

UNIVERSITY OF KWAZULU-NATAL

**Management Perceptions of Employment Equity at the Automotive
Manufacturing Plant**

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**A dissertation submitted in partial fulfilment of the requirements for the degree
of
Master of Business Administration**

**Graduate School of Business
College of Law and Management Studies**

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Year of Submission 2012

DECLARATION

I, Mpho Philemon Mabetoa declare that

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.
- (iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
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Signature:

Acknowledgements

I extend my sincere gratitude and appreciation to the following persons for their assistance and support during the period of my study for this dissertation:

- ✚ Mr. Alec Bozas, my supervisor, for his patience, encouragement and wealth of knowledge
- ✚ Management for allowing me to conduct the research in their company
- ✚ All individuals who participated in this research through my questionnaire
- ✚ My wife Judy Mabetoa for her patience and tolerance during my long hours of study and her invaluable emotional support
- ✚ My dearest children, Tumiso and Reabetswe
- ✚ Ms. Tania Hughes for encouragement, total support and proofreading
- ✚ My brothers and sisters in Mabopane (Pretoria), family friends in Durban, Johannesburg and Pretoria, my in-laws (Seageng family from Pretoria) for their unfailing support, without whom this study would be impossible,
- ✚ My father Joseph Mabetoa and my mother Magdalene Mabetoa
- ✚ My colleagues at Automotive Plant

Abstract

The implementation of the Employment Equity Act (EEA) No. 55 of 1998 is a crucial factor in promoting equal employment opportunities and the fair treatment of people in the workplace. South Africa has an economically active population which is not sufficiently represented in the workplace due to the inequalities of the employment practices during the apartheid regime.

The purpose of the study was to test the management at a motor manufacturing plant's perceptions of Employment Equity (EE) and the implementation thereof. A sample of convenience consisting of over 40 respondents at middle management level from various departments was sought. A 26-item Employment Equity Questionnaire using the five point Likert scale was used to explore the employment equity process. It was decided not to make reference to race and gender in terms of findings.

Respondents were unsure that the implementation of employment equity in the workplace was responsible for the "brain drain" in the country. Responses indicated that the majority agreed that the Employment Equity Act has provided many with the opportunity for promotion and development in the workplace. Furthermore, there is opportunity for development and sufficient programmes within the organisation to support the achievement of that development. Management felt that they were not equipped with sufficient knowledge to deal with the implementation of the equity laws. Research also showed that there is still a shortfall in the representation of females in the automotive industry.

The study makes various recommendations for improving the pace and status of the implementation of employment equity. The responsibility for Compliance with the Employment Equity Act lies with the HR Department of the Company. It is within their realm of responsibility to ensure that all programmes within the organisation are linked to creating awareness of the Employment Equity Act and to ensure that its objectives are implemented within the organisation. In addition, particular scrutiny must be given to keeping an audit of progress of these programmes. As Human Resource is also the custodian of the recruitment process of the company, it needs to prioritise and drive the employment and promotion of females within the organisation.

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Chapter 1

Introduction and Background Information

1.1. Introduction

The most pressing issue facing South Africa today is the employment inequalities in the private sector and finding ways to reduce gaps previously created by apartheid policies. The South African government has shown its commitment and intention to address discrimination by eliminating inequality in private companies and government institutions. The Employment Equity Act No. 55 of 1998 hereafter referred to as the ACT was promulgated to:

- a) Promote and achieve equity that is equal opportunities in the workplace;
- b) Foster an active environment for previously marginalised groups in the operational, professional and executive decision making process in their employing equities.

The purpose of the Employment Equity Act (South Africa EEA, 1998) is to achieve equity in the workplace by:

- a) Promoting equal and fair treatment in employment through the elimination of unfair discrimination;
- b) Implementing affirmative action measures to redress the disadvantages in employment experienced by Designated Groups or Previously Disadvantaged individuals.

It is not that individuals in the designated groups are inherently unable to achieve equality on their own, it is that the obstacles in their way are so formidable and self-perpetuating that they cannot be overcome without intervention (Abella, 1984).

As defined by the Act (South Africa EEA, 1998), designated groups refer to:

- Black people (African, Coloured and Indians),
- Women and
- People with disabilities.

It must be noted that South Africa's situation on employment discrimination differs significantly from countries that founded the employment equity concept. In South Africa, historic employment policies prejudiced the majority of the population whereas countries such as Canada and the United States of America dealt with discrimination against the minority groups. Lessons about the implementation of employment equity can be learned from the experiences in such countries.

Assembly Two at the manufacturing plant under investigation developed an Employment Equity (EE) plan which aims to increase diversity at different occupational levels within the workforce. The employment equity plan improves the company's profile as a corporate citizen and will contribute to labour market transformation in South Africa, which is one of the key requirements for sustainable economic growth.

1.2. Focus of the Study

It is vital to understand the underlying contributory factors and to eliminate them as barriers to the implementation of Employment Equity. As per the Employment Equity Act it is important to create an environment which is conducive for the achievement of employment equity goals and, as Management play a key role in creating that environment, it becomes important to understand how their perceptions impact upon it. Thomas and Jain (2004) indicate that employment equity programmes are more likely to succeed when line managers are an integral component of the planning and implementation of the programme and are held accountable for the outcomes. Employers must take note of the impact of the Employment Equity Act on employment relationships, the consequences of non-adherence to it and the risks of facing unfair labour practice complaints (Nel, Swanepoel, Kirsten, Erasmus and Tsabadi, 2005).

1.3. Problem Statement

Since the implementation of the Employment Equity Act No. 55 of 1998, there has been a considerable change in the demographic profile of the South African workforce. The management of diversity within the workplace has become a key

issue (De Beer and Radley, 2000) for transformation. In order to manage a diverse workforce, it is necessary to address the perceptions of management in dealing with Employment Equity issues. The purpose of this research is to contribute to the employment equity debate by qualitatively identifying and exploring management attitudes towards and experiences of employment equity.

An internal investigation by the researcher suggested that there may be shortcomings in how management perceptions affect the implementation of employment equity to meet the organisation's legislative obligations. Within the context of Assembly Division Two at the automotive firm, the associated research questions are as follows:

- Do companies lose expertise or experience as a result of employment equity implementation?
- Does the Employment Equity Act promote equal opportunity in the work place?
- Does the Employment Equity Act address promotion and development opportunities for employment equity candidates?
- Can the transfer of knowledge to employment equity candidates accelerate their progress and work experience?

1.4. Research Objectives

By answering the above research questions, the objectives of this study are to:

- Consider the loss of expertise or experience as a result of employment equity implementation and the effect on individual companies and South Africa if employees take up employment overseas;
- Consider the ability of the Employment Equity Act to provide career opportunities to address gap for employment equity candidates;
- Understand if the Employment Equity Act promotes equal opportunities in the work place; and
- Understand gender bias and transfer of knowledge to employment equity candidates.

1.5. Significance of the Study

This qualitative study will ensure a better understanding of the current challenges relating to the implementation of employment equity in the Manufacturing Sector. By analysing the outcomes, recommendations have been made that will facilitate change management elements which support the implementation of employment equity.

These elements are:

- Shared culture and values;
- Behaviours that support employment equity in the work place;
- Policies and practices which are consistent with employment equity
- Leadership development; and
- Skill retention.

Table 1.1

Industry sector workforce profile percentage population distribution at the senior management level for all employers by race and gender

Occupational levels	Male				Female				Foreign National		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	
Agriculture	15.9%	2.9%	1.6%	61.8%	5.1%	0.9%	0.4%	10.4%	0.9%	0.1%	100.0%
Mining and Quarrying	13.2%	2.3%	2.8%	65.5%	3.5%	0.3%	0.7%	8.0%	3.5%	0.3%	100.0%
Manufacturing	7.0%	4.4%	8.0%	57.7%	2.7%	1.8%	2.0%	12.3%	3.7%	0.4%	100.0%
Electricity, Gas and Water	22.1%	3.6%	5.7%	39.7%	11.6%	1.8%	2.0%	8.6%	4.2%	0.7%	100.0%
Construction	11.8%	4.5%	4.8%	62.8%	3.8%	1.3%	1.1%	7.9%	1.8%	0.3%	100.0%
Retail and Motor Trade/Repair Service	6.9%	5.0%	8.2%	50.8%	2.0%	2.1%	3.1%	19.8%	1.6%	0.5%	100.0%
Wholesale Trade/ Commercial Agents/ Allied Services	8.0%	6.2%	10.0%	46.7%	2.6%	4.2%	2.9%	18.1%	1.0%	0.3%	100.0%
Catering/ Accommodation/ other trade	12.8%	3.8%	3.7%	40.4%	7.6%	3.9%	2.0%	23.3%	1.9%	0.5%	100.0%
Transport/ Storage/ Communications	12.4%	4.4%	10.5%	46.1%	5.0%	1.7%	2.1%	15.7%	1.5%	0.4%	100.0%
Finance/Business Services	9.4%	3.6%	6.7%	45.6%	5.4%	2.1%	3.2%	20.9%	2.4%	0.8%	100.0%
Community/Social/ Personal Services	27.9%	5.1%	5.1%	26.0%	15.3%	2.5%	2.9%	13.8%	1.0%	0.3%	100.0%

Source: 10th CEE Annual Report (2010)

Table 1.1 Reflects the industry sector workforce profile status at the senior management level for all racial groups. White males dominate at senior level in all sectors measured. The manufacturing sector has performed poorly in terms of progress towards meeting occupational representation at all levels (10th Commission of Employment Equity, 2010).

1.6. Limitations of the Study

This study was limited in certain ways therefore this research must be viewed in light of the following limitations:

1. The research is conducted solely on “Assembly Division Two Plant” so though the results may not be generalisable. The core issues are specific to Assembly Division Two on which this research is based.
2. The research is quantitative and as such lacks the depth of a qualitative study. Qualitative studies determine reasons why a problem really exists, whilst quantitative merely indicates the extent of the problem (Render, Stair and Hanna, 2006).
3. All respondents are salaried staff members of staff at the organisation i.e. administration clerks, supervisors (group leaders and assistance managers), engineers, managers and senior managers. There is no input from blue collar workers.
4. Race is not an identifying factor of the respondents as the focus is on management as a group. The respondents were reluctant to be categorised according to race and felt it might give away their identity.
5. It is essential to acknowledge that, owing to its small sample size, this study is exploratory in nature and limited in its generalisability. The findings will be more meaningful if supplemented by those from a qualitative research design.

1.7. Chapter Summary

This chapter has provided a summary of the intentions of the research. It has unpacked key terms that make up the topic of the research. Background information has reflected the employment equity implementation in South Africa. The chapter explained key issues surrounding the principles of the research like the aim, objectives and research questions.

The narration of the chapters that follow provides a clear picture of how the research document is set out. The research methodology depicts how the research was planned and conducted.

Chapter 2

Literature Review

2.1. Introduction

Scholarly journals have published a number of articles that have focused on the content of employment equity policies or comprised of case studies that concentrated on individual public or private sector experiences. A review of this literature has revealed a number of employment relation practices that are commonly associated with employment equity. These policies, which have been implemented by governments worldwide, are a reaction to the worldwide historical discrimination against disadvantaged groups in the workplace (Sowell, 2004).

With the above background, this chapter reviews the literature on Employment Equity, research which has been conducted and conferences which have been held with designated groups in private companies and government. Employment Equity is not a new concept worldwide. The first traces of Employment Equity legislation were implemented in Canada. With South Africa's previous political dispensation, only limited economic opportunity was afforded to non-white people, females and people with disabilities. They were restricted in their career options and had few opportunities for advancement in the employment arena. Denton and Vloeberghs (2003) stated that labour legislation requires companies to manage the implementation Employment Equity and compete globally whilst protecting local markets from international competitors.

2.2. Characteristics of the Environment

The employment equity plan contained herein was developed in line with the requirements of the Employment Equity Act.

The company's approach to employment equity planning has been guided by the Employment Equity Cycle illustrated in Figure 2.1

Figure 2.1
Employment Equity Life Cycle



Source: Day (2010)

The employment equity life cycle is a concept borrowed from the theory of project management and helps organisations to introduce a formal business process which covers all aspects of employment equity management (Day, 2010).

Day (2010) notes that the purpose of the business case is to:

- Determine the impact on company branding, market perception and stake holder relationships.;
- Align the objectives of the plan (compliance) with the company's vision, mission and business strategy;
- Obtain a mandate which translates the company's commitment to transformation into monetary and other resources required to develop and implement the employment equity plan;
- Identifies and allocates the responsibility to the President and Chief Executive Officer (CEO), who are held accountable for the outcome;

- e) Propose a Transformation Steering Committee;
- f) Propose an employment equity team;
- g) Identify organisational risks and how these may be mitigated; and
- h) Learn lessons from previous experience of employment equity implementation and proposals for implementation.

Day (2010) continues to describe Employment Equity cycle as follows based on Figure 2.1:

STAGE 1: Enabling Environment

- i. A strategy is developed on the basis of an approved business case and provides direction to all stakeholders. It contains the parameters for numerical goals to be set in the organisation.
- ii. Provide employment equity policy for governance structure and formalise reporting lines for progress. The policy contains accountability for implementation and consequences for non-compliance.
- iii. Formalise consultation structures, frequency and participation through employment equity forum constitution.

STAGE 2: Employment Equity Planning

The Employment Equity Act, Regulation and Code of Good Practice contain instructions and guidelines on the process of developing an employment equity plan.

The activity during this phase includes:

- a) Analysis of policies, practices and staff profile;
- b) Employment equity barriers;
- c) Affirmative Action measures; and
- d) Numerical goals.

STAGE 3: Implementation

This phase involves the implementation activities, which includes:

- a) Communication and training of all stakeholders;
- b) Implementing affirmative action measures; and
- c) Change management.

STAGE 4: Monitoring

The company needs to monitor progress on:

- a) Implementation of affirmative action measures;
- b) Achievements of numerical goals;
- c) The transformation maturity of the organisation; and
- d) Procedural and substantive compliance

STAGE 5: Review

The review is the final phase on the employment equity life cycle of the employment equity plan and also serves as the preparation for future developments. It covers the following:

- a) Transformation strategy;
- b) Employment equity compliance;
- c) Director-General (DG) review;
- d) Department of Labour (DoL) inspections;
- e) Progress against employment equity plan; and
- f) Employment equity structures and resources.

The automotive industry, like most other industries today, is striving to become world-class and to compete globally. Automotive organisations also need to address the demands from South African government in relation to legislative compliance linked to employment. The management of the automotive companies is experiencing pressure to change.

One force of change, in the form of government legislation, is the Employment Equity Act No 55 of 1998 which was implemented with the purpose of promoting equal employment opportunities and the fair treatment of people (Republic of South Africa. 1998a. Employment Equity Act, No. 55, 1998). In his sixth volume, Abella (1984) stated that “employment equity is a strategy designed to obliterate the effects of discrimination and to open equitably the competition for employment opportunities to those arbitrarily excluded”.

The Employment Equity Act (1998) recognised that there are disparities in employment, occupation and income within the South African labour market due to

the history and policies of apartheid and other discriminatory laws and practices. Therefore, it is important to promote the constitutional right of equality and eliminate unfair discrimination in employment in the “new” democratic South Africa.

The Department of Labour in 2009 released a report showing that slow progress was being made in implementing employment equity in both public and private organisations. It further predicted that at the current progress rate, it will take employers approximately one hundred years to achieve equitable representation in workplaces. The Department of Labour found that employers were not focusing on the workplace environment and the Economically Active Population (EAP) of certain designated groups when setting their numerical goals.

Seijts and Jackson (2001) support previous authors that “individuals perceive employment equity programmes to be unfair because these programmes consider people’s membership in particular social categories rather than traditional indexes of “deservingness” when allocating desired outcomes”.

The aim of Employment Equity Legislation both internationally and nationally, has been to ensure an equitable representation of certain designated groups in all categories and at all levels in the workplace (Thomas, 2002). Despite these laws and regulations, inequality has continued to exist in many spheres. Mavin cited by van Zyl and Roodt (2006) argued that the working environment remained dominated by male career models and approaches, and that women’s careers suffered if they had family responsibilities to meet. Women were made to choose between their career prospects and their family stability, or even a family at all (van Zyl and Roodt, 2006). This problem has existed in the international workplace since the sixties even though there was legislation to abolish it. It is for this reason that it is an issue deserving attention, especially for an emerging market such as South Africa.

After the 1994 elections, part of the transformation agenda for South Africa was to transform all organisations to make them demographically representative of all South African citizens (Denton and Vloeberghs, 2003). Op’t Hoog, Siebers and Linde (2010) explained that the introduction Employment Equity Act of 1998 was necessary to replace apartheid and other discriminatory laws and practices. South

Africa is still going through a process of change, in particular in terms of political and labour issues. Another important Act promulgated during 1998 was the Skills Development Act No. 97 of 1998. This Act set out to encourage business organisations to initiate training and development for employees and , in so doing, to address the country's skills shortage.

The organisations in South Africa to which these Acts are applicable need to adapt their policies and procedures to accommodate the new prerequisites (Linde, Schalk and Linde, 2008). The introduction of employment equity legislation has met with opposing views from beneficiaries and non-beneficiaries of Employment Equity. In general the following concerns have been raised:

- a) According to Oosthuizen and Naidoo (2010), White men are especially aware that they have limited opportunities to move up the ranks in their organisations and know the risk of entering into a labour market which does not favour them.
- b) Jongens (2006) suggests that, for many organisations, complying with legislative demands to avoid the financial penalties for not doing so, has overshadowed the true need to transform.
- c) The cost of change is no longer only about the Rands and cents spent on making working environments physically more accessible to people with disabilities. It is about the time and effort spent trying to change attitudes towards people with disabilities, and training managers and colleagues how to deal with people with disabilities (Gida and Ortlep, 2007).
- d) Jordaan cited by van Rensburg and Roodt (2005) notes that white males are experiencing reverse discrimination because black workers are now being given preference over them in the job market.

2.3. General Trends in Work Force Movement

Each year The Commission for Employment Equity (CEE), submits a report to the Minister of Labour regarding the progress of Employment Equity. The functions of the Commission of Employment Equity include (EEA, 1998):

1. The commission advises the Minister on –
 - a) Code of practice issued by the Minister in terms of section 54;
 - b) Regulations made by the Minister in terms of section 55; and

- c) Policy and any other matter concerning this Act.
2. The commission may –
- a) Make awards recognising achievements of employers in furthering the purpose of this Act; and
 - b) Research and report to the Minister on any matter relating to the application of the Act.

The workforce distribution supplies information on the total population and the Economically Active Population (EAP) of the country's four major population groupings in terms of their race and gender. This information is crucial for the setting of employment equity numerical goals (10th Commission of Employment Equity, 2010).

As the following tables indicate, based on the actual organisational data for the period 2009-2010, transformation in management positions is still very slow. Tables 2.1 and 2.2 contain comparative employment equity statistics for large employers.

Table 2.1

Workforce profiles and workforce movements at the professionally qualified level

Occupational levels	Male				Female				Foreign National		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	
Workforce profile for all employers	53 720	20 200	15 879	87 688	51 099	23 166	10 074	52 261	4 317	1 580	319 984
	16.8%	6.3%	5.0%	27.4%	16.0%	7.2%	3.1%	16.3%	1.3%	0.5%	100.0%
Recruitment for all employers	6 721	3 256	1 874	10 179	6 751	4 574	1 323	6 526	957	313	42 474
	15.8%	7.7%	4.4%	24.0%	15.9%	10.8%	3.1%	15.4%	2.3%	0.7%	100.0%
Promotion for all employers	7 497	2 066	1 791	7 098	5 360	1 969	1 319	4 932	292	113	32 437
	23.1%	6.4%	5.5%	21.9%	16.5%	6.1%	4.1%	15.2%	0.9%	0.3%	100.0%
Termination for all employers	7 052	3 406	2 148	13 484	6 122	4 394	1 339	7 907	947	235	47 034
	15.0%	7.2%	4.6%	28.7%	13.0%	9.3%	2.8%	16.8%	2.0%	0.5%	100.0%

Source: 10th CEE Annual Report (2010)

Table 2.1 reflects workforce profiles and movements at the professionally qualified level. Whites still dominate in all occupational levels at the professionally qualified level and White males dominate in all categories: Representation (27.4 per cent),

Recruitment (24.0 per cent), Promotion (21.9 per cent) and Termination (28.7 per cent). Slow progress is noticeable in the other race groups in comparison with data from previous years. This is disturbing in terms of employment equity progress, since the professional and middle management level is considered a “feeder” to senior and top management positions (10th Commission of Employment Equity, 2010). It is noted that promotion for African males promotion is higher than any other race group.

Table 2.2

Workforce profiles and workforce movements at the skilled level

Occupational levels	Male				Female				Foreign National		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	
Workforce profile for all employers	30 7758	62 700	37 964	157 344	25 1256	56 846	29 945	132 110	9 716	2 795	1 048 434
	29.4%	6.0%	3.6%	15.0%	24.0%	5.4%	2.9%	12.6%	0.9%	0.3%	100.0%
Recruitment for all employers	37 269	8 091	50 27	24 513	28 772	7 140	4 287	17 190	2 284	597	135 170
	27.6%	6.0%	3.7%	18.1%	21.3%	5.3%	3.2%	12.7%	1.7%	0.4%	100.0%
Promotion for all employers	34 122	7 047	2 958	10 352	22 550	5 833	2 556	9 303	528	127	9 5376
	35.8%	7.4%	3.1%	10.9%	23.6%	6.1%	2.7%	9.8%	0.6%	0.1%	100.0%
Termination for all employers	39 538	9 937	5 711	28 362	24 508	8 188	4287	21 971	2 402	515	145 419
	27.2%	6.8%	3.9%	19.5%	16.9%	5.6%	2.9%	15.1%	1.7%	0.4%	100.0%

Source: 10th CEE Annual Report (2010)

Table 2.2 reflects workforce profiles and movements at the skilled level. Positive trends are noticeable and it is evident that organisations are preparing their employees through recruitment and promotions to endeavour to meet equitable representation for all groups. The Commission of Employment Equity confirms that ten years after enacting the Employment Equity Act, “White males still dominate the top echelons of the workplace, yet they are in the minority” (10th Commission of Employment Equity, 2010).

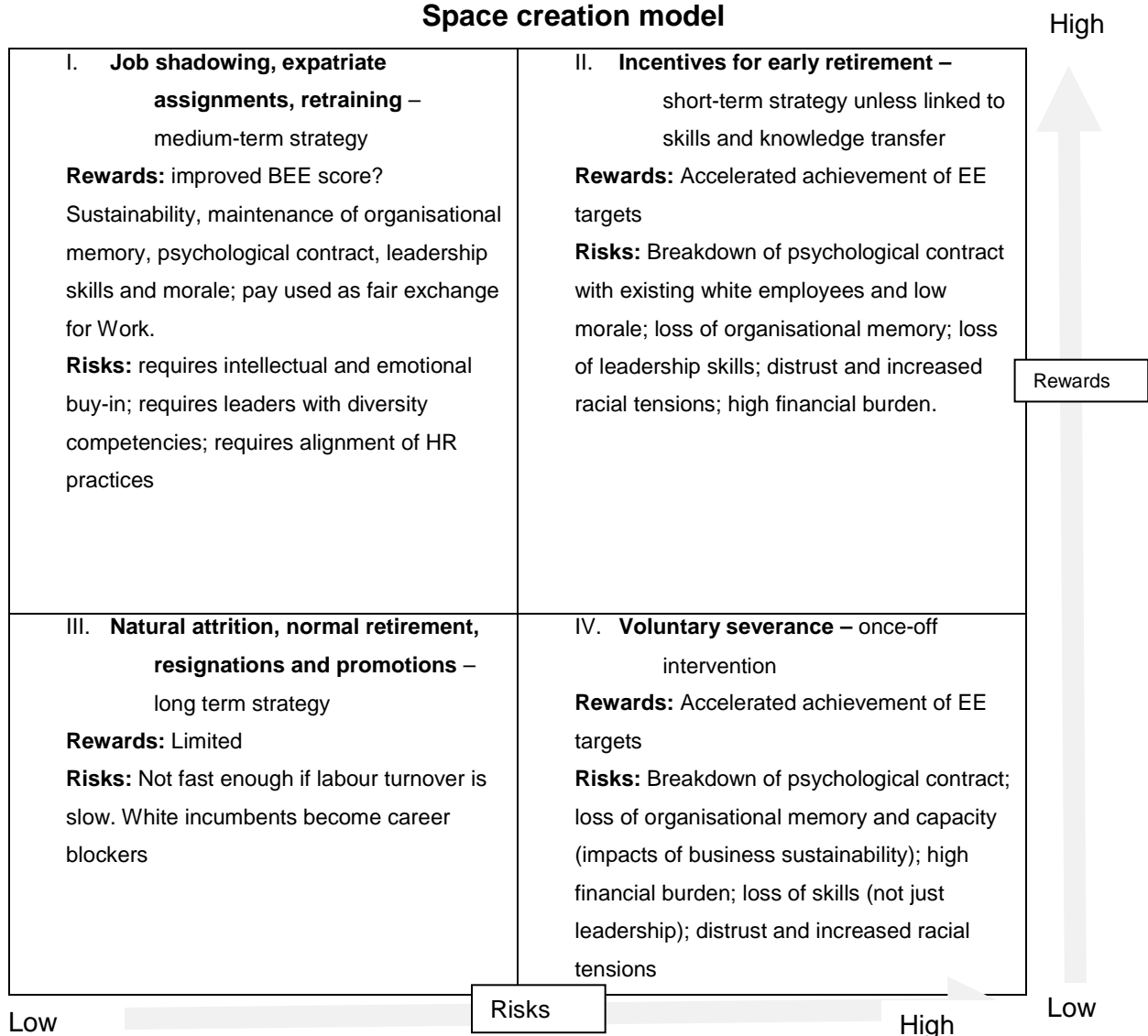
Booyesen (2007) states that management is still predominantly white and the soft positions, like Human Resources, Employment Equity and Marketing, are filled by blacks. Given the need for organisations to attract and retain talented employees to remain competitive in global market, it is suggested that every effort be made to deal openly with the potential feelings of violation that white managers may be experiencing (Maharaj, Ortlepp and Stacey, 2008). Booyesen (2007) cites “a white

male dominant organisational culture that continues to exclude black recruits” and a lack of cultural sensitivity and cultural awareness programmes as contributors to the falling retention rate of black recruits.

Selby and Sutherland cited by Schoeman (2010) provide a model called Space Creation which is defined as “any course of action which persuades senior white managers to leave the organisation to create opportunities for black managers to assume their roles”. This model, illustrated in Figure 2.2 proposes job shadowing, expatriate assignments and retaining as a medium-term strategy with low risk (natural attrition, normal retirement, resignation and promotion) and high reward.

Figure 2.2

Space creation model



Source: Managing Diverse Employees in a Multicultural Environment (2006)

Incentives for early retirement and voluntary severance are ranked on the high risk end of the scale, with the former offering high rewards through accelerated achievement of employment equity targets (Schoeman, 2010) but this comes with a financial price.

2.4. Management Response to Employment Equity

Leiter and Harvie (1997) noted that “front-line supervisors provide leadership during times of major organisational change by articulating the relevance of organisational values to issues confronting their workgroups”. Sagie and Koslowsky, cited by Leiter and Harvie (1997) stated that “it is during times of change that staff needs confidence in the ability of management to make sound decisions about the necessity of change along with encouragement from supervisors to be involved in the change process”. Munnik (2008) asserted that: “Your management of employment equity, or lack thereof, could put your business at risk.” With the representation at top 3 levels still dominated by Whites, the management of employment equity rests with them. It becomes important to build a business case for the implementation of employment equity.

Employment equity policies should represent positive developments in the employment domain because they should address past discrimination, promote social justice, and broaden the pool of qualified job candidates. However, Kravitz (2008) argued that these policies can be highly controversial and are often viewed negatively by employees. In particular, research suggests that these policies are viewed particularly negatively by individuals who do not benefit from them, in North America (USA) this would be men and Whites (Tougas and Veilleux, 1988). These findings are troubling because the support of both beneficiaries and non-beneficiaries of these policies is needed for such policies to be effective (Hitt and Keats, 1984).

The negative reactions of non-beneficiaries may have important implications for organisations, such as limiting the pool of potentially highly qualified applicants, wasting resources on developing employment equity policies, and, if negative reactions force an organisation not to use these policies, potential fines for not complying with the laws (Jain, Sloane and Horwitz, 2003). Further, non-beneficiaries’

negative reactions to these policies may lead to de-motivation, alienation, and hostility within the organisation (Heilman, McCulloch and Gilbert, 1996). Finding a way to overcome the resistance of non-beneficiaries of employment equity policies is therefore of utmost importance. Woolnough (2010) supported the previous authors' statements on one of the shortcomings of affirmative action, namely tokenism. This may take place as a way to simply fill quotas which is sometimes perceived to be encouraged by Employment Equity (EE) and Black Economic Empowerment (BEE) policies. If those benefiting from equity policies are viewed as simply being "tokens" or "quota-fillers", they may be excluded from the cultural practices within the organisation by other employees (Woolnough, 2010). Organisations must therefore make every effort to communicate with all affected employees about the organisational culture and perception. This may eliminate some of the negative stereotypes associated with designated groups.

With Government putting ever increasing pressure on business to comply with legislation such as the Employment Equity Act and the Skills Development Act, businesses now need to review the risks associated with non-compliance and therefore need to manage the implementation of the legislation. It is important for management to manage the change of employment equity, not only through the employment of designated groups, but also by reviewing and managing related policy, procedures and employment practices.

However, management themselves now have to deal with their own perception of employment equity and how this impacts on them within the workplace. Many see employment equity as reverse discrimination and therefore battle with the implementation thereof. Employees within designated groups who now find themselves in managerial positions may not feel that they possess the positional authority and, as a result, may feel disempowered even at this level.

2.5. Impact on Professionals Due to Implementation of Employment Equity

According to Mitchell, Holtom and Lee (2001), managers face a constant challenge to develop and retain talent. Retaining key performers and keeping staff turnover low brings success to all organisations. Nel, Swanepoel, Kirsten, Erasmus and Tsabadi (2005) provided guidelines for the retention of key employees:

- a) The key to retaining the best employees very often lies in the relationship employees have with their supervisor or manager. Therefore, training managers to enhance their relationship with their subordinates is important.
- b) Improving supervisor-employee relationships should be viewed as an ongoing process rather than a one-off event.
- c) Employee support will be gained if a strategic approach is adopted to retention
- d) Retention bonuses are often used to reward employees for staying with an organisation for a defined period of time.

Human (2000) indicated that South African organisations were often guilty of playing with numbers in the employment strategies. They need to realise that affirmative action is the process of creating equal employment opportunities for all and that for it to succeed, will require certain important changes to the human resource culture. Statistics South Africa (2005) reported that emigration by South Africans to countries such as the United Kingdom, New Zealand and Australia has increased in the past decade thereby supporting employment equity strategies of promoting designated groups.

There have been two distinct waves of emigration since the “new” South Africa emerged. The first occurred between 1994 and 2000 when the newly democratic government of the African National Congress (ANC) led by President Nelson Mandela came into power. The second wave was in the period 2005–2006 when the new government strongly focused on transformation in South Africa. The Employment Equity Act was promulgated and implemented in the workplace and most of the people who left the country at the time were white South Africans (Statistics South Africa, 2005).

Thomas and Jain (2004) agreed that South African company executives have had to acquire new skills to manage the post-apartheid organisational culture and business dynamics. They need to be able to deal effectively with their more diverse employee pool. Prime (1999) stressed that South African business leaders are now “required to develop skills to effectively manage a multicultural and ethnic workplace, historically dominated by Eurocentric, autocratic and hierarchical conglomerates.”

Thomas conducted a study in South Africa in 2002 and found that the perceived “job hopping” of Black managers cannot only be ascribed to higher salaries or better perks, but also issues relating to the fact that they felt they did not fit into historically established (White) corporate cultures.

In managing this diversity, leaders face the challenge of creating organisational cultures in which the diversity of individuals is harnessed for competitive advantage (Thomas and Jain, 2004). South African organisations must include all organisational cultures and must encourage the full participation of all the diverse employees who now comprise the workforce (Thomas and Doak, 2000). Mullins (2005) suggested that organisations need to consider ways in which they can establish a broader gendered view of careers, one that takes into account the ebbs and flows of individual needs at different stages of their work cycle.

2.6. Is Employment Equity Making a Difference in the Industry?

Considerable research suggests that employment equity initiatives can produce a backlash or negative response, with many employees failing to support and promote such initiatives (Kidder, Lankau, Chrobot-Mason, Mollica and Friedman, 2004).

Employment equity has also sometimes been perceived as racism, unfair treatment and reverse discrimination (Denton and Vloeberghs, 2003). The objectives of the Employment Equity Act include the promotion of previously disadvantaged sectors of the workforce based on race and/or gender. This may be seen as a common element of dissatisfaction with Employment Equity for those who stand to benefit from Employment Equity and those who do not. This can be because the impact of employment equity depends on each individuals’ substantive reasoning.

Woolnough (2010) found that Africans give a significantly higher rating to the importance of employment equity than Whites, Indians and Coloureds. This is expected, as Whites do not exclusively benefit from employment equity (only White women do) but the other racial groups do.

Underlying discontent can occur because employees have hostile feelings about employment equity or anger about slow progress. An earlier South African study of the progress of employment equity in South African companies by Thomas (2003) noted the tensions between black and white employees and the opposing views and expectations held. Uys (2003) highlighted the effects of affirmative action on White employees, viz. low productivity, resignations, depression, emigration and even suicide.

Over time, employees will, by means of evaluation, mentoring and the assignment of greater responsibility, develop higher levels of human capital (Wocke and Sutherland, 2008). Lepak and Snell cited by Wocke and Sutherland (2008) found that although it is generally believed that development is the responsibility of the individual, most organisations support the process to retain the best employees. In the context of employment equity programmes training is not only supported by the organisation but, in the case of designated groups, this is the core of the programme and serves to support and reinforce the existence of the three dominant social identities (Wocke and Sutherland, 2008).

2.7. Dealing with Management Perception and Diversity

2.7.1. Management of Perception

The impact of the implementation of the Employment Equity Act on any organisation will depend in part on how individuals or groups of employees perceive the process. Mullins (2005) defines perception as, “the mental function of giving significance to stimuli such as shapes, colours, movement, taste, sounds, touch, smells, pain, pressures and feelings giving rise to individual behavioural responses to particular situations”.

According to Inman cited by Banerjee (2006), perception of workplace discrimination may be driven by two factors. The first of these is the actual existence of inequality. Employees who are disadvantaged or treated unfairly are usually most likely to feel discrimination. The second factor is whether the perception of discrimination is driven by the employees' awareness of their rights and their sensitivity to unfair treatment. Thus, individuals' expectations for equity also plays a role in their perception of discrimination.

Banerjee (2006) continues to cite Inman (2001) to further propose that discrimination is perceived when an event or incident does not conform to expectations. Those who strongly identify with a historically stigmatised ethnic or social subgroup, have been found to perceive greater workplace discrimination than those who do not identify with such a subgroup (Johnson and Lecci cited by Banerjee, 2006). These racial fault lines result in the reinforcement of in-group/out-group dynamics, an increase in the homogeneity of different subgroups and possibilities for conflict (Booyesen, 2007).

2.7.2. Managing Diversity

Beginning in the mid-1980s in the United States of America and the late 1980s in Canada, a human resource management intervention known as managing diversity or valuing diversity was adopted in a growing number of workplaces (Agocs and Burr, 1996). Mullins (1999) believed that managing diversity means being aware of the characteristics which are common to a particular culture, race, gender, age or sexual preference. However, this does not mean that every individual with those characteristics should be treated exactly the same: they still need to be managed as individuals. Ajani (2005) noted that South African society is diverse and organisations are multi-cultural in their workforce composition. Managing such diversity requires skilfully informed and extensive managerial training in interpersonal skills, appropriate systems and an understanding of both ethnic and corporate cultures (Ajani, 2005).

One of the aims of the Employment Equity Act of 1998 is the creation of a diverse workforce within South African organisations. One definition of diversity provided by Ivancevich and Matteson (1996) is "the vast array of physical and culture differences

that constitute the spectrum of human differences. Six core dimensions of diversity exist: age, ethnicity, gender, physical attributes, race and sexual or affectional orientation". According to Noe, Hollenbeck, Gerhart and Wright (2006), managing diversity involves creating an environment that allows all employees to contribute to organisational goals and experience personal growth. Managing diversity also refers to the establishment of an organisational culture that allows all members, including minorities, women and the disabled, to reach their full potential (Thomas, 1991).

Agocs and Burr (1996) developed an argument which proposed that in deciding whether or not to invest in diversity programmes, human resource managers, employers and other stakeholders need to be clear about their own goals and be honest in recognising who would benefit from such programmes.

Diversity sensitisation and a conscious focus employees' on abilities, talents and competencies will enable managers to understand and appreciate relationships and approach interactions with confidence and objectivity (Sing and Govender, 2006).

According to George and Jones (2006), there are several reasons why diversity is such a pressing concern and issue, both in popular press and for managers and organisations:

- a) There is a strong ethical imperative in many societies that diverse people receive equal opportunities and be treated fairly and justly.
- b) Effective management of diversity can improve organisational effectiveness.
- c) There is substantial evidence that diverse individuals continue to experience unfair treatment in the workforce as a result of biases, stereotypes, and overt discrimination.

George and Jones (2006) summed it all up by providing managers with a series of steps that could be taken to change attitudes and values. Table 2.3 lists the issues that promote effective management of diversity.

Table 2.3
Promoting the Effective Management of Diversity

a) Secure top management commitment – top management need to develop the correct ethical values and performance or business-oriented attitudes that allow them to make appropriate use of their human resources.
b) Increase the accuracy of perceptions – managers should consciously attempt to be open to other points of view and perspectives, must actively seek them out, and encourage their subordinates to do the same.
c) Increase diversity awareness.
d) Increase diversity skills – focus on improving the way people interact with each other and on improving their ability to work with different kinds of people
e) Encourage flexibility - managers and their subordinates must learn how to be open to different approaches and ways of doing things.
f) Pay close attention to how employees are evaluated.
g) Consider the numbers – if members of certain groups are very under-represented in particular kinds of jobs or units, managers need to understand why this is the case and resolve any problems they might uncover.
h) Empower employees to challenge discriminatory behaviours, actions and remarks.
i) Reward employees for effectively managing diversity.
j) Provide training utilising a multipronged, ongoing approach.
k) Encourage the mentoring of diverse employees.

Source: Mullins (1999)

The EEA makes it clear that unfair discrimination in any employment policy or practice must be eliminated and that no person may be directly or indirectly discriminated against on one or more grounds, including race, gender and disability in any employment policy or practice, (South Africa EEA, 1998). However, it is not considered to be 'unfair discrimination' when an organisation takes affirmative action measures which are consistent with the purpose of the Act. Therefore, given the provisions of the Employment Equity Act in terms of affirmative action, the

Employment Equity Act is clear in its aim to redress past inequalities by giving preference to designated groups when it comes to employment opportunities. Whether these types of policies are perceived as being fair or unfair may largely be determined by individual perceptions (South Africa EEA, 1998).

Human cited by Smith and Roodt (2003) pointed out that the Employment Equity Act (1998) requires a fundamental change in the way managers think about and perceive people and if this does not take place, the implementation of an Employment Equity strategy will remain problematic. Swanepoel, Erasmus, Van Wyk and Schenk (2000) highlighted the fact that laws can require organisations to hire and promote historically disadvantaged individuals but the law cannot remove societal barriers arising from people's attitudes. According to Human cited by and Roodt (2003), good employment equity is part and parcel of good people management and "good people management leads to increased productivity."

Seijts and Jackson (2001) quoted researchers who supported the notion that individuals perceive employment equity programmes to be unfair because these programmes consider people's membership to particular social categories rather than traditional indices of "deservingness" when allocating desired outcomes including, but not limited to, jobs, promotion, and access to training programmes.

It follows from a transactional model of stress that members of organisations which are undergoing major change, assess their social environment for cues that will help them to predict outcomes for themselves personally, their workgroup and for the organisation as a whole (Leiter and Harvie, 1997). Saha, O'Donnell, Patel and Heneghan (2008) suggested that a good place for human resource professionals to begin might be in business schools themselves as the values and beliefs of business students are often the values of future manager and it is worth noting that values are exceedingly difficult to change.

Esterhuizen and Martins (2008) stressed that organisations that can effectively provide a pro-business justification for a diverse workforce may be able to reduce unfavourable attitudes towards employment equity and affirmative action programmes amongst their employees.

Kotter cited by Schoeman (2010) confirmed that the success of corporate change efforts tilt toward the “utter failures” end of scale. He attributes transformation failures to eight errors namely:

- a) Not establishing a great enough sense of urgency;
- b) Not creating a powerful enough guiding coalition;
- c) Lacking a vision;
- d) Under-communication the vision by a factor ten;
- e) Not removing obstacles to the new vision;
- f) Not systematically planning for and creating short-term wins;
- g) Declaring victory too soon; and
- h) Not anchoring changes in the corporation’s culture.

He communicates the opposite of each of these errors as a model to guide successful transformation and refer to it as “Eight steps to transforming your organisation (Kotter, cited by Schoeman, 2010).

2.8. Government Expectation and Employment Equity Strategy

It seems that the corporate culture is resistant to the changes which are necessary to effect employment equity (Booyesen, 2007). The Department of Labour plays a significant role in the transformation of South African’s workforce. Automotive manufacturing industries are also expected to comply with the employment equity legislation. The Employment Equity Act has two main objectives, namely to eliminate unfair discrimination and to implement affirmative action (AA) measures (South Africa EEA, 1998).

All employers are required to promote equal opportunities in the workplace. For affirmative action designated employers who employ 50 or more employees or an employer who employs fewer than 50 employees, but has a total annual turnover that is equal to or above the applicable annual turnover of a small business in terms of Schedule 4 to this Act (South Africa EEA, 1998) compliance is compulsory. For non-designated employers it is voluntary. Affirmative action measures are designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented across all occupational

categories and levels in the workforce of a designated employer (South Africa EEA, 1998).

South Africa Employment Equity Act (1998) expects a designated employer to consult with representative trade unions or other representatives nominated by employees. Furthermore, employers are also required to provide information on their equity plan to all employees. Compliance and monitoring is mandated and labour inspectors from the Department of Labour are empowered to conduct employer audits.

Managers should focus on applying human resource practices and managerial and team skills to build an organisational environment that capitalises on diversity (Noe *et al.*, 2006).

2.9. Chapter Summary

The South African workforce profile has changed considerably since the implementation of the Employment Equity Act resulting in improved diversity within the workplace. There is now a stronger emphasis on management of diversity within the workplace (De Beer and Radley, 2000). Employment equity policies cannot be changed to erased or diluted to favour one (disadvantaged) group over another without abandoning the very aims of the policy.

Denton and Vloeberghs (2003) stated that “in order to manage a diverse work force, it is necessary to address the attitudes of employees.” Therefore it is important that the perceptions of management ensure the effective implementation of employment equity in the workplace. In so doing, it is important to create perceptions which are based on realistic expectations and fair employment practices.

The next chapter will deal with the research methodology employed in the study and will discuss the framework and practical elements of the research used. It will explore the research methodology and design in depth and will discuss methods of data collection and outline the reasons for choosing particular methods over others.

Chapter 3

Research Methodology

3.1. Introduction

This chapter presents the methodology used to collect information from respondents. The chapter starts by explaining the research design and includes an explanation for the choice of “Assembly Two Plant” for this research. In this chapter an explanation of the population and how the sample size was chosen and the importance of the sample is given. Data analysis and how data was recorded and analysed is also discussed. The issue of feedback that needs to be followed once the research is completed is also covered. The limitations of the research are stated.

3.2. Research Methodology and Design

The methodology and design of this study were based on three approaches: the review of relevant literature, collection of data from respondents and the data analysis. The literature review has covered issues related to employment equity in South Africa and other countries which had experienced employment equity. Statistical Package for Social Science (SPSS) package will be used for all statistical analysis to obtain means and standard deviations on the data. Analyses of variance (ANOVAs) were used to measure the statistical significant between variables.

A qualitative research design was adopted in which a Likert scale questionnaire was used to collect data. Qualitative research is usually much less rigorously structured than quantitative research and, consequently, the researcher is more likely to miss some information (Blumberg, Cooper and Schindler, 2005). The case study design focused on employment equity perceptions. This resulted in a detailed description and analysis of processes as voiced by respondents.

“It was assumed that the respondents’ subjective attitudes and experiences were real and worthy of in-depth study and that engaging their perspectives was critical to answering the relevant research questions”, (Terre Blanche and Durrheim, 2002).

3.3. Sample of Respondents

3.3.1. Sample

Blumberg, Cooper and Schindler (2005) provided types of sampling designs and explained the difference between probability and non-probability sampling as follows:

- a) Probability sampling is based on the concept of random selection that ensures that each population element is given a known non-zero chance of selection
 - I. Simple random sampling: it is the simplest form of probability samples and the population element has a known and equal chance of selection. It is often impractical as it requires the whole population list (sampling frame) that is often not available and may be expensive to implement.
 - II. Systematic sampling: this sample is taken by using a predetermined sequence. The major advantage of systematic sampling is its simplicity and flexibility.
 - III. Stratified sampling: it divides the whole population into sub-populations or strata and uses simple random selection on each strata. Results may be weighted and combined
 - IV. Cluster sampling: the population is divided into groups of elements with some groups randomly selected for study
 - V. Double sampling: the process includes collecting data from a sample using a previously defined technique. Based on the information found, a sub-sample is then selected for further study.

- b) Non-probability sampling is arbitrary and subjective. Each member does not have a known non-zero chance of being included. There is no guarantee that the sample would be representative of each element in the population.
 - I. Convenience sampling: the people taken for the sample are readily available. Furthermore, this type of sampling is convenient with respect to time and expense.
 - II. Purposive sampling: there are two major types – judgement and quota sampling
 - Judgement sampling: this occurs when a researcher selects respondents who conform to a certain criterion.

- Quota sampling: it is used to improve representativeness. Certain relevant characteristics describe the dimensions of the population.
- III. Snowball sampling: respondents are difficult to identify and are found through referral networks.

Convenience sampling was adopted as it makes no pretence that the sample is representative of the population. This is a sample based on the relevant employees who were available at the time.

3.3.2. Population

The population for this study comprised 65 employees made up of engineers, group leaders, artisans, managers and senior managers of Assembly Division Two. The size of the population usually makes it impractical and uneconomical to involve all the members of the research project (Statistics South Africa, 2001). This was certainly the case in this research.

A sample of convenience consisting of a sample of over 40 respondents from various departments across the division (from Production, Quality Control, Maintenance, Logistics and Engineering) was sought. All respondents had worked at the automotive organisation for at least one year and all performed different functions at middle management level. In total, 65 questionnaires were distributed to respondents, of which fifty-one (51) questionnaires were returned, indicating a 78.5% response rate.

3.4. Measuring Instrument

A 26-item Employment Equity Questionnaire was used based on the employment equity process. The questionnaire called for respondents' background information such as age, gender, qualification, main organisation function and years of service before getting into research specific issues. The variables will be compared with one another and the different levels of the variables will be compared within one another.

Respondents were asked to mark their responses to the questions with a cross (X) on a rating scale. The scaling procedure used was the Likert scaling, which is a popular approach to the creation of multiple-item measures. Bryman and Cramer (2006) noted that with Likert scaling, individuals are presented with a number of statements which appear to relate to a common theme. They then indicate their degree of agreement or disagreement on five- or seven point range. The scale consisted of five categories, and they are:

1 = Strongly Disagree

2 = Disagree

3 = Unsure

4 = Agree

5 = Strongly Agree

Brayfield and Rothe, cited by Bryman and Cramer (2006) noted that multiple-item scales are popular for various reasons. Firstly, a number of items are more likely to capture the totality of a broad concept like job satisfaction than a single question. Secondly, it allows the researcher to draw finer distinctions between people.

The respondents were asked to mark all the questions and to choose only one answer per question. The questionnaire assessed the managers' beliefs regarding the influence of employment equity practices on their relationship with their employer. This study's 'employment equity practices' are those practices and principles related to:

- a) Access to training and development opportunities,
- b) Performance recognition,
- c) Relationships with colleagues, and
- d) Honesty of senior management.

The questionnaire was scrutinised and approved by the Humanities and Sciences Research Ethics Committee at the University of Kwazulu-Natal before it was administered.

3.5. Questionnaire Construction

Leedy and Ormrod (2001) suggested a list of 12 guidelines for developing a questionnaire. These are:

- a) Keep the questionnaire short;
- b) Use simple, clear and unambiguous language;
- c) Check for unwarranted assumptions implicit in questions;
- d) Word questions carefully without giving clues about the desirable responses;
- e) Check for consistency;
- f) Determine in advance how the responses will be encoded;
- g) Keep the respondent's task simple in answering the questions;
- h) Provide clear instructions;
- i) Give a rationale for any item whose purpose may be unclear
- j) Make the questionnaire attractive and professional;
- k) Conduct a pilot test; and
- l) Scrutinise the final product and ensure that it meets the desired requirements.

According to Wisniewski and Stead (1996), it is essential to undertake a pilot or trial or survey before committing the organisation to the trouble and expense of the main survey. They add that such a pilot study will allow the researcher to determine whether there are any unforeseen problems in any of the previous stages, particularly relating to the data being collected and the selection of the sample members.

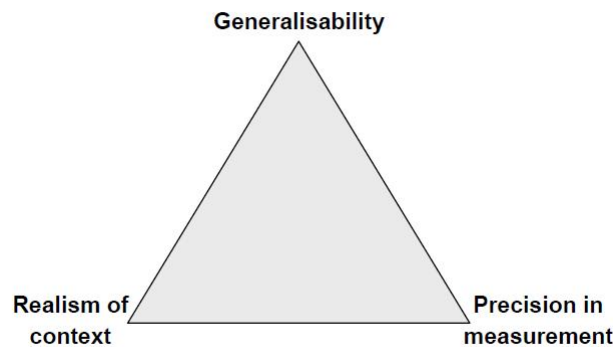
The questionnaire items consisted of the background information of the respondent. It then probed further on issues such as discrimination, Employment Equity Act, emigration of skilled people, training, promotions, affirmative action, general management and leadership issues. Only 20 items were adopted and included in this study, as those items were generic across different industries.

McGrath cited by Brent (2009) emphasised that the important factors that needed to be taken into account in research design are (see Figure 3.1):

- a) Generalisability to the population that supports external validity;

- b) Precision in measurement, control of behavioural variables which affect the internal and construct validity; and
- c) Realism of context.

Figure 3.1 Important factors to consider in research design



Source: McGrath cited by Brent (2009)

Barry, Steyn, and Brent (2008) cited by Brent (2009) described research tools that proposed that literature reviews may maximise population generalisability, but are low on realism of context and precision of measurement.

According to Bryman and Cramer (2006), it is generally accepted that when a concept has been operationally defined, in that a measure of it has been proposed, the ensuing measurement devised, should be both reliable and valid.

3.5.1. Validity

Validity refers to the researcher's ability to "draw meaningful and justifiable inferences from scores about a sample or population" (Creswell, 2005: Page Number?). Bailey (1982) defined the validity of a measuring instrument as the "extent to which differences in scores on it reflect true differences among individual on the characteristics we seek to measure". This section defines and explains the key validity issues.

Face validity, that is, questions that measure things based on the content of the concept in question (Bryman and Cramer, 2005) exists. Discussions with people who

have research experience and who were informed of the objectives of the study resulted in them all replying that they believed that the questionnaire has face validity.

3.5.2. Pilot Study

A pilot study on a limited number of respondents from the same population (but not people who took part in the actual research) was conducted. The purpose of the pilot study as per Welman and Kruger (2002) was:

- a) To detect possible flaws in the measurement procedures such as ambiguous instructions, inadequate time limits etc;
- b) To identify unclear or ambiguously formulated items. Not only should the actual questions be put to the respondents, but they should also be asked to indicate how they interpreted the formulated questions;
- c) To allow the researcher/s to take note of non-verbal behaviour that may possibly signify discomfort or embarrassment about the content or wording of the questions.

The pilot study results revealed areas where the questions were vague, a double barrelled question and a question that was irrelevant. These flaws were addressed and the questionnaire was duly revised to ensure relevance and validity.

3.5.3. Reliability

Reliability refers to the extent to which the obtained scores may be generalised to different measuring occasions, measurement/tests forms and measurement/tests administrators (Welman and Kruger, 2002). According to Blumberg et al (2005), reliability estimates the degree to which a measurement is free of random or unstable errors. A summary of reliability estimates is provided in **Table 3.1** reflecting stability, equivalence and internal consistency.

Table 3.1
Summary of Reliability Estimates

Type	Coefficient	What is measured	Methods
Test-retest	Stability	Reliability of a test or instrument inferred from examinee scores. Same test is administered twice to the same subjects over an interval of less than six months.	Correlation
Parallel forms	Equivalence	Degree to which alternative forms of the same measure produce same or similar results. Administered simultaneously or with a delay. Inter-rater estimates of similarity of judges' observations or scores.	Correlation
Split-half KR20 Cronbach's alpha	Internal consistency	Degree to which instrument items are homogeneous and reflect the same underlying construct(s).	Specialised correlational formulas

Source: Business Research Methods (2005)

Reliability was achieved by the fact that the research design and execution was performed objectively and without any interference from the respondents and as such the research must be reliable (Cramer, 2005). The study yielded a Cronbach alpha of 0.537. It is acknowledged that while an acceptable Cronbach alpha is above 0.70, it may decrease to 0.50 in exploratory research of this nature (Hair *et al.*, 1998).

Statements were converted into questions and most of the limitations in items-construction were addressed. The 41 statements that were used in the initial instrument were revised to 26 items in question format. It can be that this questionnaire measures employment equity practices consistently and reliably.

Smith and Roodt (2003) said it is essential to take cognisance of the principles and criteria underpinning questionnaire construction, as this will impact on the quality of the measuring instrument that will be used and the data obtained. For example, during the initial testing of the questionnaire, a minority of employees requested that the race identification to be removed as this information could make it easy for them to be identified and they doubted that their responses would thus be confidential.

Bailey (1982) stated that the key word in questionnaire construction is “relevance”, and the researcher must pay particular attention to “relevance of the study’s goals and questions to the individual respondent”. According to Smith and Roodt (2003), the Employment Equity Questionnaire meets this requirement. The Employment Equity Questionnaire has face validity, because it seems that the instrument covers the practices as indicated in the Employment Equity Act as per Smith and Roodt (2003). Reliability of an instrument in turn points to the consistency of measurements. Bailey (1982) further stated that “a measure is reliable if the measurement doesn’t change when the concept being measured remains constant in value” and “if the concept being measured does change in value, a reliable measure will indicate that change”.

3.6. Research Procedure

In engaging in this research a number of ethical issues were taken into consideration. The research observed the following ethical issues;

- a) Informed Consent shown in Appendix 1 : A consent form was signed by informants to indicate that they were not coerced into taking part in the research
- b) Confidentiality: It was explained to respondents that their participation in the research would remain anonymous
- c) Feedback of results: There was an undertaking that findings would be shared with the respondents and Assembly Two management
- d) Seeking formal approval from authorities if necessary

A questionnaire, shown in Appendix 2 containing a consent letter (Appendix 1) was e-mailed to respondents, along with a letter that explained the purpose of the study and which requested their participation. The reason for using e-mail was to gain the following advantages:

- a) Speed – the questionnaire and covering letter was delivered quickly to all respondents;
- b) Tracking – the researcher was able to keep up to date and keep track of whether all the prospective respondents had received the mail and could monitor the responses returned by mail; and
- c) Convenience – all parties could benefit from the ease of using electronic aids to send, complete, reply and record the results of the questionnaire.

The language medium used for the questionnaire was English as all respondents were comfortable with the language. All information was treated with confidentiality and total anonymity was ensured, as the identities of the respondents could not be traced in any way. After completion, the questionnaires were collected for analysis.

The data were collected from people whose primary responsibility was supervision or co-ordination in production, engineering, maintenance and logistics. To enhance the response rate, permission was obtained from the company and the divisional heads. Each respondent was contacted directly to explain the purpose of the study and to answer any concerns which were raised regarding the study and to obtain their agreement to participate in the study.

There were various sections with various rates in the questionnaire. The following scales were used and coded as followed in the Statistical Package for Social Sciences (SPSS):

- a) Gender (Male=1, Female=2);
- b) Age (Less than 24 years=1, 25-30 years=2, 31-35 years=3, 36-40 years=4, 41-45 years=5, 46-50 years=6 and more than 50 years=7);
- c) Rating (Strongly Disagree=1, Disagree=2, Unsure=3, Agree=4 and Strongly Agree=5);

- d) Main Organisational functions (Administration=1, Finance=2, Human Resource=3, Management=4, Production=5, Quality=6, Engineering=7 and other=8);
- e) Educational Level (Matric=1, Diploma=2, Degree Bachelor=3, Degree=4 and Post Graduate=5);
- f) Years with the company (1-2 years=1, 3-4 years=2, 5-6 years=3, 7-10 years=4 and more than 10 years=5).

Recoding and computing were done using the SPSS programme. The process of data analysis depended on the variable that was tested. Parametric tests include Kaiser-Meyer-Olkin Measure (KMO), Bartlett's Test of Sphericity mainly Chi-square, Coefficient of association (Cramer's V) between biographical variables, Reliability analysis (Cronbach's Alpha) and Matrix of correlations. Descriptive statistical analysis was also carried out as well as cross tabulation through the SPSS programme.

All data collected will be securely stored at the UKZN GSB for a period of five years and it will then be disposed of in accordance with the instructions of the Ethical Clearance Committee.

3.7. Limitations of the Research

The research cannot be regarded as representative of all employees in other divisions at the Manufacturing Plant, let alone in the whole South African automotive industry. As such, it is limited in the extent to which it can be used for the purposes of generalisation or as an accurate measure of perceptions on the situation of women and disadvantaged groups. Despite the limitations, it is contended that the findings are indicative of management perceptions of Employment Equity.

3.8. Chapter Summary

The research process was scientifically planned and executed, thereby reducing the possibility of bias, flaw and error. As such, it is contended that the process and results are reliable and valid. This chapter outlined all the strategies and methods that were followed when this research was conducted.

The Statistical Package for Social Science (SPSS) was used to analyse data from questionnaires returned. Non-parametric and parametric tests were used, depending on the variable being tested. Anonymity or confidentiality will be maintained by not revealing the names of the respondents or the name of the company used for this research study.

Chapter 4

Findings and Results

4.1. Introduction

Data were collected using the employment equity questionnaire designed for this research and statistical values were obtained through the use of the Statistical Package for Social Science (SPSS) package. The statistical analysis of the data was conducted in two phases, that is a factor analytical phase and an inferential statistical analysis phase. The following is a more detailed description of the analyses that were conducted to explain the findings related to objectives mentioned in Chapter one.

4.2. Data Analysis

The demographic characteristics of the respondents are shown in Tables 4.1 to 4.5. The respondents' age, gender, main organisational function and years' service were obtained using the demographic section of the questionnaire. The convenience sample's ages ranged from 22 years to 52 years of age with the biggest concentration in the 31-50 years age group as per Table 4.1.

Table 4.1
Question 1: Age of respondents

Years with the company	Frequency	%
Less than 24 years old	3	5.88%
25-30 years old	7	13.73%
31-35 years old	8	15.69%
36-40 years old	8	15.69%
41-45 years old	8	15.69%
46-50 years old	15	29.41%
More than 50 years old	2	3.92%
Total	51	100.00%

The respondents' gender, main organisational function and education details are presented in Tables 4.2, Table 4.3 and Table 4.4 respectively.

Table 4.2
Question 2: Gender of respondents

Biographical variable	Frequency	%
Male	48	94.12
Female	3	5.88
Total	51	100

Table 4.2 shows a female representation of 5.88 percent within the group of respondents. Female representation in management categories remain a concern in the company. In manufacturing, the company has made progress to recruit female engineers to close the gap and is currently developing them.

Table 4.3
Question 4: Education levels of respondents

Qualification	Frequency	%
Matric	20	39.22%
Diploma	16	31.37%
Bachelors Degree	10	19.61%
Post Graduate Degree	3	5.88%
Missing	2	3.92%
Total	51	100.00%

Table 4.3 shows the education levels of respondents: the majority have post-matric qualifications. It is imperative for management to have higher qualifications to be able to execute change management and to improve the company's position through achieving required objectives.

Ajani (2006) noted that it is well known in the human sciences, especially when using questionnaires, that respondents are reluctant to divulge accurate or even any

personal information such as income, number of children, age and educational qualifications. It is argued that respondents should leave certain questions out if they felt embarrassed to divulge their level of education.

Table 4.4

Question 6: Main organisational function of respondents

Biographical variable	Frequency	%
Administration	2	3.9
Finance	3	5.9
Human resource management	3	5.9
Maintenance	4	7.8
Production	18	35.3
Quality	5	9.8
Engineering	15	29.4
Other	1	2.0
Total	51	100.0

Table 4.4 shows the different organisational functions in which the respondents are employed with Assembly Division Two Plant. As can be seen from this data, the majority were from Production and Engineering. This may be due to the nature of the organisation's main activities as part of the automotive industry.

Table 4.5

Question 5: Respondents' years of service with the company

Years with the company	Frequency	%
0 – 3 years	3	5.88
4 – 6 years	9	17.65
7 – 9 years	2	3.92
10 – 12 years	4	7.84
Above 13 years	33	64.7

Table 4.5 shows that the majority (72.55 per cent) of the respondents have worked for the company for more than ten years. This group of respondents will have experienced the impact of the employment equity implementation in the organisation at some stage.

The factor analyses were conducted on two levels. In the first level analysis, the 20 items of the questionnaire were inter-correlated. To assess the suitability of data, factor analyses need to be conducted and this involves inspecting the correlation matrix for coefficients of 0.4 and above. The suitability of the inter-correlation matrix for factor analysis was tested by means of a Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and the Bartlett's Test for sphericity. These results are presented in Table 4.6. The values obtained indicate that the matrix is suitable for factor analysis.

Table 4.6
KMO and Bartlett's test: First level factorisation

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.493
Bartlett's Test of Sphericity	Approx. Chi-Square	374.21
		3
	Df	190
	Sig.	0.000

The second stage of the analyses was focused on the coefficients of association (Cramer's V) between biographical variables and the inter-correlations of the different scales' total scores. From Table 4.7 it can be seen that years in the company and age are strongly associated. It is highly unlikely that variables that are strongly related, will display interactive effects.

Table 4.7
Coefficient of association (Cramer's V) between biographical variables

	Age	Gender	Formal Education	Highest Education	Years with Company
Age	-				
Gender	0.387	-			
Formal Education	0.350	0.140	-		
Highest Education	0.461	0.308	0.451	-	
Years with company	0.645	0.268	0.367	0.365	-

Key interpreting effect sizes:

< 0.1 – no effect

0.1-0.3 small effect

0.3-0.5 moderate effect

> 0.5 large effect

In Table 4.7, the results of the reliability analysis are reflected in terms of means, variance, item-total correlations and Cronbach's alpha. A coefficient alpha of 0.537 was obtained for the scale. The reliability analysis shows the alpha reliability levels when each constituent item is deleted. This indicates that the questionnaire is reliable to measure employment equity practices. The employment equity questionnaire showed validity.

This issue is discussed in more detail in Chapter 5.

Table 4.8
Reliability analysis on employment equity questionnaire

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question 7	51.2979	42.127	.026	.553
Question 8	52.5106	47.603	-.304	.611
Question 9	52.3191	39.092	.272	.506
Question 13	51.0638	38.626	.302	.500
Question 14	51.3617	37.149	.441	.474
Question 15	51.1064	41.749	.046	.550
Question 16	53.5532	43.557	-.049	.562
Question 17	52.3191	37.744	.296	.498
Question 19	52.2128	40.215	.168	.525
Question 21	51.4043	36.942	.419	.476
Question 22	51.3830	37.372	.470	.473
Question 24	51.7021	37.692	.391	.484
Question 25	52.2128	40.345	.154	.528
Question 26	52.9362	45.061	-.152	.582
Question 23	51.4043	37.029	.470	.471
Question 20	52.0426	39.911	.148	.530
Question 18	51.2128	39.954	.309	.505

Cronbach's Alpha	N of Items
0.537	17

Excluded (Questions 10, 11 and 12)

Table 4.9 shows a matrix of correlation coefficients between age, highest academic qualification and years with company. This table includes both the levels of statistical significance achieved for each coefficient and the number of cases. The level of correlation between age and years with company is 0.753 and the significance level of 0.000, which is much higher than the conventional cut-off of 0.05. This suggests that the relationship is definitely statistically significant. It is also representative of the number of cases on which the calculation was performed (51).

Table 4.9
Matrix of correlations for age, highest academic qualification and years with company

		Age	Highest academic qualification	Years with company
Age	Pearson Correlation	1	-.445**	.753**
	Sig. (2-tailed)		.001	.000
	N	51	49	51
Highest academic qualification	Pearson Correlation	-.445**	1	-.416**
	Sig. (2-tailed)	.001		.003
	N	49	49	49
Years with company	Pearson Correlation	.753**	-.416**	1
	Sig. (2-tailed)	.000	.003	
	N	51	49	51

** . Correlation is significant at the 0.01 level (2-tailed).

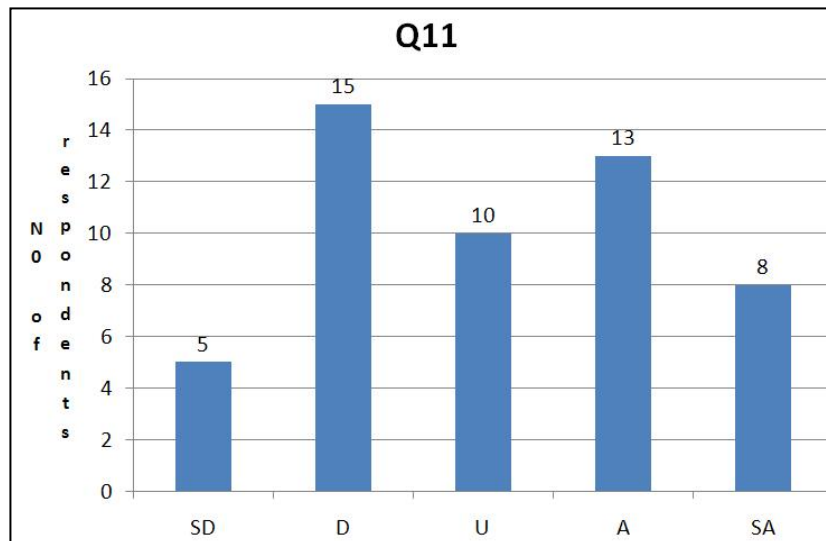
4.3. Respondents' Feedback Analysis

Objective 1: To consider the loss of expertise or experience as a result of employment equity implementation and the effect on individual companies and South Africa of employees emigrating.

Figure 4.1 does not provide a conclusive answer to the question of people leaving the country due to the implementation of employment equity as asked in question 11. The respondents seem to be unsure whether employment equity has impacted on people's decisions to leave the country.

From the findings of web-based and interviews by Kerr-Phillips and Thomas (2009), recommendations were made to the government with regard to the brain drain. Issues related to violent crime and the exclusion of White males from work opportunities were raised. The private sector was the main loser of White employees. When seen in relation to their recruitment and promotion patterns, those who left are being replaced by White people (10th Commission of Employment Equity, 2010).

Figure 4.1
Q11 Employees are leaving the country ("brain drain") due to employment equity

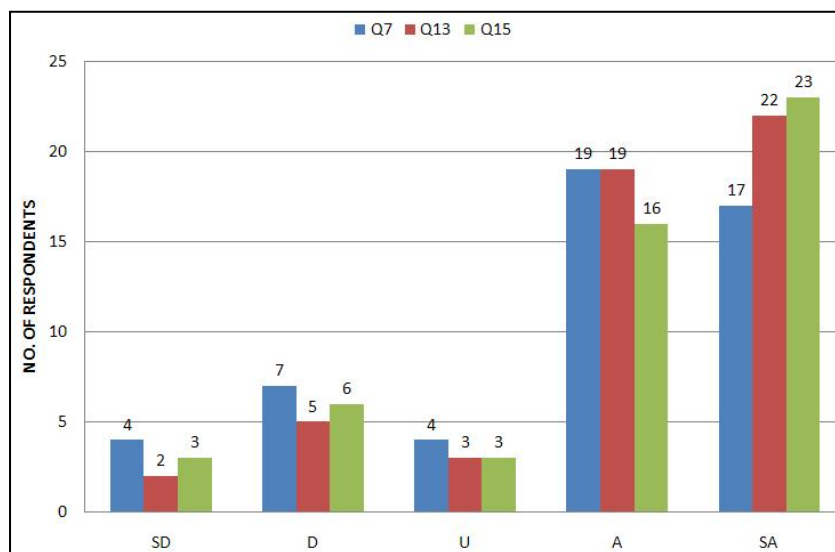


Objective2: Understand if Employment Equity Act promotes equal opportunities in the work place.

Question 7, Question 13 and Question 15 address issues pertaining to promotion and development of equal opportunities through Employment Equity Act. As illustrated in Figure 4.2, the majority of respondents agree or strongly agree that the

Employment Equity Act provides a platform for the promotion and development of equal opportunities. Companies are legally obligated to comply with the Employment Equity Act and have to report on progress towards achieving objectives.

Figure 4.2
Promotion and development of equal opportunities through Employment Equity Act



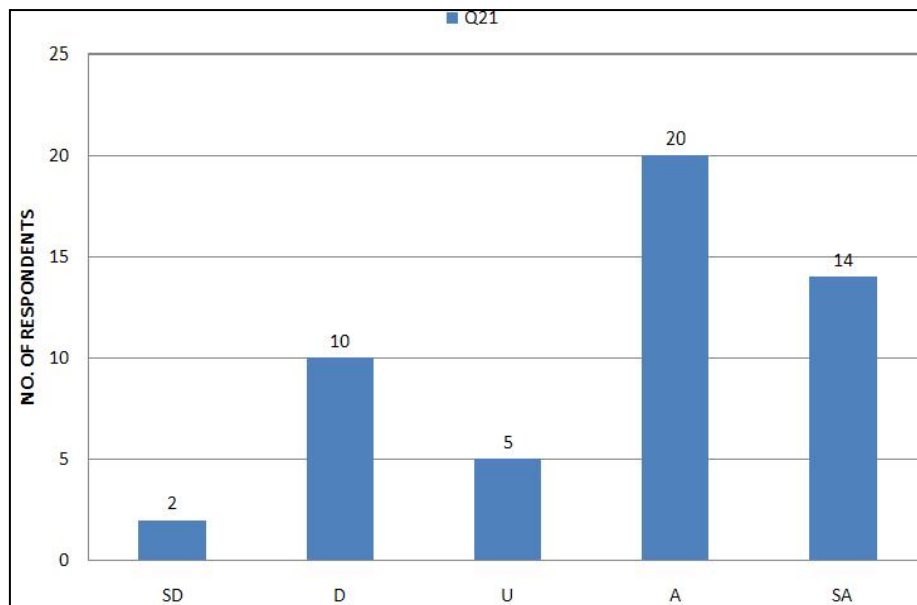
Objective 3: Consider Employment Equity Act to provide career opportunities to address gaps for employment equity candidates.

It must be noted in Figure 4.3 that 66.7 percent agree (A) or strongly agree (SA) in Question 21. This means that they think that employment equity deals with the development of previously disadvantaged employees. The company has identified employees from previously disadvantaged backgrounds and has provided Individual Development Plans (IDP) to them to make sure that they prepare for Employment Equity Act implementation.

The company provides training programmes that run both internally and externally to help employees to improve their skills in preparation for higher positions. Some 35.3 percent of respondents to Question 9 agree that there are career opportunities, 47.1

percent disagree/strongly disagree and the balances are unsure of career opportunities.

Figure 4.3
Employment equity support previously disadvantaged employees



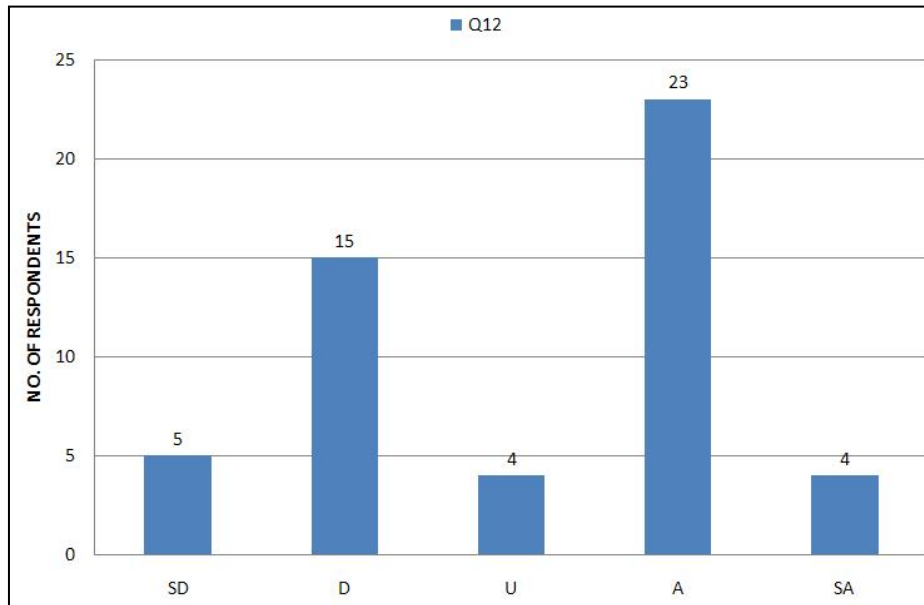
Furthermore, with regards to promotional issues 76.5 percent agree or strongly agree with Question 15 that most capable employees are selected for promotion.

Objective 4: Understand gender bias and transfer of knowledge to employment equity candidates.

Figure 4.4 shows that 45.1 percent of the respondents to question 12 think employment equity applies to women in the organisation, while 29.4 percent disagree with the perception. The manufacturing environment does not have many women in production except for those in the administration or finance sections.

From Question 24's results it was revealed that 60.8 percent of respondents believe that employees appointed because of employment equity targets do make a contribution to the workplace, whereas 21.6 percent disagree/strongly disagree.

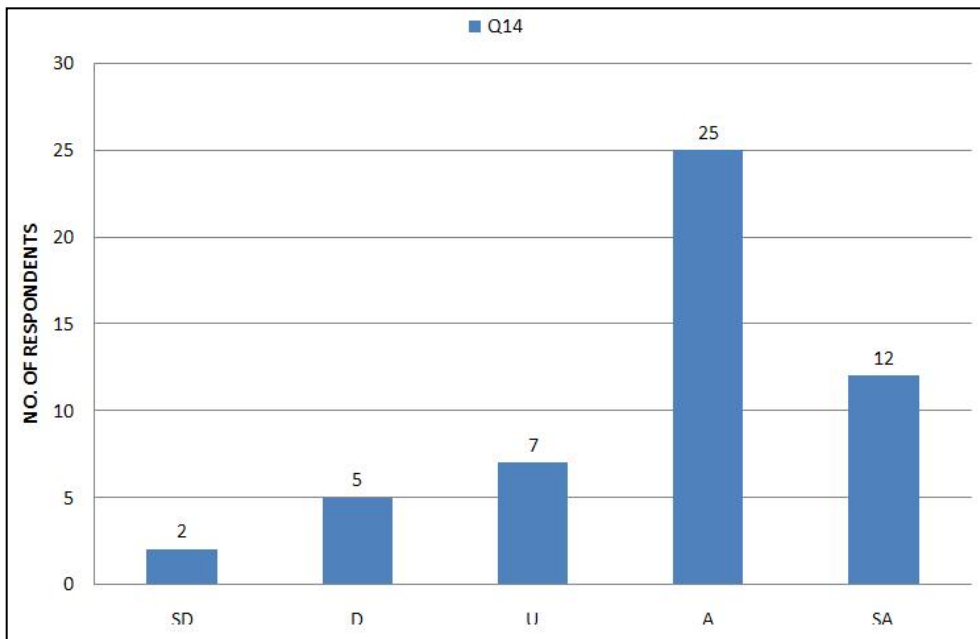
Figure 4.4
Gender bias



Objective 5: Check to see if management understand the underlying purpose of employment equity policy.

Figure 4.5 which show the result of Question 14, some 72.6 percent of respondents believe that as managers, they have a responsibility to ensure the implementation of the Employment Equity Act. However, 47.1 percent responding to Question 19 feel that they have not been fully equipped with sufficient knowledge to deal with employment equity. It must be noted Question 17 does not give a conclusive decision on whether managers will implement employment equity irrespective of their principles.

Figure 4.5
Management Responsibility



In response to Question 16, 86.7 percent disagree/strongly disagree with the idea that positions should be filled by employment equity candidates regardless of their qualifications and experience. It is noted that particular position will be compromised if occupied by not capable people. There is a prevalence of negative expectations about candidates from designated groups, heightened scrutiny of them, fears and resentments on the part of those who stand to lose promotional opportunities and the resultant overt and covert sabotage of the process (Thomas, 2002).

4.4. Chapter Summary

In conclusion the company promotes employment equity, as 74.5 agreed/ strongly agreed with the sentiment. Even though the majority of the respondents are divided on whether they believed that employment equity was only about achieving numerical targets (quotas).

Chapter 5

Conclusions and Recommendations

5.1. Introduction

The findings of this research are presented against the results of the study presented in Chapter four, and the literature which was reviewed in Chapter Two. This chapter explains and interprets the findings discussed in Chapter Four. This has been addressed by discussing whether the research questions were answered or not. The findings were also analysed by checking whether the aims and objectives of the research were achieved.

The analysis sought to confirm or refute management's perception of employment equity. Since management's perception of employment equity was discussed in the literature review, it is important that this issue was analysed against the findings and literature review. This chapter also looks at the importance of employment equity in private and public sector organisations.

5.2. Discussions

Reliability analysis was conducted using SPSS programme calculating item means, item variance, item-test correlations and item reliabilities. A coefficient Alpha scale of 0.537 was obtained. These prove that the employment equity questionnaire which was developed for this study is reliable enough to analyse management's perception of employment equity.

The discussion starts with whether the research findings have answered the research questions or not. The research questions under discussion were as follows:

Research question 1: Do companies lose expertise or experience as a result of employment equity implementation?

The study does not provide conclusive answers to the loss of expertise or experience as a result of employment equity implementation. Managers seem to be unsure about why people are leaving the country. This finding could be interpreted

as managers' value job security in turbulent economy and people are not contemplating leaving their current companies.

According to the 10th Commission of Employment Equity (2010), the submissions of companies on their employment Equity status indicates that the progress towards redressing the injustices of the apartheid era is not as positive as expected.

The key objective of employment equity statutes is to increase the representation of the historically oppressed in areas of education, employment and business where they were historically excluded.

From the findings of web-based searches and interviews by Kerr-Phillips and Thomas (2009), it was recommended that the government address the issue of the brain drain on the basis of the prevailing climate of violent crime and the fear that white males will be excluded indefinitely from competing for work opportunities. New research should be taken to understand fully why experienced individuals of all races are leaving the country.

It is also imperative to find out each person's reasons for leaving the company. Habana (2007) notes that, as far as possible, the ideal would be to conduct exit interviews to uncover reasons beyond making extra money. This emphasises the importance for organisations to conduct an exit interview as part of the retention strategy. Habana (2007) lists a number of principles and techniques, which serve as recommendations to South African organisations to attract and retain talented workers:

- a) Start with the recognition that the psychological contract is changing.
- b) Make the ability to attract and retain talent a top management priority.
- c) Create policies and practices that enhance the firm's attractiveness in the labour market.
- d) Create a winning employee value proposition. Strong brands and products attract the best people interested in working for their companies.
- e) Provide opportunities for learning and self-development, integrated with career planning and mentoring.

- f) Provide information and support for the individual's own efforts at development.
- g) Provide realistic job previews.
- h) Create challenges and career enhancing work experiences.
- i) Redefine the role of human resource management.
- j) Build your own talent pool from within as much as possible.
- k) Find out why each person is leaving.

Research question 2: Does the Employment Equity Act promote equal opportunities in the work place?

Assembly Division Two management has committed themselves to the Employment Equity Act and have shown the responsibility to ensure the employment equity implementation. In most companies, employment equity legislation is viewed by management as a tool by government to enforce equal opportunities.

Many organisations view employment equity as a compliance issue. To them, the focus is more on avoiding fines associated with non-compliance.

Management want employees to be promoted on their individual merit, capabilities and hard work. It must be noted that previously advantaged groups i.e. white males are likely to perceive workplace discrimination more negatively than previously disadvantaged people.

Research question 3: Does the Employment Equity Act address promotion and development opportunities for employment equity candidates?

Management perceived their division to be more supportive with regards to the training, promotion and development of their employees. It is believed that training and development will assist employees in achieving higher positions. Managers believe that the best candidate will be selected for promotions irrespective of race or gender.

According to the opinion of Vermeulen and Coetzee (2006), appointments of employment equity candidates are often made merely to meet targets and is not based on merit. Promotion options establish an organisational framework to reward employees for improving their skills and adding value to their work performance. It is argued that training and development increases organisations' competitive edge and that a well trained multi-skilled workforce is essential (Stone, cited by Peetz, Gardner, Brown and Berns 2008).

Peetz et al. (2008) further stated that opportunities for career advancement and access to promotion are key issues in achieving employment equity across organisations. On a macro-level, employment equity needs to be supported by prioritising human resources development and education in skills and competencies needed in a society in transition as noted by Thomas and Jain (2004).

Research question 4: Can the transfer of knowledge to employment equity candidates accelerate their progress and work experience?

Management created the environment to use skills and knowledge obtained from experienced managers to transfer to previously disadvantaged employees. It must be noted that results cannot be achieved immediately. Senior managers believe that employment equity is imperative, but organisations also need to consider the way in which they are performing and the widely recognised skills shortage in South Africa. This corresponds with Schoeman's (2010) view that, in particular, the role of the CEO as a key role player is an important one to bring about the change required to achieve employment equity transformation. He further stated that the employment equity transformation successes are not limited to commitment by CEOs, but were confirmed as residing with managers throughout the organisation.

It is imperative for personnel to have a role model or mentor to provide leadership during organisational change management. Appropriate mentorship schemes for previously disadvantaged people should facilitate the above process. Wingrove cited by Habana (2007) contended that the mentorship process can be a major cause of failure when mentors are not chosen by protégés and the personal dynamics between mentor/protégé become negative. These mentors should be role models

with a good track record of achieving company's objectives immaterial of employment equity status. Companies must also ensure that their employment equity programmes move beyond the numbers game and embrace diversity and gender issues. Clutterbuck and Abbott, cited by van Rensburg and Roodt (2005) stated that if one departs from the vantage point that mentoring is an equal relationship between the mentor and protégé, then entrepreneurial and managerial skills can be transferred while allowing the new manager or entrepreneur to develop the right competencies.

One important aspect that emerged from the questionnaire is that training and development are an essential part of effective implementation of employment equity. South Africa is in a unique position because those who are benefitting from employment equity represent a group that is at a disadvantage when compared to the rest of the population. This is as a result of historical imbalances in education, training and experience. These considerations must obviously be taken into account when recruiting previously disadvantaged groups for designated positions.

The study objectives were covered through the above mentioned research questions.

5.3. The implications for Companies

Companies have the responsibility to eradicate systemic discrimination. All private and public industries should strive to achieve fair balance between career planning opportunities. The human resource division needs to play its role in managing diversity in organisations headed by chief executive officers. They should also conduct initiatives of change management, especially to change the perceptions of older generation. The roles of older generation can also change so that they take on a more coaching or mentoring role. It will become their job to train younger employees and to transfer their years of experience and knowledge.

While Black Africans constitute the majority of the population of South Africa, the focus on targeting members of this designated group has caused a growing schism between them and members of other designated racial groups, most notably

Coloureds and Indians (Thomas and Jain, 2004). These authors discussed the work of Valentine who talked of 'hierarchies of oppression' where different disadvantaged groups compete with each other for resources.

Booyesen, cited by Wocke and Sutherland (2008) explained the nature of three dominant social identities in the workplace:

- a) Africans may now have political power and although the shift has begun taking place in the workplace, this has not been as dramatic as expected and many Africans are frustrated by the continual wait for transformation;
- b) White males by contrast feel threatened by a perceived lack of future opportunities and feelings of being unvalued.
- c) Indians, Coloureds and white females who were not sufficiently White or of the wrong gender to benefit from apartheid and now find themselves not being Black enough.

5.4. Possible limitations

The greatest limitation of the study is perhaps the fact that samples of convenience were used. Findings can only be generalised to this division and not to other divisions or to the wider automotive industry as such. The information provided by respondents constitutes their individual attitudes and experience of employment equity in organisations. Employee subjectivity in reporting cannot be excluded (Thomas, 2003). In spite of this, it is contended that this research is significant and that it serves to highlight the need for additional research in this field.

Race is not an identifying factor as our focus is on management as a group. The respondents were reluctant to be categorised and felt it might give away their identity. It is also essential to acknowledge that this study, owing to its small sample size, is exploratory in nature and limited in its generalisability. The findings would also be more meaningful if supplemented by those from a qualitative research design.

5.5. Recommendations

The following recommendations are informed to a certain extent by current literature in this field but are largely based on the findings of the study that formed the basis for this paper. It will be valuable to include all industries in the private and public sectors in future samples. Also, the replication of the study highlighting race could indicate whether or not the attitudes and experiences of managers in South African organisations have shifted from being more negative to positive in terms of the implementation of employment equity.

Since management perception of employment equity carries severe consequences in terms of non-adherence and claims of unfair labour practices, it is imperative to understand these perceptions so that action may be taken to address the non-compliances. By understanding the factors that affect managers' perceptions of employment equity, Human Resource managers may be able to better design and implement employment equity training programmes.

Future research on diversity is required to understand why different race groups differ in their responses to employment equity practices. Attempts need to be made to replicate this study to the whole organisation based on race to determine how the rest of the individuals respond to employment equity practices.

5.6. Closing Comment and Conclusion

The main purpose of this study was for managers to conceptualise the underlying contributory factors relevant to employment equity and eliminate them as barriers to the implementation of employment equity. Management play a key role in creating an environment to understand how perceptions impact on employment equity implementation.

There is strong evidence of gaps and contradictions in the company's response to Employment Equity Act legislation. Despite the existence of policies and employment equity practices designed to increase designated groups in senior positions, management are still reluctant to accelerate the employment equity implementation. Until the legislation requires organisations to alter their views on employment equity,

this may unfortunately remain the case. It must be acknowledged that slow progress at middle to upper management is accepted, however, white males are still dominant at these levels. It can also be argued that South African employment equity practices have benefited the elite of the designated as they attract big business with more capital, but little activity has been seen in majority of the population.

It must be noted the human resource department facilitates the function of reporting employment equity status or achievements but seldom has the authority in delegated appointment to ensure progress. Management must demonstrate commitment to action measures to the employment equity implementation as part of their strategic business and not merely as a response to meeting legislation requirements.

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Appendix 1

Informed Consent Letter 3C

**UNIVERSITY OF KWAZULU-NATAL
SCHOOL**

Dear Respondent,

Proposed Qualification: MBA degree
Researcher: Mpho Mabetoa(072-233-7757)
Supervisor: Alec Bozas (082-334-4477)
Research Office: Ms P Ximba 031-2603587

I, Mpho P Mabetoa, an MBA student, at the Graduate School of Business, of the University of Kwazulu Natal. You are invited to participate in a research project entitled Management Perceptions of Employment Equity at Automotive Manufacturing Plant . The aim of this study is to: understand the underlying contributory factors and to eliminate them as barriers to the implementation of Employment Equity

It is vital to understand the underlying contributory factors and to eliminate them as barriers to the implementation of Employment Equity. As per the EEA it is important to create an environment which is conducive for the achievement of EE goals and, as Management play a key role in creating that environment, it becomes important to understand how their perceptions impact upon it.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The questionnaire should take you about 10-20 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature _____
Date _____

This page is to be retained by participant

**UNIVERSITY OF KWAZULU-NATAL
SCHOOL**

Proposed Qualification: MBA degree
Researcher: Mpho Mabetoa(072-233-7757)
Supervisor: Alec Bozas (082-334-4477)
Research Office: Ms P Ximba 031-2603587

CONSENT

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

This page is to be retained by researcher

Appendix 2

Questionnaire on Management Perceptions of Employment Equity at Toyota Assembly Division No.2

Thank you for considering answering the questions below. I, Mpho Mabetoa (Student No. 206510765), Graduate School of Business (GSB) at the University of KwaZulu-Natal, am conducting research on Management Perceptions of Employment Equity at Toyota Assembly Division No.2. People at any supervisory in Assembly Division No.2 are eligible and are requested to complete the questionnaire. The information and ratings you provide us will go a long way in helping us identify opportunities for improvements. The questionnaire should only take 10-15 minutes to complete. In this questionnaire, you are asked to indicate what is true for you, so there are no "right" or "wrong" answers to any question. Work as rapidly as you can. If you wish to make a comment please write it directly on the booklet itself. Make sure not to skip any questions. Thank you for participating!

Background Information

1	Your age is _____ years					
2	Are you _____ male _____ female?					
3	How many years of formal education do you have beyond secondary/high school? _____ years.					
4	What is your highest academic/professional qualification? _____					
5	For how many years have you been employed? _____ years					
6	Please indicate your main organizational function: _____ Administration _____ Finance _____ Human resource management _____ Maintenance _____ Production _____ Quality _____ Engineering _____ Other (Please specify): _____					
		Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
7	The EEA promotes equal opportunity in the workplace					
8	Does the EEA discriminate against white males					
9	I have career opportunity because of the EEA					
10	I have no career opportunity because of EEA					
11	Employees are leaving the country ("braindrain") due to EE					
12	Most people think EE does apply to women					
13	The EEA provides promotion & development opportunities for previously disadvantaged people					
14	As a manager I have a responsibility to ensure the implementation of EEA					
15	EE candidates should only be promoted on merit					
16	Positions should be filled by EE candidates regardless of their qualifications and experience					
17	I will implement EE even if it is against my principles					
18	This Company promotes EE					
19	Do you feel that as a Manager you have been fully equipped with the knowledge to deal with EE					
20	EE is only about achieving numerical targets (quotas)					
21	EE deals with the development of previously disadvantaged employees					
22	I believe that EE works for disadvantaged employees					
23	I respect my colleague who is appointed through an EE appointments					
24	Employees appointed because of EE targets do make a contribution to the workplace					
25	It is just as easy to transfer knowledge to employees promoted due to EE as it is to people promoted purely on merit					
26	I am reluctant to share my knowledge with EE appointed candidates					

26 May 2011

Mr MP Mabetoa (206510765)
Graduate School of Business
Faculty of Management Studies
Westville Campus

Dear Mr Mabetoa

PROTOCOL REFERENCE NUMBER: HSS/0271/011M

PROJECT TITLE: Management Perceptions of Employment Equity at the Automotive Manufacturing Plant


In response to your application dated 25 May 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisor: Mr A Bozas

cc. Mrs C Haddon