse employees than that of informationally diverse team members. However, informational diversity is present to an extent. One participant mentioned that a

group of people with the same or similar skill set do not feel the need to collaborate because their educational backgrounds are the same. She asserted that “they need to be nudged to collaborate, that is just the nature of tech teams”. In these cases, the participants seemed to focus on the value of individual creativity in terms of cultural diversity.

According to another participant, creative individuals in her team are her asset. She mentioned that her team is comprised of a number of creative individuals and these individuals often approach her with their ideas. This sense of individual creativity was supported by another participant who mentioned that in his team of engineers, each has his/her own way of being creative and developing solutions. He offered that he does not force his team members to work on solutions together because personalities differ among engineers in his experience they often tend to prefer coming up with ideas and solutions by themselves and present it to him before telling their fellow team members. He further suggested that this is due to the anxiety that exists among groups of different people who have to work together. He offered that in some cases “outward” difference hinders creativity more than it supports it. Based on the similarity in race between him and some of his team members, he mentioned that “they would rather approach me with their idea than share it with a white or Indian team member or superior”. This he believes is a key hindrance to collaboration within his team. He went on to suggest that individual creativity is necessary but it would be more effective in creating “real results” if creative individuals would collaborate more.

Most of the participants concluded their innovation answers with their notes about creativity and its importance in innovation. It became evident that the majority of the participants could not separate a discussion of innovation without motivating why they thought creativity is a driver for innovation. This ties in with the literature which suggests that creativity is the starting point of innovation.

The participants had differing views as to what increased levels of creativity within their teams. One suggested that task specificity and deadlines increased the levels of creativity within his team of culturally diverse but informationally similar team. Another offered that collaborative tasks engaged her team of culturally diverse but

informationally similar team. These mentioned moderators will be unpacked later in this chapter. Many of the participants had unknowingly mentioned certain moderators they thought facilitated the relationship between diversity and creativity. Before getting into those moderators, the participants' views of diversity has to be addressed as this was a driver for the discussion regarding diversity and creativity.

4.3.3 Diversity and Creativity: An HOD perspective

A summarised definition of diversity as collected from the participants suggest that this sample group define diversity as people who are from different cultural backgrounds, differ in race and have different interests and skills. It was mentioned that they are aware that there are multiple types of diversity, but, based on their experience within the organisation, they have interacted with culturally and informationally diverse people more than any other type. Gender and age diversity were mentioned among the participants but when asked about the types of the diversity most relevant to innovation, cultural and informational diversity were the most common types of diversity relevant to innovation as cited by the majority of the participants.

One participant had a disregard of gender diversity and owed it to the greater relevance of other forms of diversity in the workplace. This participant offered that in his experience women within his team do not want their good ideas to be owed to the fact that they are women. He offered a response from one of his team members who he had commended for her ideas. His account of what she had said was “it’s a great idea because I am an engineer, I just happen to be a woman”. On the other hand, regarding gender diversity, another participant offered that “women change the dynamic in a team and when there are a lot of male sales people in one team, the addition of females creates a safer environment”. When asked what he meant by ‘safer’ the participant went on to discuss that women facilitate collaboration more effectively than men do in his experience.

In most cases, the participants asserted their point before the researcher probed for any discussion as to why they find these two types to be the most relevant. Informational diversity was not labelled ‘informational’ by most of the participants but

rather the participants mentioned education, experience and skill sets to be a single 'type' of diversity.

Three of the five described diversity in terms of explicating different viewpoints of members within a team. One participant provided a visual description to support her perception of the value of diversity in teams. She asserted that "a pie can be placed on a table and nine different people can be looking at the very same pie, but each will have a completely different angle". That, she asserted is why diversity is crucial in teams. Most of the participants went on to discuss their perceptions of the value in diversity from being asked what they define diversity as. The researcher noticed a sense of ease in the discussion of informational diversity as opposed to that of cultural diversity very early on in the interviews. This will be addressed in the following sections.

While highlighting that diversity has multiple types, a difference in skillsets and educational backgrounds were used to define diversity by three of the participants. Before being led to the next set of questions in the in-depth interview, one participant offered an 'all-encompassing' definition that she wanted to conclude her understanding of diversity with. She stated that, "Diversity is a group of people with different viewpoints, different backgrounds and beliefs, coming together and working in synergy in order to innovate or maintain the business success." This definition highlighted that the participant had to some extent engaged with the relationship between the concepts of diversity and innovation.

4.3.4 Cultural Diversity

Two participants defined diversity as a variety of beliefs, backgrounds and cultures. It was suggested that one person can be thoroughly diverse if we consider the types of diversity that make up diversity as a concept. The participant appropriated the definition of diversity to cultural differences before highlighting her perceptions of the value thereof in the workplace.

Certain participants made mention of the necessity of employing diverse people from previously disadvantaged backgrounds to encourage common acceptance, promote creativity and encourage learning among diverse teams.

Two of the five went on to mention that, within cultural diversity, there are sub-types like religion, tradition and practices. Their understanding speaks to the complexity of cultural diversity in itself and their definition of cultural diversity is in line with the literature presented in chapter two. This complexity, as suggested by participants, could be why diversity as a practice, could be pushed to the side. The participants mentioned that cultural diversity is complex and presents a great challenge for the organisation and they owed this factor as a potential hindrance to generating creativity from cultural diversity within work groups.

Most of the participants mentioned reasons why cultural diversity does not work in teams and in many cases hinders creativity and collaboration which was deemed crucial for innovative success as discussed in chapter two. The researcher noted that with regard to the relevance of types of diversity in the context of innovation, it seems that cultural diversity is strongly associated with creativity and innovation because of the negative effects on performance as noted by the participants. Perhaps other types of diversity are less notable in terms of innovation because their effects whether negative or positive have been minimal compared to the other types of diversity as perceived by participants. The next section will present some of the common barriers of cultural diversity as outlined by the participants.

4.3.5 Stereotypes

The most common discussed barrier by participants in terms of cultural diversity was stereotypes and how it affected work groups performance as well as levels of creativity.

Three of the participants offered their stories of direct engagement with cultural stereotypes and its impact on their workgroups. One of the three discussed his experience with cultural stereotypes and the negative impact it has on work group performance in the context of collaboration. He mentioned that in instances where

collaboration with teams from other regions in Africa was necessary, the level of effective communication decreased not because of language barriers only but because “Indians would want to work with Indians” and so on. In support of this another participant mentioned that her experience with cultural stereotypes came in the form of her entering the team as a “white manager”. She shared that she experienced a sense of ‘outcast’ in that she would often be left out of team gatherings and when she enquired why this was the case her staff stated that they did not think she would be interested in what interested them. While her team did not overtly mention her cultural difference as a determinant of her being left out, she noted that she believes it is because she is white and that “there just isn’t any other good explanation”. In this case she suggests that collaboration between managers and their teams can be ineffective if the majority is of one culture and the manager is of another.

The final participant that discussed stereotypes mentioned that there are a lot of assumptions in the work place. He went on to mention that stereotypes exist among cultures and there has been “no effective method of dealing with this especially in South Africa where Xenophobia is rife”. He went on to further suggest that “we have this strange fear of each other based on stories we have been told or one or two strange experiences we have had with people from other cultures”. The participant went on to suggest that “we have not been able to combat these stereotypes with a positive practice and stereotypes continue to plague us, especially those teams with whites and blacks only”.

These participants described their experiences with cultural stereotypes in their respective work groups and expressed a need to combat such stereotypes for effective communication and collaboration which they believe are essential to creativity. Cultural diversity was negatively associated with creativity due to the stereotypes that exist among people of different cultures. While the literature suggests some combative tools for stereotypes such as counter stereo typing as a practice, these participants have not engaged with any practices they deem valuable for addressing this issue (Gocłowska & Crisp, 2013).

4.3.6 Similarity attraction and the creation of tribes

The question of the disadvantages of diversity within work groups led the majority of participants to discuss the ways in which their teams chose to group themselves in social situations such as meetings, knowledge sharing sessions, lunch breaks and even during team building activities. The first participant mentioned that “people who are alike group themselves together and create tribes that are sometimes impenetrable”. She went on to mention that “you would find a group of coloureds together at lunch and not a single other race group and you will also find a group of senior engineers sitting together all the time, going to lunch together, sharing knowledge on a drive that only they have access to. Its like somewhat of an allegiance and those are the people that it becomes difficult to engage creatively or otherwise”.

Another participant used his own experience to account for the creation of groups among people of similar ranking within the organisation. He mentioned that “it becomes second nature to gravitate towards people who have been with you in the organisation for many years”. The participant went on to suggest that it takes a very intentional effort to allow you to accept what what is “unfamiliar to you”. The same participant mentioned that as the organisation progresses, the entrance of young black males and females into a predominantly white managed organisation, causes a sense of unease between managers and their teams.

Finally, a participant suggested that the introduction of many “different people in one team seemed to help people get to know others who are perhaps slightly different from themselves”. In her particular example she mentioned that the addition of a disabled person, more females and Indian team members seemed to adjust the group’s dynamics in a positive way. She suggested that this encouraged learning and allowed team members to become inquisitive when there were less of themselves and more “others”. She concluded by mentioning that this strategy is not possible and in her case it was “great luck” that she could make those new additions to her team but she also mentioned that it “forces individuals to step out of their comfort zone which is not an easy process to facilitate”. This participant offered that initiatives which mobilise cultural difference and create a space for learning about

other cultures is necessary. This view was not shared by the rest of the participants as they felt that focusing too much on cultural difference can produce further negative results for creativity.

The creation of tribes among different cultural groups is supported in the literature finding by Wale (2013) which found that 43.5% of South Africans rarely or never speaks to, or chooses to interact with someone from a different racial group. These participants chose to discuss cultural stereotypes as a barrier for collaboration and communication which they deem as important for creativity within work groups. Even though as mentioned earlier, individual creativity was stressed as valuable in certain teams, the participants perceive collaboration to be important during the idea socialisation stage which is also noted as valuable in the literature regarding creativity and idea generation (Leven et al, 2014).

4.3.7 Cultural Diversity and the Effects on Learning and Communication

The participants offered negative effects of cultural diversity within their teams in terms of learning and communication. Cultural diversity and its association with learning was a common theme among participants. These are the two overarching themes with which the participants associated cultural diversity. The figure below indicates the effects cultural diversity is said to have on learning and communication within the participant's teams.

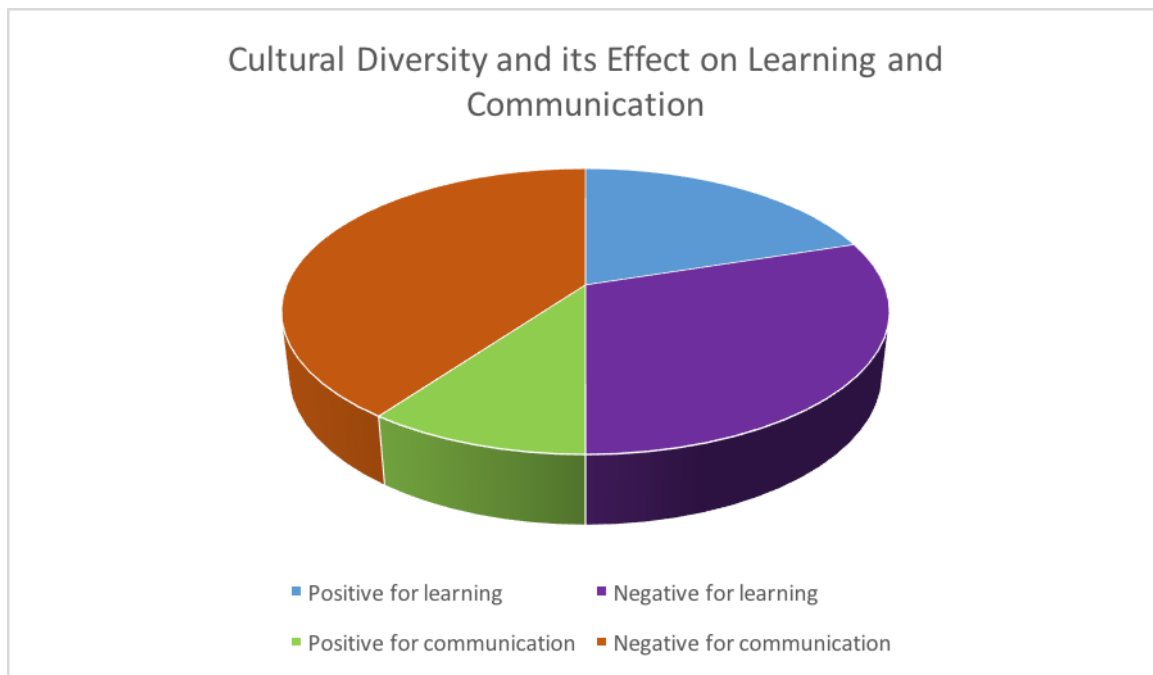


Figure 8: Cultural diversity and its effects on learning from participants' perspective

The figure above indicates the participants' views regarding the effects of cultural diversity on learning and communication within their teams. The opinions indicated two main points; 1) Cultural diversity was associated with learning and communication only, 2) cultural diversity was associated with more negative effects on learning and communication based on the participant's experience of cultural tensions present within work groups.

The first participant spoke about cultural diversity in terms of its value within teams for the purposes of learning about other cultures. The association between cultural diversity and learning for the purposes of idea generation and other business related objectives were not mentioned to the extent to which learning was mentioned in terms of learning about other cultures. He mentioned that "cultural diversity is necessary in teams because we need to learn to understand and accept each other especially because of our history". Sharing a similar view, the next participant suggested that cultural diversity is crucial for the learning process and based on her experience with cultural diversity within her team she has found learning to be positively affected by the composition of her team in terms of other types of diversity

present within the group. Both participants offered examples of learning from an acceptance angle.

Polar to those two views, three of the participants suggested that learning is negatively influenced by an excess of cultural diversity because of the creation of tribes and varying cultural practices creates tensions among the different groups. One of the three participants sharing this view suggested that “people are set in their ways and the addition of more unfamiliar people in one team creates instability because now people move towards others like them and choose to distance themselves from the unfamiliar”. He went on to state that “encouraging South Africans to learn about other cultures seems a bit outdated”. “Encourage them to learn about people from other backgrounds like their education, skills and those sorts of things”. This particular participant viewed cultural diversity as more of a hindrance to the benefit of learning and development for the purposes of innovation because the “approach is incremental to the outcome”. He offered that if the approach is to get people to learn about each other because it’s the right thing to do, that’s where the mistake is. He concluded by saying “in South Africa we deal with racial tensions by making light of it, not focusing on the differences to a point that it makes us not want to work together. According to him, less focus on the outward difference is critical to the success of diversity but he mentioned that this can only happen when you have something else to focus on like skills and learning from other people in that regard. He felt that cultural diversity was more debilitating in teams and without the addition of “skill set” diversity, cultural diversity is believed to have no real influence on learning that is relevant to the business.

Furthermore, another participant sharing the view of cultural diversity as having a negative effect on learning shared that “from a business point of view cultural diversity makes sense and we can learn about other cultures and maybe get more ideas about how to add value to our customer’s lives but how does that even work when people are drawn to their own? Where does the learning happen?”. These questions she posed indicated her frustration with the creation of tribes within teams and she further suggested that there needs to be some moderator for diminishing those tribes that are created based on cultural similarity and creating an environment for true learning which benefits the business.

The final participant sharing this view suggested that cultural diversity has some negative implications on work groups because of BEE as an active policy within the organisation. He mentioned that “if people are hired for their skills and not just because of their race, the ease into their teams is less traumatic and the acceptance level is higher because he or she isn’t being judged based on the colour of their skin”. He went on to stress that “people are smart, they can see through all the politics and no learning will happen if they feel that you have nothing real to teach”.

Views on cultural diversity’s effects on communication presented a clear negative result. Four of the five participants mentioned that cultural diversity has had negative effects on communication within their teams because of the language barriers, fear, mistrust and prior personal experiences that have led people to become withdrawn. Two of the five participants regarded fear as a leading hurdle in diverse teams. They suggested that fear cripples teams when they have to collaborate, share their ideas or opinions. Over their tenure with the organisation and their close interactions with their teams on a daily basis — both in a regular work environment, and when they are in formal settings, like meetings noticed a clear sense of disengagement between different cultural groups. While fear cannot be totally dissolved in the organisation since it is an emotion that is inseparable from being human, the participants highlighted the need for addressing this within the organisation as it curtailed creativity, as well as inhibited personal, as well as organisational, growth.

According to one participant based on her team’s functional tasks “it is easy for them to work in silos so they need to be facilitated out of that comfort zone and put into environments where they actually speak to people”. She added that she has added biweekly “think thank” type of tasks which require collaboration and encourages effective communication through the common objective of each task. This she suggested facilitates communication between culturally diverse teams. Other participants displayed a sense of hostility towards cultural diversity initiatives because they felt as though this type of diversity serves creativity less when individual creativity is needed and could enhance innovative capacity more than cultural diversity.

4.3.8 Informational Diversity and Creativity

A common finding present in the in-depth interviews was that there was a positive association between informational diversity and creativity as compared to that of cultural diversity. The participants each shared their views based on their experience with this type of diversity in their work groups.

The first participant mentioned that informational diversity which he referred to as “skills diversity” was crucial for establishing a creative environment within his team. He offered that “different views and different angles of looking at the same problem allows us to solve problems with better solutions not basic solutions”. Following his theory another participant mentioned that the addition of multidimensional individuals from an educational and skills perspective is far more “productive” when it comes to generating new ideas within her team.

Contrary to these views, two of the participants offered that based on the hiring policies for their respective departments a lot of the people in their teams have the same or very similar educational backgrounds and therefore they rely on cultural diversity as a means for generating creativity within their work groups because informational diversity is low. One of the two participants who shared this view stated that “because we are similar from a skills perspective we have to use creative tasks that engage other aspects of ourselves like our cultural heritage and knowledge of other cultures, backgrounds and beliefs to begin discussions that cause us to tap into our sense of creativity. If not intentionally engaged in my team, creativity won’t exist because engineers will talk to engineers about engineering, in engineering jargon and there is no real sense of creativity there unless otherwise engaged by a creative task that makes us think of ourselves and the world around us in different ways”.

The final participant sharing this view offered that informational homogeneity cannot generate creativity and good ideas unless it is “incubated and provoked”. By this he went on to explain that within a marketing environment where most people have the same skills he has to cause them to think differently and leverage off other

differences that exist among them. Participants shared that they require some internal initiatives that enable them to facilitate creativity among their teams. He went on to suggest that hiring policies need to change and allow for “multi-skilled” individuals or people from various backgrounds to be introduced to the marketing environment. Another participant argued that “we cannot have one initiative for the entire organisation. It has to be specific to our needs and our team’s needs. Diversity is specific and the effects on performance are specific to the team”.

Lastly, the final participant suggested that when we look at the essence of creativity and innovation, it stems from people of various educational, skills and tenures working together for a common goal. He mentioned that while cultural diversity is valuable in any organisation he has seen the value of informational diversity in terms of innovation far more than he has with that of cultural diversity based on the tensions that arise from culturally diverse teams. He offered that “when you step into a war room and introduce people based on the value of their knowledge and skills, the focus shifts and that is when creativity begins to thrive. Not when people see colour first”.

In support of informational diversity, another suggested that informational diversity will be a critical factor in the success of the organisation as it moves forward. While her hope is that cultural diversity is embraced even more in the organisation, it is informational diversity that stands at the forefront of types that impact work group performance. This ties in with current thinking in the field. Informational diversity is becoming more relevant, and Western and European companies are taking note based on the amount of studies of diversity in the workplace that have been conducted in those regions. \

4.3.9 The relationship between cultural and informational diversity

From the in-depth interviews it became apparent that there was an association between cultural diversity and the predominantly negative effects that this type of diversity has on work groups. Informational diversity was discussed at length as the participants advocated for the addition of more informational diversity within teams to foster more creativity. The relationship between these two types of diversity became

clear in that in most cases the participants offered moderators to the negative effects of cultural diversity by the addition of more informational diversity and adjusting the focus from culture to skills in order to combat the tensions that arise from cultural diversity.

Cultural diversity has been shown to have mixed results within teams in the literature study however in this research there were clear negative results in terms of learning and communication among culturally diverse people. However, the participants suggested that informational diversity brings a sense of balance to the instability that cultural diversity can cause within teams. The relationship between these two types of diversity have been discussed in terms of their ability to combat, to an extent the negative effects that may arise from focusing on one type of diversity in teams.

Furthermore, the relationship between these two types of diversity was often described by participants in terms of a 'moderating' effect that facilitates the relationship between these diversities for the benefit of creativity within their teams. Although the participants did not make use of the words 'moderate' or 'moderators' their opinions regarding the value of these two types of diversity suggested that the relationship between these types of diversity exist in the form of moderating effects that each can bring to the other for the sake of enhanced "learning", "knowledge sharing", "problem solving", "communication" and "creativity".

4.3.10 Moderators for cultural diversity

The figure below indicates some of the moderators for the effective relationship between cultural diversity and creativity and highlights the relationship between the two types of diversity as mentioned in the section above.



Figure 9: Suggested moderators for cultural diversity

The figure above indicates some of the moderators that the participants offered as effective for facilitating the relationship between cultural diversity and creativity. The participants mentioned early on in the interviews that they had not been exposed to initiatives regarding diversity within the organisation in almost a year. Those that recalled initiatives offered that “the initiatives aren’t really focused and are inconsistent”. The participants who shared that they think there is value in diversity initiatives within the organisation used cultural diversity as an example and suggested that in order for cultural diversity to contribute to enhancing an environment’s innovation capacity, their teams need to become more aware of the value in diversity from a business perspective and not just a “nice to have”. A moderator in this regard was suggested by the participants in the form of specific diversity initiatives that focus on cultural diversity and innovation and not just diversity. As previously mentioned, all but one participant shared this view.

The second moderator offered by the participants was related to task specificity. Three of the participants mentioned that they often find that when tasks require creative thinking, are challenging and require some sort of collaboration between different functional groups or even collaboration between managers and their teams, cultural diversity can thrive and this is when they found that their teams behaved creatively and generated implementable ideas. Regarding task specificity one participant offered that “if the task is engaging and in some way makes people realise that they need another’s input or view, more often than not they will ask for help and in that way collaboration becomes part of the job. That is when we can bridge the cultural or diversity gap that exists still”. These opinions suggest that cultural diversity does not seem to thrive on its own in terms of creativity but requires

elements of informational diversity to assist or catalyse cultural difference for creativity.

A few of the participants mentioned that within their teams when more than two types of culture exist they find that even though there are tribes that form, the level of creativity can be higher if there is a common goal and the team is required to collaborate a lot more than usual. With this being said the participants indicated that the cultural diversity will not constantly produce creativity and good ideas but there will be periods of creativity when other aspects are met that engage this type of diversity. This further establishes that these moderators seem to work together to provoke cultural diversity to enhance the capacity for creativity and by extension innovation. In summary, for cultural diversity to produce creativity and implementable ideas, the participants suggested that there should be more informational diversity added to teams with higher levels of cultural diversity alone such as that of marketing and the engineering teams. There should also be a conscious addition of more types of cultural diversity added to teams with two types of diversity so that binaries of black and white are diminished. In this regard initiatives within the organisation that are specific to the needs of each department as suggested participants who deemed it necessary for the acceptance and buy-in to the value of diversity from employees. A participant stated that “if we understood the value and looked at case studies where value in cultural diversity is explicit, the negative aspects of cultural diversity on teams will be less severe and we can begin to behave more freely and creatively”. Lastly tasks that require creativity and collaboration are deemed necessary by the participants for the effective relationship between cultural diversity and creativity.

Although these moderators are suggested to have positive effects on cultural diversity and its influence on creativity, most of the participants showed a sense of caution or hesitation towards associating cultural diversity to creativity. The participants that displayed the most caution offered that cultural diversity brings far too much conflict to the group because culture is a personal trait. One participant offered that “of the diversities, I would say cultural diversity brings the most conflict to teams and sometimes it is conflict that can’t be solved because culture is too personal so maybe we should focus on other types of diversity moving forward”. This

participant went on to explain that because “innovation is an urgent matter” focusing on relieving cultural tensions delays innovation.

4.3.11 Moderators for Informational diversity

The figure below indicates some of the moderators as mentioned by the participants to facilitate the relationship between informational diversity and creativity



Figure 10: Suggested moderators for informational diversity

The above moderators highlight that even though informational diversity is more valuable for creativity than cultural diversity, informational diversity does not come without challenge either. The figure above highlights some of the moderators for informational diversity in work groups as accounted for from the in-depth interviews. It is important to note here that informational diversity had far less moderators than that of cultural diversity. This could be owed to the levels of tensions that arise from cultural diversity as mentioned by the participants in comparison to that of informationally groups. However, even though tensions exist from within groups composed of mostly informational diversity, in the context of creativity and innovation the participants offered that there needs to be a strong focus on this type of diversity and a “plan to make this type of diversity thrive” as stated by one participant.

Task specificity was mentioned on more than one occasion by the majority of the participants when discussing their views on the value of informational diversity. One

participant suggested that to avoid drawn out conversations and brainstorming sessions he implements tight deadlines and makes his tasks more fast paced in order to create a sense of urgency which in turn makes this type of diversity more effective for creativity. Another participant offered that in cases where she needs her engineers to “think out of the box” she introduces an element of creativity in the task which requires her team to problem solve as though they do not have any barriers such as budget and deadlines. She stated that “I want them to problem solve like humans for humans and sometimes that means removing the barriers and making them think as though there are no boundaries”. In this regard, creative tasks are the common moderator as outlined by participants who suggest that informational diversity can thrive when tasks have an element of creativity. However, the tight deadlines concept was a disparity among these two participants as one found it to be a barrier to creativity while the other found it to enhance creativity. This further highlights that more tests need to be conducted in specific teams in order to determine the most suitable diversity strategy for each department for the purposes of enhancing creativity within these departments.

A unique moderator that was common to three of the participants suggests that the addition of other types of diversity to an already informational diverse team can enhance the capacity for creativity and innovation within teams. One participant mentioned that “in my team of mixed skilled individuals the addition of more females could alter the way we think, problem solve and produce ideas”. This view was shared by another participant as mentioned in earlier sections. Another of a similar view stated that “if we are to engage people of various educational backgrounds we should add more people who have different amounts of experience which could help increase the turnover rate of good ideas that we can use”. In his reference to tenure diversity it became apparent that perhaps this division could benefit from other types of diversity that have not shown much notable results in the literature. Finally, another participant suggested that if conflict can be managed from culturally diverse groups then the addition of more cultural diversity among informational diverse teams can add to the levels of creativity within his team but he stresses that a strategy should be devised first as he does not want to disrupt his current team dynamic without good reason.

One of the major downfalls of informational diversity as stipulated by the participants was that with increased levels of informational diversity the levels of task specific conflict rises. Along with this the participants mentioned that there are longer debates, varying views that need to be addressed which is time consuming and that results in tensions for the group and diminishes the potential for creativity and the amount of implementable ideas being produced. Although conflict rises from this type of diversity it was made evident that the conflict results from an objective sense and not personal conflict such as that which can arise from cultural diversity. In order to address this issue and facilitate an effective relationship between informational diversity and creativity the participants mentioned conflict resolution initiatives as a moderator. The participants suggested that if their teams were to receive training on how to solve conflict faster and effectively, that their turn-around times would increase, more ideas would be generated and the rate of implementing those ideas could increase. A participant stated that “there has to be some form of education because human beings do not have an innate sense of conflict resolution”. Similarly, another offered that “if my team learns to understand each other from a skills and experience point of view they would work together to meet their deadlines and goals far better than they do now”. Finally, a participant stated that “for any type of diversity, training is necessary and we have not received the training we need to adopt and value diversity. We have begun to take diversity in any form, for granted”.

Goal orientation was stressed as an important tool for facilitating the relationship between informational diversity and creativity. A participant stated that “a common goal gives us focus”. He went on to suggest that although creativity should not be stifled, a common goal brings a sense of strategy and organisation that is necessary for informationally diverse teams to produce results.

4.3.12 Diversity initiatives

Diversity initiatives were defined as programmes or practical implementations that an organisation puts in place to engage its staff about the value in different types of diversity. Each initiative allows for discussions, learning and supplies employees with practical tools to facilitate effective communication, collaboration and ultimately idea generation and creativity. These programmes act as catalysts for diversity in order to

facilitate improved creativity, enhanced problem-solving skills, easier collaboration; and, overall positive results that contribute to the success of the organisation.

Most of the participants have not experienced any form of diversity training, nor been subjected to any diversity initiative, during their tenure with the organisation. With the exception of two participants who have been exposed to an initiative about a year ago, they all stressed the value of these initiatives because of the “many unknowns” about diversity as describe by one participant.

Regarding internal communication, the participants suggested there are far more innovative ways by which leadership could engage employees regarding the value in diversity. A practical demonstration, according to their recommendations, could be: “the use of videos attached to those mails so that we can see our leadership and actually listen to their views of diversity as opposed to just reading about it, which, in all honesty, most people don’t do”. The use of interactive video clips to connect with employees around subjects like diversity is unique but relevant because this is a multimedia department.

The implementation of ‘think tanks’ was a practical exercise that one participant offered as a means of communicating with employees from different cultural backgrounds, and even educational backgrounds, in a practical manner that could yield positive results for diversity and creativity. This participant called for managers and their teams to be equally involved in this practical initiative, so that employees would buy in to the idea of participating if their managers were seen as valuing diversity for the benefit of creativity and innovation.

One participant substantiated the other’s views in advocating this need for uniformity as a means by which to demonstrate equality and thereby gain the buy-in suggested above. It was suggested that training sessions to educate employees, management and leadership on the value of diversity should be implemented as a start. They suggested that there needs to be an equal playing field in which leadership and management are trained in exactly the same manner as employees. They asserted that leadership needs to be made aware of the advantages and disadvantages of diversity, managers need to learn how to handle diverse teams, and employees

need to begin to embrace diversity for the benefit of creativity. An important point that they concluded with was that this should be an ongoing discussion and not only a once-off training session. They realise that diversity may not be the highest priority for the organisation, but insisted that, to achieve any sort of sustainable outcome, it cannot be a stand-alone session.

One participant asserted that, “If they could send us to school to learn how to cope in diverse groups and collaborate more effectively, our organisation would soar.” She supported her idea by suggesting that there should be an accredited facilitator, who does not belong to the organisation, driving this initiative. That way there would be no bias as people would not have any affiliation with the facilitator and managers and employees could treat it as a professional learning environment.

Two participants suggested a once-a-month knowledge-sharing that introduces one of the multiple cultures the organisation hosts could assist acceptance within teams. The participants suggested, if their cultures are given acknowledgement and shown respect by encouraging others to learn about them, that this will make employees feel like they are a part of the organisation. It was stressed that this would be a new way of engaging with the younger demographics as many of them had not experienced the apartheid era, and it would be less effective if they were to be put in a room to discuss their differences. They suggested that a celebration of differences, through the showcasing of various cultures under the MultiChoice umbrella, would be more effective today as we try to move away from the effects of apartheid that magnified our differences, to a positive stance of difference.

These practical steps were gathered from discussions with the participants. Each mentioned that these steps are necessary for the future of the organisation (See Appendix D and E for further insights into practical steps for engaging employees and driving diversity as suggested by participants).

4.3.13 The future of cultural and informational diversity within MultiChoice

This section reports on the findings regarding the arguments of diversity’s relevance in the near future. It addresses the assumptions presented in chapter one by using

the participants' feedback to establish whether diversity is a fading concept that is overrated, or, as increasing volumes of literature suggest, has just found its footing in the business world (Shore et al. 2009).

Although all of the participants agreed that diversity's value in the business world is going to increase in the near future, the types of diversity that they suggested to contribute to organisational success proved to differ from those that are presented in existing literature (McLeod et al., 1996; Cox & Blake, 1991; Riordan & Shore, 1997). One participant argued that informational diversity is much more relevant to organisational success and outweighs cultural diversity with regards to its relevance to innovation.

Their views on the future of diversity did not suggest a dying concept, but rather became more type-specific as they noted age diversity as probably becoming more relevant to the organisation in the near future. They offered that younger people are coming in to the organisation with enthusiasm, futuristic ideas and new angled insights. That youthfulness coupled with the wisdom of the older generation of employees is a recipe for creative success according to majority of the participants.

Another participant suggested that gender diversity is proving to be most relevant in his team. He mentioned that, before appointing female managers, he would often struggle with communicating to vendors, other suppliers or managers of other teams, and that his female colleagues often provide a sense of "authoritative calm" that facilitates effective communication. He suggested that women in the workplace are coming in with multiple skills that are not only specific to the job they apply for, but assist in other areas of the team, allowing open communication, faster decision-making and conflict resolution, to name a few. In his case, gender diversity will become increasingly relevant in this organisation. The participants made a case for leadership to engage employees about various types as opposed to only the two mentioned in this study; cultural and informational.

4.4 Conclusion

This chapter presented the data that was collected from in-depth interviews with five participants who make up the group of HODs within the VOD division in MultiChoice. The data presented showcased the participant's opinions of the value in cultural and informational diversity and highlighted some of the barriers they face with diversity within their work groups and in some instances how they overcome these barriers for the benefit of generating ideas and creating an environment in which creativity could thrive.

Furthermore, the findings presented a number of personal perceptions of diversity, which were unique in some cases when compared to the literature. This highlighted the necessity of context and how South African perceptions of diversity differ from that of Western or European perceptions in some cases. The next chapter will highlight some of the inconsistencies between the literature and the findings of this study. It will also highlight some of the critical findings that could present room for further research.

Critical findings included barriers that the participants noted as having a distinct effect on their work group's performance and particularly the extent to which their teams performed creatively. This also informed the findings which suggested that in the case of this division, cultural diversity tends to create more tensions within work groups. A common moderator as developed by the participants was to focus more on "skill set" or informational diversity and to move away from placing emphasis on culture in terms of creativity and innovation. However, the participants noted that there is value in cultural diversity for creativity but the potential levels of creativity cultural diversity produce in teams was affected by the tensions that arise from cultural diversity.

Participants suggested that if diversity is embraced from a practical point of view, meaning that there are actual tools to engage diversity; the organisation will be in a much better position to use diversity for the purpose of creativity and innovation. Practical implementations that the organisation can use to engage its employees

were highlighted by the participants as necessary and urgent. These implementations need to be strategic, type-specific and ongoing.

Another insightful finding brought forth the fact that more research is needed within the South African context that investigates the value of various types of diversity in South African organisations. This need for more research is owed to the lack of evidence of the effects of different types of diversity within work groups and particularly its effects on creativity in South Africa. Perhaps more lab experiments are necessary in South Africa. The participants' enthusiasm to see the outcome of this study suggested that diversity is not a dying concept, but cultural diversity may be losing its weight with respect to its value in enhancing the capacity of innovation through creativity and the generation of new ideas. Age, gender and tenure diversity came up as valuable for creativity within teams according to the participants.

The somewhat mixed accounts of the participants as to how different cultural groups behave and interact with each other suggest that Hofstede's (1980) cultural dimensions with particular reference to South Africa's scoring proves to be inconsistent in this case. The participants gave accounts of how their mixed teams react to instruction and direction and while the positive response to authority is in line with the scoring of white South African's on Hofstede's (2010) cultural dimensions findings, other dimensions such as individualism does not stand true due to the interdependence of people in the 'tribes' that are formed as mentioned above. These findings, in line with Hofstede's findings suggest that these dimensions be explored from various cultures that make up the South African 'rainbow nation'. The participants mentioned that while leadership may be predominantly white, the organisation is changing in terms of the various cultures that make up the workforce. Therefore to appropriate Hofstede's findings to this case study (MultiChoice) would be premature at this stage. Perhaps an attempt to better understand the interactions between white and black or white and other cultures, could be an option for further research within this organisation.

From the findings and analysis above, it is clear that diversity is still a complex phenomenon that many do not understand the effects of or have not been exposed to the value thereof in the form of studies that are relevant to their context.

What will be seen in the chapter to come are final conclusions that are motivated by the results of the study. The findings indicate that there are many unknowns about the value of diversity within this division and perhaps that speaks to the broader organisation. This study will then highlight some of the overarching results and the mixed results in order to potentially inform diversity practices within the organisation being studied.

The following chapter uses these findings to answer the research questions of this study. It then presents themes that are prevalent from the literature study and the findings as a means to conclude this research study. The next chapter also presents recommendations for further studies in South Africa based on the findings of this study.

Chapter Five: Conclusions and Recommendations

5.1 Introduction

This chapter presents the conclusions and recommendations gathered from the study. It offers an account of the data and findings gathered from the content analysis of the in-depth interviews with the five heads of department in the organisation studied. The chapter addresses the research problem as well as the research questions set out in chapters one and two. In doing so, it offers recommendations for the organisation to consider, and describes opportunities for further research. [Organisations need to innovate in order to remain competitive and relevant. As competitors enter the VOD space in South Africa, it was relevant to select the VOD division in the current leading service provider, MultiChoice, as the unit of analysis in this study. Along with the literature review, this study presents some key points for MultiChoice to consider in terms of diversity as a possible driver for creativity and innovation.](#)

This chapter provides an interpretation of the findings from the data collected in order to answer the research questions listed below.

5.2 Primary question:

Within an environment such as MultiChoice, what is management's perception regarding the way that cultural and informational diversity among workgroups contribute to creativity, thus enhancing the capacity for innovation?

5.3 Secondary questions:

- [What are the effects of cultural diversity on workgroup creativity?](#)
- [What are the effects of informational diversity on workgroup creativity?](#)
- [What are the effects on workgroup creativity when both cultural and informational diversity are present?](#)

- What are some of the barriers raised by both cultural and informational diversity within workgroups, and solutions to them, in order to enhance creativity?
- What are some of the practical implementations that organisations can invest in that will enable diversity to thrive?

The findings suggest that both cultural diversity and informational diversity have notable effects on creativity within workgroups. The study found that cultural diversity presents some challenges for workgroups and thus hinders chances for creativity to thrive, based on the barriers that exist when cultural diversity is present within workgroups. Informational diversity was found to have positive correlations with creativity when certain moderators are in place. Although moderators were mentioned for each type of diversity, the participants noted that less work is needed for informational diversity to thrive, and therefore it is notably more effective for creativity than cultural diversity in their respective teams.

Participants noted that diversity in their teams has a functional value, but only to a certain extent. The value of culturally diverse workgroups within the organisation being studied is somewhat affected by other variables that are specific to the organisation, such as its history in South Africa. One of the major factors that featured in the in-depth interviews is that the role of cultural diversity within this organisation is viewed as being necessary to correct the injustices of the past that robbed people of certain cultures of equal opportunities. This overall assessment of the value of cultural diversity mentioned by the participants suggested that within the South African context, tensions around cultural diversity continue to exist due to the injustices of the past. To move forward, the majority of the participants suggested that a stronger focus on informational diversity within the organisation will be beneficial for creativity and innovation.

This research study contributes to the academic field by addressing the research problem as contextualised within a South African organisation. The study was motivated by existing literature that suggests that studies conducted in this field should consider the context, such as the history of the country in which the study is located, since perceptions and experiences of diversity vary (Shore et al. 2011).

During the interviews the participants began their accounts of diversity by discussing South Africa's history under the apartheid regime, in order to contextualise their views and opinions.

5.4 Research Problem

The researcher's interest in discovering the impact of diversity within South African organisations was piqued when increasing numbers of studies began to surface regarding diversity and its function in Western and European organisations, in the context of innovation. Studies conducted internationally have produced results that suggest that cultural and informational diversity might contribute to the success of an organisation by enhancing the capacity of workgroups for creativity and innovation (van Knippenberg 2013; Cox 1991). In an attempt to appropriate those findings to the organisation in which the researcher is employed, and motivated by the literature, she began to assess the value of diversity to this organisation through a new lens.

Since the organisation prizes itself as being an innovative one, the researcher initially hypothesised that diversity can drive innovation within the organisation, as highlighted in the literature. Based on South Africa being such a diverse nation in terms of cultural diversity, the researcher initially thought that this would give the organisation a natural advantage with regard to accessing the positive results that diversity is noted to have produced in existing studies.

The researcher quickly realised that, even though many theorists suggest a relationship between diversity and innovation, they refer to characteristics of diversity that enhance an organisation's capacity to innovate, as opposed to stating a direct relationship between the two concepts. For example, factors like creativity, improved problem-solving skills and new insights are regarded as necessary for innovative success. Diversity is considered an element that may contribute to those factors, thus also perpetuating the innovative success of an organisation. While this may be true for Western and European countries where the majority of studies of this nature have been conducted, explorations of South Africa's experience with diversity in the workplace, specifically in the context of innovation, are sparse.

Studies show that specific types of diversity produce certain results, with others having no real influence on workgroup performance (Cox 1991; van Knippenberg 2013; Ozman & Erdil 2013; Hewlett et al. 2013). In many studies, cultural and informational diversity were found to be the most relevant to the workplace, as opposed to types of diversity such as gender diversity or sexual orientation. This led the researcher to question the nature of cultural and informational diversity in a South African organisation. The need to understand the nature of diversity in the selected organisation (MultiChoice) led to the development of the main objective of the study, namely to explore the perceptions of diversity from a head of department (HOD) perspective, in order to further determine whether diversity can thrive within workgroups in terms of creativity, or whether it is a dying concept.

The aim of the study then became to assess the current role of diversity in the South African workplace, specifically within the video-on-demand (VOD) division in MultiChoice, according to the perceptions of the five HODs who have a leadership role within that business unit. From the data gathered, the researcher's aim grew into something more. In cases where it was noted that cultural and informational diversity do not automatically produce creativity, establishing some of the moderators that facilitate the relationship between these two types of diversity and creativity became a focus of the study. In the light of these moderators, the participants suggested some practical steps the organisation could take to enhance its creative capacity.

5.5 Reconciliation of the research design and problem

The research was conducted within one division which allowed it to be narrowly focused, in-depth, with the interpreted results reflecting the current thinking of all five HODs. This VOD division is an apt selection for this study because the nature of its business – producing, distributing and selling video – is highly creative and requires creative workgroups. The research design was amended in that the researcher intended on interviewing leadership as opposed to HODs. However, the selection of HODs brought more focus to the research. The findings uncovered new insights that are relevant to this innovative division within the larger organisation, and from this starting point, recommendations are offered for the organisation to consider. The findings can be tested in other divisions to assist the organisation in developing a

diversity strategy. The results of the study can then be appropriated to the design of further studies of diversity in the context of innovation within other South African organisations.

5.5.1 Interpretation of the Data

This section presents an interpretation of the data as gathered from this research study.

At first, discussions about cultural diversity prompted some frustration and reflections of the past, and then, finally, hope for the participants as they began to consider the potential of cultural diversity for driving innovation in their workgroups and the broader organisation. Participants displayed a need to shift the focus of cultural diversity as a corrective tool to one that might enhance innovation. Some of the comments from participants regarding cultural diversity were as follows:

Participant A	"The tensions around cultural diversity are still apparent but we try not to focus on them because it just stops us in our tracks when we try to collaborate."
Participant B	"Culture is a sensitive topic still in South Africa and we have to tread carefully if we want to exploit these differences for organisational benefit."
Participant C	"We should start thinking about other types of diversity that cause fewer issues for the organisation, and that could help us move forward; or maybe we should have some kind of training that helps us deal with the issues arising from cultural diversity."
Participant D	"Policies that have been put in place are great for creating equal opportunity, but it does not seem to help us use cultural diversity effectively, because people consider 'token hirings' to be unfair and have no real value for innovation. We should start showing people how diversity moves the company forward and maybe then there will be less negative attitudes in diverse teams."

Participant E	“Cultural diversity is incredible valuable as it gives us insights to different markets we could potentially exploit, and it offers us different information we could use to problem-solve and create value. Currently we still face some issues with diversity, but I think these issues can be addressed if we focus on how diversity helps the organisation from a creative point of view. Maybe then people will want to work together.”
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Table 2: Participants perceptions of cultural diversity

The above views on cultural diversity within the organisation suggest that while other emerging studies find value in cultural diversity and its potential for creativity and innovation (Hewett et al. 2013; Lee & Nathan 2011), for South Africa, based on our history, cultural diversity holds some pertinent tensions that often distract from its value in driving creativity in workgroups. Stahl et al. (2009) suggest that in order for cultural diversity to thrive, there should be implicit moderators in place to facilitate the relationship between cultural diversity and creativity in workgroups. Therefore, based on participants' insights, this study determined some moderators for cultural diversity within workgroups, as a means to begin changing negative perceptions to a more positive view, in the light of its value in driving creativity and innovation.

Informational diversity was deemed valuable for innovative success by both theory (van Knippenberg et al. 2013) and the participants who offered that a variety of skill sets allows teams to solve problems and generate ideas that have the potential of being implemented. Although there was both positive and negative feedback regarding this type of diversity within workgroups, the positive opinions outweigh the negative in terms of this type of diversity. These are some of the participants' comments on informational diversity:

Participant A	“Different skills and education allow us to view problems differently and in that way we solve problems differently. A mixture of skills and backgrounds is crucial for our innovation success.”
Participant B	“I think this type of diversity still presents challenges for teams because different views and opinions will always create some sort of problem; but I think this type of diversity is far more effective because it is less of a

	sensitive diversity than that of culture or even gender.”
Participant C	“More combinations of teams with varying skills and experience are needed in MultiChoice. We should focus on this type of diversity more because it is less problematic and could give us faster results.”
Participant D	“Qualifications and skills should become the focus of our organisation in relation to how creative we are. Focusing only on culture feels like we are trying too hard to ‘fix our past’. We are moving forward from apartheid, so we should try to move forward with diversity as less of an equal opportunities practice and more of an innovation practice. Skills diversity helps us more in that way, in my opinion.”
Participant E	“I think we should explore avenues for combining diversities to spark innovation. Maybe educational background and age, or educational background and culture. Maybe that will distract us from the negative aspects of individual types of diversity.”

Table 3: Participants perceptions of informational diversity

These viewpoints on both cultural and informational diversity suggest that while each has its own positive and negative effects in workgroups, there is a need to establish moderators to enhance the effective relationship between cultural diversity and creativity, as well as between informational diversity and innovation. This argument is also prevalent in the literature (van Knippenberg et al. 2013; Stahl et al. 2009).

Although this study focuses on cultural and informational diversity as the two main types that are relevant in driving innovation, the findings suggest that age diversity has a significant impact on workgroup performance, collaboration and decision-making within this division. Although the participants spoke in detail about cultural and informational diversity, all five of them briefly mentioned age diversity as being relevant for organisational success. Regarding age diversity the participants offered the following comments:

Participant A	“Different age groups bring something different to the table in my team. Young and old have such unique views on the world.”
Participant B	“The younger generations are more daring and creative but sometimes they need the older guys to reel their ideas in.”
Participant C	“I think grouping older and younger people, of different cultures and skills together is a recipe for success.”
Participant D	“Older tends to be wiser, but younger tends to change our perspective on many issues we face in our team, and so younger people contribute greatly to creativity and problem solving as well.”
Participant E	“I think a focus on age diversity should also produce interesting results for MultiChoice because the face of the organisation is changing drastically in terms of age.”

Table 4: Participants perceptions of age diversity

These comments by participants reflect their belief that the organisation needs to put more practical initiatives in place in order to moderate various types of diversity. This need for practical implementations is also highlighted in the literature as being valuable in combatting the negative effects of cultural and occupational stereotypes (Hoopes 2010). Initiatives suggested in this study include ongoing training among leadership, managers and employees alike.

The lack of practical implementations within MultiChoice could be due to two aspects. Firstly, the organisation may not be fully aware of the potential of diversity in improving workgroup performance if it has not fully researched the possibilities to demonstrate its effects within the organisation. Secondly, participants suggested that perhaps the organisation views existing policies as being sufficient in terms of supporting diversity. However, participants argued that these policies are not enough and that increased levels of engagement around the value of diversity-for-innovation are necessary. This is supported in the literature which argues that diversity training

can increase creativity within groups that exhibit multicultural diversity (Buengeler & van Ginkel 2015) as well as informational diversity (van Knippen et al. 2013).

According to the participants in this study, the lack of relevant engagement in MultiChoice is a clear hindrance to employees buying in to current attempts to promote diversity and innovation at every level within the organisation. Practical implementations should not court grandeur and complexity in putting diversity into action, and by the same token, they should not be so simple and inconsequential that they can be ignored. Diversity may demonstrate no real value if it is not actioned in some way (Kandola & Fullerton 1998). As offered by one participant in this study “if we just read about how diversity is valued, we do not really care much about it. Most people do not even read what the company has to say about diversity because there is no activity that complements those beliefs”.

This study has highlighted the fact that diversity will remain simply a ‘nice-to-have’ component if no practical steps are put in place to ignite and perpetuate its value. Organisations that already have diverse workgroups at their disposal are wasting the potential of a key ingredient for enhancing their innovative capacity. The literature asserts that policies that force quotas within organisations do not assist in highlighting the value in diversity, but instead simplify it as a corrective tool to remedy the injustices of the past (Kruger 2011).

This research has highlighted the fact that South African organisation may still be entrenched in the past, which perhaps explains why they are slow to action diversity in the workplace for innovation, compared to the rest of the world. According to the participants, even though policies are necessary in any organisation, “our mindsets will shift when we see how diversity practically helps us innovate”. As innovative organisations strive to be progressive and look to the future, they should commit to implementing diversity in a positive way. South African organisations should highlight the country’s forward-thinking nature by focusing on the value of diversity, while being careful not to minimise the impact of the past. Organisations should demonstrate that their approach to social responsibility is not directed by government policies alone, and that they are investing in diversity of their own accord. This should be done to assert the value of diversity to the organisation as a means of

helping its employees to move forward, as opposed to reminding them that diverse workgroups exist now because of the former apartheid South Africa. The organisation should rather highlight the importance of diverse workgroups and why they are always desirable, namely that they contribute significantly to the success of the business.

Organisations that are consistent in their diversity programmes or initiatives, and how they drive a value-in-diversity culture, are deemed to be most likely to see diversity thrive and benefit the organisation (Cox 1993). According to Joubert and Martins (2013), the success of diversity initiatives relies on consistency. The participants in this study also argued that consistency is required to ensure that value-in-diversity becomes ingrained within the organisation. A participant stated that diversity training “isn’t a once off deal” and that “a bunch of initiatives work together to foster a certain culture within a company”. Therefore value-in-diversity should become part of the organisational culture; then such initiatives could help to both combat the barriers raised by diversity (as mentioned Chapter 4), as well as find new ways of extracting creative value from diverse groups within the organisation.

The participants highlighted clear inconsistencies regarding the organisation’s commitment to diversity. Thinking about the success of diversity in terms of changing the organisational culture, one participant suggested that “our teams won’t buy into these values if the company does not show commitment to them”. Cox and Blake (1991) found that if organisations seek to extract the value in diversity, their efforts need to illustrate their commitment to the cause. Therefore, if diversity is accepted as a core principle in an organisation, they should invest heavily in it, putting in optimal effort that will attract the attention of employees and retain their interest and buy-in.

Should diversity not be a core principle of an organisation, it should not be simply passed off as if it is. Such an approach may cause frustration among employees and potential employees who are looking to work for an organisation they believe in. Participants commented that they do not find the organisation is truthful on its views on the stated value of diversity and how it can move the organisation forward, based on the factors mentioned above (lack of initiatives and commitment to diversity). Lencioni (2002) states that if companies are not willing to put the work into their

values, they should not bother formulating value statements. Furthermore, because this study hopes to create a shift within the organisation under study, the formation of aspirational values could be a topic for the organisation to consider. Aspirational values are those that the organisation may not embrace at present, but that they aspire to have; such values would inform strategies the organisation develops in order to achieve and sustain perceived value within the organisation. Perhaps diversity and its value in terms of driving creativity and innovation could be an aspirational value for the organisation; as such, there is room for implementing strategies and practices that demonstrate this value to be true.

5.5.2 Types of diversity relevant for creativity and innovation for the VOD division within MultiChoice

At the onset of this study, the literature review showed that different types of diversity have different effects in different contexts (Cox & Blake 1991). Although the argument for cultural diversity spans an array of theories (van Knippenberg et al. 2013; Vezzali et al. 2016; Hoffman 1959; McLeod, Lobel, Cox, Watson, Kumar, & Michaelson 1993), based on the findings of this study, it is apparent that in this division, informational diversity is considered to be more valuable for innovation than cultural diversity.

The participants in this study suggested that even though cultural diversity presents challenges in certain cases, if the tools were available to effectively tackle these challenges, then this type of diversity could produce positive results regarding creativity. However, the perceptions of the HODs, based on their individual experiences with diversity, suggest that informational diversity requires less work and produces the most positive results for driving creativity. The literature shows that in laboratory settings, cultural diversity can produce positive results (Cox et al. 1991) when adopting a value-in-diversity approach. However, in actual field settings, negative results for workgroup performance were evident in a study informed by social identity theories (Pelled 1996). This implies that the approach or perspective taken by an organisation to assert cultural diversity could promote the extraction of positive results for creativity and innovation. Podsiadlowski, Gröschke and Kogler

(2013) suggest that the organisation's perspective of diversity determines the effect that diversity has on the organisation. This suggestion further supports the notion that if diversity is portrayed as being valuable for innovation, the adoption of its value by employees could be positively affected.

In the light of the theoretical arguments suggesting that cultural diversity produces a wealth of knowledge and positively affects innovation in Western and European organisations (Parrotta, Pozzoli, & Pytlikova 2014; Hewlett et al. 2013), the views of participants in this study suggest that perhaps our vision of the potential of cultural diversity for creativity and innovation has been clouded due to South Africa's history under the apartheid regime. A recommendation for MultiChoice would be to firstly establish a view of cultural diversity that takes a more positive stance. Assigning a positive nuance to the value of cultural diversity as offering more than a corrective tool, may begin to set higher expectations about the benefits of cultural diversity. Participants in this study indicated both positive and negative effects of cultural diversity. Ramarajan and Thomas (2010) suggest that further studies could examine the positive aspects of cultural diversity in workgroups in order to facilitate the relationship between diversity and organisational success. On both an academic and a practical level, a recommendation for MultiChoice is to initiate research into the benefits for creativity from culturally heterogeneous groups. Such information can begin to change the perspectives within the organisation from largely negative, to positive.

Other types of diversity that were mentioned by the participants during the in-depth interviews as being valuable to study within their workgroups and the organisation at large, were age diversity; tenure diversity; and shift diversity (night and day shifts). A recommendation is for the organisation to conduct research on these other types of diversity, in order to develop its diversity strategy. The goal would be to enhance awareness of the effects of different types of diversity on creativity and performance within workgroups.

5.5.3 Diversity management within the VOD division

Managing diversity has been a key theme since the notion of 'diversity towards innovation' began gaining attention in the business world. Now, more than ever, it is a key focus of theorists who support the notion that diversity management enables diversity to thrive in an organisation (Cox & Blake 1991; April, Ephraim, & Peters 2012). It became apparent in this study that, in order for diversity to be managed effectively, there needs to be some practical demonstration of the value of diversity in the workplace.

While the literature is divided in terms of whose responsibility it is to drive diversity in an organisation, this study found that within the VOD division, the HODs stressed that the involvement of the leadership is a crucial factor in enabling diversity to thrive, especially in the initial stages. They suggested that leadership should initiate policies and practices to show employees that the organisation is truly supportive of diversity as a driver of creativity and innovation. Furthermore, the participants also suggested that they, as senior managers within their division, need to be equipped with skills to effectively manage diversity for driving innovation, and perhaps in this way, they could accept more responsibility for driving diversity in their workgroups.

Although the value of the input by leadership should not be undermined, the participants suggested that employees are just as vital in ensuring the success of any diversity initiative. They offered that in most cases, employees interact with other employees more so than they do with management or leadership. Therefore, they too need to be equipped with the skills to manage diversity. This finding places a focus on the employee as an active member in the success or failure of diversity in the workplace. It offers that employees need to be able to manage themselves regarding managing difference, and the only way to do that is to equip them with the necessary tools and skills. Failing this, employees tend to self-manage, which does not always yield positive results. April et al. (2012) studied diversity management within South African organisations and found that when employees are left to self-manage diversity, they either react negatively towards negative situations (for example returning racism for racism), or they choose to deal constructively with racism in the workplace.

Another way that self-managing might suppress the potential of diversity is when employees set aside 'self' to adopt the ways of the majority group. In that way, they abandon a sense of difference that could otherwise aid the creative climate. April et al.'s (2012) study suggests that diversity management in South African organisations is an urgent matter. The recommendation for MultiChoice (in the light of April et al. (2012) and the findings of the current study) is that diversity management practices need to be established within the organisation. Although diversity training can produce further negative results as it highlights differences among people (April et al. 2012), a positive approach would be to host training seminars that include leadership, management and employees. Such seminars should take a practical approach in terms of diversity contributing to creativity and innovation, rather than focusing on acceptance in a personal sense.

5.5.4 Establishing moderators that work for specific departments

The participants in this study suggested that suitable moderators need to be in place to facilitate the successful relationship between cultural and informational diversity and creativity. This aligns with the literature (Somech & Drach-Zahavy 2011; Ozman & Erdil 2013; van Knippenberg et al. 2013), and suggests that for different departments, different moderators could be established to facilitate the relationship between cultural diversity and creativity, as well as between informational diversity and creativity. Moderators for facilitating the other types of diversity mentioned by participants could be established, if those types are found to yield positive results such as contributing to the creative climate within workgroups.

The following moderators in teams were suggested by participants and formulated by the researcher into the list below:

- In teams with one type of overarching diversity, another type of diversity should be introduced, to adjust the composition of the team;
- In a team with two types of cultural diversity, more types of cultural diversity should be introduced;

- In teams with high levels of informational diversity, gender diversity might be introduced;
- In teams with high levels of both cultural and informational diversity, initiatives that focus on the value of diversity for creativity, as well as initiatives that focus on conflict resolution should be implemented, monitored and reviewed;
- In teams with high levels of cultural diversity and low levels of informational diversity, tasks should be structured so that they are fast paced and collaborative;
- In teams with high levels of informational diversity and low levels of cultural diversity, tasks should be collaborative and diversity initiatives should be ongoing.

These findings were gathered from the participants who offered moderators for catalysing the positive relationship between diversity and creativity in their respective teams. Each participant recounted their experience of the levels of cultural and diversity within their teams, and suggested what they think could work in the broader organisation. Even though the participants mentioned that informational diversity is more valuable for creativity and innovation, they still expressed a need to aid teams in combatting the negative effects of cultural diversity, and in some cases informational diversity. These moderators have not been tested, but offer room for further research within the organisation, or others like it, in order to determine effective moderators for the facilitation of the relationship between diversity and creativity.

A recommendation for MultiChoice is to determine the most effective moderators for facilitating the relationship between diversity and creativity, based on the needs of the workgroups in each business unit (Joshi & Roh 2009; Somech & Drach-Zahavy 2011).

5.5.5 MultiChoice as an Employer Brand

Even though the unemployment rate in South Africa is at an all-time high (Trading Economics 2015), graduates who are seeking jobs continue to choose their

employers wisely. With regard to talent, and confirming the urgency of diversity initiatives, a participant in this study offered that “our talent has options and if they do not feel valued they will go elsewhere”. Jauhari and Singh (2013) found that perceived organisational support for diversity positively facilitated the relationship between diversity climate and employee loyalty. This suggests that MultiChoice should look at ways of incorporating its diversity strategy into its employer brand strategy.

With an increase in the number of competitors looking to infiltrate the South African entertainment market, job seekers will have more opportunities. If MultiChoice wants to attract and retain the very best of South African talent, it needs to ensure that its employer brand position is one that truly resonates with diverse people (the types that it deems necessary for driving innovation). Leekha and Sharma (2014) conducted a study on workplace attractiveness to new graduates, and found that organisational culture plays a significant role in their decision to apply for jobs at a particular organisation. Furthermore, in support of such arguments, two of the participants in this study suggested that value in diversity should be part of the organisational culture and that, if truly valued by the organisation, value in diversity shouldn't have to be “second guessed”. Based on these findings, it is recommended that MultiChoice should begin to fit diversity into their brand proposition from a value-towards-innovation aspect, as opposed to simply highlighting diversity from a policy perspective. MultiChoice could do this by focusing its attention on the impact of diversity in creating a positive work environment, namely one that exudes creativity and promotes the innovative nature of the organisation.

Simply put, a new angle on the role of diversity in the organisation is needed, since concentrating on diversity solely as a means to correct the injustices of the past allows history to maintain a strong hold on the organisation and its employees. In the interests of the organisation as well as its employees, the value of diversity needs to encompass a more modern view. If the organisation truly values diversity, it should look at what the increasing number of diversity studies suggest, and highlight its new role in moving forward. This would allow older generations to slowly move on from the past, while focusing on the new values that diverse workgroups bring to the organisation and its employees alike. In this way, MultiChoice can position itself as

an organisation that is committed to diversity as a means of enhancing creativity and innovation. This approach will perhaps alleviate some of the tensions that exist around policies such as BEE, as mentioned by participants.

5.6 Research Contributions and Recommendations for Future Studies

5.6.1 Research contributions

This research study has contributed to the existing canon of research that focuses on the role of diversity in driving innovation, from a management perspective within a South African organisation. The study is confined to a specific division within a South African organisation in order to investigate current perceptions on diversity and find ways for the organisation to move forward, which might also apply to other organisations in South Africa. Due to the scarcity of studies that focus on the effects of cultural and informational diversity in South African organisations, this study contributes to the field in that it uncovers existing perceptions of these diversities. It also recounts experiences of these types of diversity within workgroups, in order to address some of the tensions that exist around cultural diversity and to contribute to more positive views within the organisation, as well as approaches for future studies in this field.

New insights were gained from recognising and delineating new types of diversity that were highlighted as being relevant to this division. This is significant in that it suggests that different types of diversity could be relevant to different divisions within the organisation, particularly in a broadcasting organisation. For example, the need for around-the-clock staff results in a day-shift/night-shift dichotomy that a participant asserted is a challenge with respect to integrating teams and achieving collaboration between groups of people who work on different shifts. This finding could perhaps inform studies that focus on the integration of diversity in collaborative projects that involve shift workers.

5.6.2 Recommendations for future research

This study focused on one division in one organisation, in order to closely investigate the nature of diversity and its current role in the workplace, from an HOD perspective. Further studies could use the insights gained from this research by selecting different sample groups such as employees or leadership, to evaluate their perceptions of the value of diversity in promoting innovation in an organisation.

The use of different sample groups could provide new revelations that allow one to understand the perceptions of various groups of people within an organisation. All internal stakeholders could be used as sample groups for a study of this nature, which would provide crucial information to assist in establishing diversity initiatives within the organisation. Further suggestions for other sample groups include: different demographic groups within the organisation; or different shift workers, as previously indicated as a new type of diversity for consideration.

Another recommendation is for a comparative study to be conducted in a different broadcasting organisation, such as the South African Broadcasting Corporation (SABC). An interesting angle would be to test the perceptions of the value of diversity in a public organisation as opposed to a private one like MultiChoice.

It is recommended that this study could be replicated across similar 'innovative' environments in South Africa, to explore the role of diversity in enhancing the capacity for innovation. Testing for various moderators in different organisations across the country would benefit diversity perceptions and practices in general.

Further studies could focus on the role of diversity in establishing desirable employer brands in South Africa. This study has highlighted the role that diversity plays in MultiChoice's employer brand position as it contributes to how well the organisation attracts talent from a diversity perspective. Therefore, diversity has some part to play in developing employer brand strategies. Further studies could elaborate on this concept by focusing on the extent to which diversity creates a favourable brand choice for employment from the point of view of graduates or other job seekers in South Africa.

Furthermore, the findings from this study – and specifically those practical steps for creating successful, internal diversity initiatives or programmes – could be tested in MultiChoice itself. Practical steps should be taken to develop recommended programmes or initiatives, and then test whether they do actually extract value from diversity in the form of improving creativity, enhancing problem solving, encouraging knowledge sharing, and ensuring more seamless collaboration. Other studies could use the resulting recommendations to explore whether they have any effect on diversity as a driver for innovation.

Using this study as a basis for analysis, comparative studies will fuel movement in this field within South Africa. They will also enable organisations to access relevant information that provide insights regarding internal stakeholder perceptions of diversity, which in turn, could inform their approach to diversity policies and initiatives.

5.7 Recommendations for the organisation based on the findings

This section offers recommendations based on the findings of this study, while also highlighting the similarities and differences that were found between the literature and the research study.

5.7.1 An overview of diversity as a contributing factor to creativity and innovation within the VOD division

At the onset of the in-depth interviews, it became apparent that the participants were enthusiastic about discussing the organisation's innovative nature. At the mention of diversity as a factor present within the organisation, the participants began to discuss its relevance as a contributor to idea generation, enhanced problem solving, and creativity. In most cases, the participants made strong associations between informational diversity and improved workgroup performance, but not without mentioning barriers they have experienced with both cultural diversity, and in some cases, informational diversity.

Diversity, as a term, appeared to be synonymous with *cultural differences*, as most participants began to discuss diversity in relation to such differences. In this case, the relevance of cultural diversity as a driver for creativity and innovation became questionable, because it was apparent that cultural diversity is viewed based on how diverse the overall population is in South Africa. As suggested by one participant “Our workforces are diverse because we are a diverse country”.

As the interviews progressed, the participants offered that various types of diversity exist within the broader organisation, which matches what was found in the literature review. Cultural and informational diversity however, proved to be the two most relevant to discuss, with regard to creativity and innovation (Ozman & Erdil 2013; van Knippenberg et al. 2013). In most of their recollections of experiences with diversity, the participants did not attribute any direct positive results to an association between these two types of diversity and creativity. However, based on the most prevalent types of diversity within the organisation and the most notable effects of these two types, whether positive or negative, the HODs highlighted them as the most relevant for discussion. The researcher found that because these two types of diversity are most prevalent in the organisation, the participants were enthusiastic to see how other types of diversity being introduced into their workgroups might affect the creative climate.

The participants mentioned that the diverse nature of the nation affects the composition of teams, and since in most cases, there are only two types of diversity within teams, the effects of other types of diversity in one team are unknown. Only one participant mentioned that the addition of Indian colleagues, gender diversity, and abled and disabled people contributed to the level of acceptance within her group. However, for the purpose of promoting creativity, the effects of multiple types of cultural diversity or other types of diversity are unknown, and according to the participants, they would like to discover more about them.

Some of the participants displayed a sense of annoyance with regard to the focus on cultural diversity as a driver for innovation, but supported the approach nonetheless. They motivated their stance by stating that our history as a country calls for a shift in

focus and perhaps that can be seen as a “healing tool” from the injustices of the past. The sensitivities around cultural diversity were displayed in two of the participants refusing to discuss their negative experiences with overt racial prejudice. It seems that the positive effects of cultural diversity on creativity, as highlighted in previous studies (Hewlett et al. 2013), are somewhat clouded due to historical injustices and tensions that still have an effect on teams today. Perhaps tackling some of these sensitivities could mitigate the negative view of cultural differences, in order for us to see the potential benefits on workgroup creativity.

Finally, even though these negative perceptions of cultural diversity exist in the VOD division, perhaps exploring the different cultures present within each department could aid the organisation in developing strategic diversity initiatives that yield positive results for creativity and innovation. An example would be to use Hofstede’s (1984) cultural dimensions and assess the scoring of these dimensions by each cultural group – this could lead to more accurate and effective moderators for departments within the VOD division.

5.8 Conclusion

Innovation is considered to be the ability for organisations to remain competitive by adding value to existing customers as well as capturing new markets (Yellowwood 2013). Creativity is considered to be one of the key drivers of innovation, according to both the literature (Anderson et al. 2014; Somech & Drach-Zahvy 2011) and the participants in this study.

Diversity is considered to be a valuable asset for enhancing an organisation’s capacity for creativity, and by extension, innovation. Considering the various facets of diversity in the workplace in the context of innovation, it can be concluded that organisations are becoming increasingly aware of the value of diversity in building an innovative organisation; however, there is still a lot to learn about this complex phenomenon (Hewlett et al. 2013; Shore 2011).

As illustrated in the VOD division that is the unit of analysis for this study, perceptions of cultural diversity are still shaped by South Africa's history. Cultural diversity was shown to host some negative perceptions with regard to creativity and innovation based upon the participants' experience, for example, ethnocentrism, stereotypes, and the creation of 'tribes' within their workgroups. The participants attributed this to South Africa's history and suggested that a means of overcoming the past would be to perhaps focus on other types of diversity in order to encourage more creativity and innovation.

It became apparent that dealing with cultural diversity from a management perspective requires a degree of thought and strategy. Because innovation is by its very nature a fast-paced objective, cultural diversity does not seem to be an effective tool for enhancing creativity, due to the amount of time and effort it would take to eliminate any negative aspects or barriers it might raise. According to the participants, it would be easier and more productive to focus on other types of diversity that require less intervention and can yield the most positive results for the organisation.

The participants mentioned several barriers of both cultural and informational diversity; based on the discussions during the in-depth interviews, the researcher constructed a list of moderators that could be employed to facilitate the relationship between diversity and innovation. It is important to note that the moderators differ between departments, because each department is composed of team members that exhibit different levels of diversity. The need to confirm and test moderators for each department is vital, since participants indicated that they hope to use diversity as a tool for innovation more effectively in the future than they currently do.

The managers who participated in this study perceive diversity to be of great value in workgroups, in terms of its potential to enhance creativity and innovation. Cultural, informational and age diversity are the most prominent types of diversity relevant to innovation in this division. Cultural diversity was said to have negative effects on learning and communication, but was also noted to be a tool for enhancing creativity in cases where moderators are in place to facilitate effective communication, such as fast-paced tasks. Informational diversity was noted to have some negative effects in

terms of longer, more drawn-out decision making processes, but creative tasks were identified as a suitable moderator for this barrier. The moderators identified in this study need to be tested in each case, in order to further determine and report under what conditions cultural, informational and age diversity can thrive in order to drive creativity and innovation in South African organisations.

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Appendices

Appendix A:

Interview Questions

Appendix B:

Consent forms

(Contact details of participants for validation, available upon request)

Appendix C:

Practical steps for engaging employees about innovation and diversity

Appendix D:

Practical steps for creating and sustaining diversity initiatives within the organisation:
Addressing barriers to diversity.

Appendix A: Interview Questions

In-depth Interview

- Provide an introduction about the study you doing and why you deem it necessary to conduct within this organization.
 - 1) Can you provide a brief introduction to who you are and your journey with the organization?

Innovation:

- 2) What is your understanding of innovation?
- 3) Would you suggest that MultiChoice is an innovative brand?
- 4) What are some of the practical implementations that you think multiChoice owes their innovation to?
- 5) What do you think MultiChoice can improve on or implement from scratch that might boost and/or sustain their innovative nature?

Diversity:

- 6) What is your understanding of the term/concept diversity?
- 7) In terms of innovation, what are your thoughts/opinions regarding the value of diversity?
- 8) Are you familiar with the different paradigms of diversity and if so, which would you flag as the most relevant to organizational success?
- 9) What is the current composition of your team in terms of diversity?
- 10) What are some of the advantages of diversity that you have gathered heading a diverse team?
- 11) Have you experienced any form of diversity training or initiatives within this organization?

- 12) Would you say that these initiatives are necessary for the success of the organization? If so, what impact do you think these initiatives could have on the organization as a brand and also an employer brand?
- 13) Who are the stakeholders of diversity initiatives within organizations? Who should these initiatives be aimed at?
- 14) What would cause you to invest your time in a diversity initiative in this organization? What will motivate you to complete training or workshops?
- 15) In terms of creating or sustaining an organizational culture that values diversity, what would you suggest the key variables are of a successful initiative? For example if we want to get staff onboard with embracing diversity, what practical steps should the organization take to do this?
- 16) What factors should leadership consider when creating and implementing these initiatives?
- 17) What would you say is your biggest challenge regarding a diverse team and managing it?
- 18) Who would you suggest is responsible for driving these initiatives?
- 19) Do you believe you are fully equipped to handle challenges that a diverse work group may create and if so how have you acquired this skill? (Training or personal experience, self taught)
- 20) What is the product of a successful diversity initiative?
- 21) Does leadership have any influence over the success of diversity initiatives and if so, how do they influence the success of it?
- 22) How much influence do you have over your team with regards to how well they embrace diversity? Could you foster a sense of value in diversity if you were equipped with the correct skills?
- 23) Would you suggest that MultiChoice is doing enough to leverage off diversity within the organization? If not, what do you think could be done to really leverage off it? Some practical things the organization could implement?

Appendix B: Consent Forms



PARTICIPANT CONSENT FORM

RESEARCH TITLE: [An exploration of cultural and informational diversity towards an innovative organisation: A South African perspective]

1. INTRODUCTION

You are invited to participate in a research study about cultural and informational diversity and whether these paradigms increase the capacity for innovation within this organisation. The main purpose of this study is to gain an in-depth understanding of how diversity is managed, if at all within this organisation and also to gain insight as to how diversity initiatives are communicated to employees and whether this is seen as effective or not.

The information in this consent form is provided to assist you in deciding whether you would like to participate in this study. If you decide to participate you will be required to participate in an in-depth interview regarding your experiences with diversity initiatives within this organisation. You will also be required to express your honest views and opinions regarding the subject matter.

It is important that you fully understand what is involved if you agree to participate in this study. If you have any questions that you feel are not addressed or explained fully in this consent form, please do not hesitate to ask the researcher for more information. You should not agree to participate unless you are completely comfortable with the procedures followed. The contact details of the researcher are as follows:

Email address: Kelym1801@gmail.com
Contact number: 073 706 3597
Office number: 011 686 6534

2. THE NATURE AND PURPOSE OF THE STUDY

The primary goal of this study is to uncover whether diversity is still a sought after goal for organisations in their attempts to be more innovative, whether it is still a relevant tool for innovation or whether it has no real effect on enhancing the capacity for innovation.

3. EXPLANATION OF PROCEDURES TO BE FOLLOWED

The interview will last for approximately 45 minutes to an hour. There will be a set of 10 questions that will be explained thoroughly before you are expected to answer them.

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4. RISK(S) OR DISCOMFORT INVOLVED

Diversity is greatly dependent on individual perception in order for it to thrive. You may experience discomfort by answering questions that involve your own opinions on diversity. However, the benefits of openness and honesty during this interview should provide a sense of comfort when considered in the larger scheme of this study.

5. POSSIBLE BENEFITS OF THE STUDY

Once the study is complete, the results could provide this organisation with information it needs to really understand whether it is doing enough in terms of its diversity initiatives. The organisation could then assess what is working and what is not. It will uncover the actual effect that internal communication regarding diversity and its role in innovation is having on staff. Considering the results of this study, this organisation will be in a position to reassess its diversity strategy using key insights as a guide, if necessary.

6. WITHDRAWAL CLAUSE

Your inclusion in this study is purely voluntary;

If you do not wish to participate in this study, you have every right not to do so;

Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.

7. CONFIDENTIALITY

ALL information gathered in this study will be held in strict confidence and only the researcher will have access to the original data. Results will only be retained for as long as required for the research purpose and will thereafter be depersonalised and presented in such a way that you will not be identifiable.

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8. CONSENT TO PARTICIPATE IN THIS STUDY

I have read the information presented to me in a language that I understand and I understand the implications of participating in this study. The content and meaning of this information have been explained to me. I have been given the opportunity to ask questions and am satisfied that they have been adequately addressed. I understand that I am under no obligation to participate in this study and that I can withdraw from this study at any stage without having to provide an explanation for my withdrawal. I hereby volunteer to take part in this study.

I have received a signed copy of this informed consent agreement.

PARTICIPANT

Full Name and Surname: SHAWN CHETTAR
Signature: [Signature]
Date: 5-8-15

WITNESS

Full Name and Surname: Josua Rabson
Signature: [Signature]
Date: 05-08-15

Johannesburg: 011 521 4600 | Durban: 031 569 1415 | Cape Town: 021 461 8089 | Pretoria: 012 343 3669

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Director: DR Derek (non-executive director) | AG Douglas (CEO & Executive Director) | Company Secretary: SA Saunders



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I have read the information presented to me in a language that I understand and I understand the implications of participating in this study. The content and meaning of this information have been explained to me. I have been given the opportunity to ask questions and am satisfied that they have been adequately addressed. I understand that I am under no obligation to participate in this study and that I can withdraw from this study at any stage without having to provide an explanation for my withdrawal. I hereby volunteer to take part in this study.

I have received a signed copy of this informed consent agreement.

PARTICIPANT

Full Name and Surname: FUNDILE SHABANGU
Signature: [Signature]
Date: 29 JULY 2015

WITNESS

Full Name and Surname: KENOSI MADISE
Signature: [Signature]
Date: 29 July 2015

Johannesburg: 011 521 4600 | Durban: 031 569 1415 | Cape Town: 021 461 8089 | Pretoria: 012 343 3993

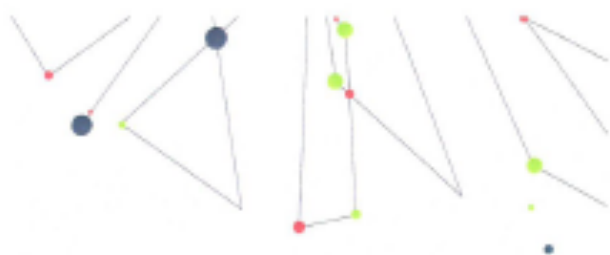
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8. CONSENT TO PARTICIPATE IN THIS STUDY

I have read the information presented to me in a language that I understand and I understand the implications of participating in this study. The content and meaning of this information have been explained to me. I have been given the opportunity to ask questions and am satisfied that they have been adequately addressed. I understand that I am under no obligation to participate in this study and that I can withdraw from this study at any stage without having to provide an explanation for my withdrawal. I hereby volunteer to take part in this study.

I have received a signed copy of this informed consent agreement.

PARTICIPANT

Full Name and Surname: Jean-Pierre Rossouw
Signature: [Signature]
Date: 29/07/2015

WITNESS

Full Name and Surname: Natasha Linda Grobler
Signature: [Signature]
Date: 29/07/2015

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8. CONSENT TO PARTICIPATE IN THIS STUDY

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I have received a signed copy of this informed consent agreement.

PARTICIPANT

Full Name and Surname: MOHAMMED ZAMEER MAHOMED

Signature: [Signature]

Date: 3 August 2015

WITNESS

Full Name and Surname: Tasneem Maheter

Signature: [Signature]

Date: 3 August 2015

Johannesburg: 011 521 4600 | Durban: 031 502 1415 | Cape Town: 021 461 8089 | Pretoria: 012 343 3668

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Appendix C: Practical steps for engaging employees about innovation and diversity

FORM OF ENGAGING	DETAILS OF HOW TO ENGAGE
Hire the right people	Start at the beginning. Upon hiring new employees, creatively highlight the values of the organisation. Host a short seminar for new employees or potential employees showing what the organisation does to commit to its values. Shortlist candidates and host these seminar-type events. Factor a person's organisation-fit when adding new members to the organisation.
Induction	Induction should include at least one CEO in a multiple CEO organisation, attending and sharing the organisation's vision with the inductees. The lack of connection between employees and leadership can be addressed this way. Group exercises during induction should consist of creative challenges that are relevant to the business. For example, design a new look for the next DSTV decoder or create a promotional campaign that could attract millennial consumers.

Video interaction	Based on the organisation's technological capacity, it should use this to its advantage by connecting in a manner that it is used to, that is, through video. Throughout the MultiChoice campus, there are multiple television monitors around communal areas. During peak lunch or tea times, broadcast a video made either by leadership, HR, management or other employees that relate to what the organisation is trying to foster in terms of its culture with regard to innovation/diversity. In line with video, smaller skype conferences can be held with teams in one of the multiple boardrooms. This could be more intimate and allow for an easier transition into orchestrating an engaging discussion among teams about the video and the message being communicated through the video.
Record programmes or initiatives	Record programmes or initiatives that have already taken place and use the video platforms mentioned above to display this to the rest of the organisation.

'Take a CEO to workday'	Similar to the famous concept of 'Take a girl child to work', teams could host a leader for the day in their specific department as a means of connecting with leadership, thus enhancing the sense of connectivity and community within the organisation.
Follow up	Follow up on the experience of employees with the techniques mentioned above, and with emails too, if necessary. Follow up to ensure that the organisation is on the right track and keep abreast of what employees are thinking. Use this information to create new techniques for communicating or improve existing techniques.

The table above highlights new and creative ways of engaging employees as suggested by the participants. The researcher developed this set of practical steps based on the knowledge gained about the organisational structure, its current means for communicating brand-related or visionary messages to its employees, discussions with HODs and a pilot study with employees.

It becomes clear that communicating to employees about the organisation's values or goals should ideally begin upon hiring. This way, the organisation stands a better chance of getting employees to align their own values and goals with the organisations from the onset, as opposed to springing values on employees, hoping to instil them, via email or other less interactive mediums.

Appendix D: Practical steps for creating and sustaining diversity initiatives within the organisation: Addressing barriers to diversity.

The table below highlights barriers to diversity, expounds on these and offers solutions to these obstacles.

PRACTICE	DETAIL
Educate yourself before educating staff- in collation with Jackson (1992), referenced in Chapter two. There are primary and secondary categories of difference. These are observable and non-observable traits. Employers need to pay attention to both these categories and ensure they know all they could possibly know before implementing new diversity programs/practices. Jackson stresses that each category requires a unique approach when managing diversity in the workplace. Non-observable traits are more complex and cannot be simplified to require the same management practices as that of observable traits (Jackson 1992).	Before the leadership of the organisation begins to initiate some sort of change regarding diversity and ways of extracting value from it, a number of areas directly related to diversity need some clarification. The organisation should familiarise itself with studies that highlight the practical value of diversity in an innovative organisation in order to fully understand the potential diversity could have within the organisation. Ask questions in order to analyse diversity's current role in the workplace to discover: What is the number of specific paradigms? Who is this individual and why are we hiring him/her? What could he/she contribute beyond simply completing his/her daily tasks? How can he/she contribute to enhancing the organisation's capacity for innovation?

Educate staff- in collation with Ely & Thomas (1998) who offer three paradigms for managing diversity in the workplace. These are: 1. Discrimination and Fairness 2. Access and legitimacy 3. Learning and effectiveness Learning and effectiveness comes into play here because MultiChoice can use this paradigm to highlight internal differences and allow teams to go through a process of learning to overcome challenges that result from difference. This could enable teams to move towards a singular stance even with many differences, which draws the value from diversity and may influence teams to opt for an attitude best summed up by Kamal (2009) “we are all on the same team, with our differences, not despite them”(Kamal, pg 164, 2009). This would be regarded as the best-case scenario for the introduction of educational programs focused on diversity.	If one is only implementing these initiatives now, it is likely that one will be dropping an unexpected bombshell on employees who have just entered the organisation as well as those who have been around for many years. Either way, they will be unfamiliar with this new commitment to diversity in its role in creating a favourable environment for innovation to occur. Therefore, there needs to be some foundational introduction that renders employees familiar with these concepts, how they are related and what the organisation is trying to achieve. Educating employees about the value of diversity can assist with employee buy-in once programmes or other initiatives are launched. Host small informational sessions be they: in the form of video; web based on the organisation’s employee portals; or group seminars similar to Figure 5.5.1. Take employees away from their desks to introduce them to new concepts and initiatives as a starting point. This could also help employees feel a part of something bigger than simply fulfilling their daily job requirements.
Buy in to these initiatives before expecting employee buy-in.	If leadership does not really buy in to the value of diversity for instance, employees are likely to recognise this, and, as a

Cox (1993) suggests that organisation's need to be sincerely committed to diversity in order for employees to buy in to the value in diversity. Cox (1993) further suggests that the ideal organisation is one that shows sincere commitment through numerical accounts of diversity (transparency) but also through the management practice of diversity (Cox 1993). Nemetz & Christensen (1996) support Cox (1993) argument.	result, lose interest in what leadership is trying to achieve. Ensure that this is something the organisation is passionate about, interested in and committed to. This way, leaders are leading by example and the chances of employees buying in to these initiatives or programmes will be higher.
Hire a professional to facilitate group sessions that seek to unpack the value in diversity. A participant mentioned a third party facilitator for diversity programs to be a necessary factor for the organisation to consider when strategizing their diversity efforts. Existing support for this notion comes from Kochan et al (2002) who suggests that a neutral facilitator is more effective than having an internal facilitator to avoid existing relationships or perceptions being a possible barrier to the success of the training program. This may be the case if using a facilitator that is known	Many existing studies highlighted the importance of facilitation of diversity training programmes. Employees buy-in to concepts deemed valuable to the organisation if they perceive management and leadership to be supportive of it. In order to even the playing field and highlight to employees that management and leadership are invested in the training or any initiative, a professional facilitator should host these sessions so that leadership, management and employees can be equally involved. This will show employees that leadership's agenda is not to impose their values on employees, but to include them
Include leadership and management in these sessions. Ely & Thomas (1996) suggest that employees are more likely to	Following from the step above, leadership and management need to be included in these sessions. This will address the fear element that was highlighted in the

participate in diversity initiatives when leadership and management are equally involved. Perceived support from leadership and management is key to the success of these initiatives (Shore, 2003).	previous chapter regarding barriers to diversity initiatives. There is evidently a huge division between employees and leadership, thus fear was highlighted as a crippling factor that hinders idea generation, creativity and even collaboration. With leadership and management being seen as ‘equal’ to employees, in terms of learning from a facilitator just as employees do, it could be a safe space for employees to voice their opinions or ideas relating to the subject matter being discussed without feeling threatened or intimidated by superiors.
Ask for help	Let employees tell you what you can do to improve sessions. It seems that the value in multiple opinions is prized in this chosen organisation. Therefore, this respect can and should be applied and advocated in these initiatives. Gain multiple insights from employees about programmes they think could help their teams collaborate more effectively; embrace diversity and achieve common goals in a way that combats the impediments discussed earlier; and include their ideas in creating initiatives that speak directly to what the organisation is trying to achieve.

Be specific	Create programmes that address very specific characteristics as opposed to broadly dissecting diversity or innovation. Use the educational step listed above to introduce concepts so that the actual initiative becomes more focused. Group sessions could also be centred on the effect of age diversity in work groups, for instance, as opposed to generally discussing diversity under a broad ambit. Highlight barriers and challenges to make employees aware of these and then provide ways of combating these by focusing on the value of diversity.
Monitoring Jones et al (2013) asserts that diversity training needs assessment. She argues that assessments of programs “are essential in order to properly identify and frame the instructional objectives for training” (Jones et al, Pg. 60, 2013).	After hosting these kinds of activities, monitor teams or get managers to monitor their teams’ behaviours and have a scoring system where they are able to identify team-members who are practically demonstrating what they have been taught in the group sessions. Managers will be better equipped to score teams because they too were part of the initiative.

Incentivise collaboration	Since the organisation is big on incentivising great ideas, create an incentive programme that rewards employees and/or managers or even leadership, who action what the initiative aimed to achieve in theory. For instance, if team-members create focus groups after the sessions to drive conversations about diversity, or if certain employees are evaluated as ambassadors for collaboration; they could be incentivised to participate and encourage other employees to do so.
Give employees freedom	An initiative, in itself, could be the freedom for employees to develop small practices that drive value in diversity. If team-members are given the freedom to host meetings, debates, focus groups or knowledge-sharing sessions; they will be more involved, and, as a result, they will feel a sense of responsibility. This does two things: it allows employees to drive leadership's values within the organisation and it allows them to feel a valuable component of the whole design, that is, the brand.
Diversity ambassadors	Have multiple diversity ambassadors who each represent a different paradigm that is relevant to the organisation. Let these ambassadors drive value in diversity by hosting practical initiatives in the organisation.

Follow up Catalyst (1999) asserts that ongoing engagement about diversity can allow the organisation to maintain its momentum and focus in order for it to achieve its goals for diversity. (Catalyst, 1999; Kossek & Lobel, 1996; Morrison, Ruderman, & Hughes-James, 1993)	It has been highlighted in numerous studies that the value of following up on any diversity initiative is crucial to its sustainability within the organisation. Once initiatives are complete, follow up with employees via email if necessary to find out what has changed since the initiative, what the employees are thinking, what is working and what isn't concerning diversity practices. According to the results gathered from follow-ups, revise, redesign and/or retry if necessary.
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