

Employment Equity Implementation

By

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Feel the Beat

DECLARATION

I hereby declare that this research dissertation is my original work, which has not been submitted to any other university.

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DEDICATION

To my husband Vinesh Naidoo for his continuous support and encouragement throughout my academic career and to my daughter Thivesha Naidoo born on 22 February 2003, for happiness and joy she has brought into my life.

ABSTRACT

This is a study undertaken to assess the effectiveness of employment equity implementation at Suncoast Casino. 2004 will mark ten years since South Africa became a democratic Country and as such it is now time to assess changes that have taken place since 1994.

This study delves into the minds of staff at Suncoast Casino to evaluate their perceptions on employment equity implementation based on the five processes of the Employment Equity Act of 1998.

Whilst the Employment Equity Act attempts to right old wrongs, the question that still emerges is: Is this not just another attempt at window dressing past injustices?

A structured questionnaire was effectively utilised to obtain the necessary data required for the outcomes of the study. The questionnaire was designed to specifically target the five provisions of Chapter Three of the Act. The responses were captured on SPSS and were subject to analysis.

The results of the study revealed very interesting findings. It was clear that employment equity implementation is taking place at Suncoast Casino. The findings however, did suggest that improvements in job satisfaction and training and development are required at Suncoast Casino in order to ensure effective employment equity implementation.

Chapter Five explores possible recommendations for dealing with these areas of concern. The point of conclusion to this research undertaken is dealt with in Chapter Six.

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CHAPTER ONE – INTRODUCTION AND OVERVIEW

1.1. Introduction

We have reached almost ten years since democratization and still the South African labor market is characterized by imbalances. The evident inequalities in employment patterns and practices need to be redressed and some re- modeling must take place for the country to remain globally competitive and economically viable.

Equal employment opportunities imply that both an organizations policy and its management practices should ensure the employment, compensation and promotion of workers, according to qualifications, merit, experience, performance and potential, irrespective of the persons race, colour, creed, sex and language.

At the same time it has been argued that to redress these imbalances there must not only be quantitative growth in the labor force, but important qualitative shifts must also take place. Carrell (2000: 52/3) states that equal employment opportunities are government initiated legally driven efforts to change the make up of the companies workforce from a quantitative stand point and from a qualitative stand point, equal employment opportunities are directed at changing the utilization of that workforce.

Statistics South Africa in Census 2001 revealed the composition of the South African population as 79% Black African, 9.6% Whites, 8.9% Coloureds and 2.5% Indians. It also revealed that of this composition 23% of Black Africans, 8% Coloureds, 5% Indian and 1% Whites had no formal education (between the age of 20 and older). In addition to the low literacy level of the country, we are also experiencing a serious shortage of skilled labor especially in managerial levels and projections estimate more shortages into the new millennium.

Most South Africans accept that the country is undergoing a process of transformation and that the socio-economic system must be adapted. Social responsibility represents the striving of the business community for a system of equity before the law and the workplace. Equal opportunities have also been legally mandated by the Promotion of Equal Opportunities Draft Act in 1993, which also has an impact on social responsibility.

Against this background, Government has declared the Employment Equity Bill legislate. The Act aims to redress disadvantages emanating from past racial policies and to promote the

accommodation of differences between people in the workplace. The collective aim of this bill is to reduce inequalities and promote greater productivity and economic growth. The Employment Equity Act requires organizations to take positive employment equity measures as well as show what steps they have taken to train, develop and retain people from designated groups.

1.2. Motivation for the study

Tsogo Sun Holdings (Proprietary) Limited (Tsogo Sun) is a South African joint venture company formed between Tsogo Investments Holding Company (Proprietary) and Southern Sun Gaming Investments (Proprietary) Limited which is a wholly owned subsidiary of South Sun Holdings Limited. To complete this chain, Southern Sun is owned by South African Breweries Limited (SABS). Tsogo Investments is a broad based, black empowerment group who's shareholding is focused on benefiting organized black business and labour movements, in addition to women's groupings, black interest and individual black promoters' (www.tsogosun.co.za, 2003).

Tsogo Holdings have been awarded five gaming licenses: Monte Casino, Emnotweni Casino, Champions Casino, Hemingways Casino and Suncoast Casino. Suncoast Casino is the latest addition to Tsogo Holdings and officially opened in November 2002. 'The management of Tsogo Sun made it clear from the start that their primary objective was to help facilitate the advancement, upliftment and economic empowerment of previously disadvantaged groups in South Africa' (www.tsogosun.co.za, 2003). It is therefore of significant importance to establish the extent to which Suncoast Casino is subscribing to the implementation of employment equity policies.

This study is aimed at investigating Suncoast Casino's effectiveness in implementing the five provisions of the Employment Equity Act (1998) contained in Chapter Three of the Act. These five provisions have been identified as success factors in achieving equity in the workplace and they are as follows:

- Employee Participation
- Career Management
- Job Satisfaction
- Empowerment
- Training and development

The study will therefore benefit the company by drawing on the above processes in an attempt to identify whether or not the company is achieving a successfully diverse and productive workforce.

By so doing, management at Suncoast Casino will be in the position to take the necessary steps in addressing the concerns brought about through this research. The study will also reveal the perceptions held by management and employees in terms of employment equity implementation. This information will prove to be valuable, as it will provide a birds eye view into the core elements in achieving employment equity.

1.3. Research Objectives

This research is planned around achieving the following objectives:

- To assess management and employees perceptions on the five provisions of Chapter Three: employee participation, career management, job satisfaction, empowerment and training and development.
- To determine the extent to which effective career management is in place at the organization.
- To determine the level of job satisfaction that exists among both management and employees.
- To determine the level of empowerment given to the employees and management.
- To determine the effectiveness of training programs offered to designate groups promoting employment equity.
- To determine the influence of biographical variables on the respective provisions in the Act.

1.4. Conclusion

Chapter One of this study looked at the motivation for the study and the objectives of the study. Chapter Two delves into the history of South Africa and the birth of the Employment Equity Act.

CHAPTER TWO – LITERATURE REVIEW

2.1. Introduction

Eradicating all forms of discrimination and providing equal opportunities in the labor market can be seen as the fundamental objective of Government. ‘The change in the demographic structure of the South African workforce mirrors the diversity of the South African population as a whole’ (Carrell (2000: 48). Redman (2001: 404) describes ‘diversity management’ as the systematic and planned commitment on the part of organizations to recruit and retain employees from diverse demographic backgrounds.

Redman (2001: 405) discusses the viewpoint of Kandola and Fullerton (1995: 138) who have identified the following demographic trends in the nature of the workforce, in the UK and Europe which is similar to that which occurred in North America as being:

- ‘Sex: increasing numbers of women entering the labour market’
- ‘Ethnic minorities: they will be forming an increasing part of the workforce’
- ‘Age: the ageing of the working population’

South Africa can be seen to be following the similar trend with the exception being ethnic majority as apposed to ethnic minority as mentioned above. ‘Affirmative action in South Africa is a response to underutilization of protected groups in various job categories in which a business attempts to attract and advance people from such groups because of their failure to do so in the past due to discrimination. (Carrell: 2000: 52). Affirmative action is further seen as part of a long-term process, which demands top management identification and commitment. It is seen as a government initiative to change the make-up of the company’s workforce profile.

The challenge facing South African organizations is to develop and implement affirmative action programs that will achieve the joint goals of employment equity and wealth creation. South Africa requires growth, reduced unemployment and the creation of skills in order to meet the economic needs of the population. It has been argued by some quarters that since the transition to a democratic state, the economy still remains in the hands of those privileged by apartheid. Management with a few exceptions is still largely white dominated and where companies claim to have made progress in correcting the past imbalances, this progress often consists of token appointments with black managers appointed to symbolic positions without any decision-making powers. Decades of talking about black advancement have brought about negligible results and it is in this context that the employment equity bill was drafted. This legislation enforces businesses to

take action to ensure that the workplace becomes representative of all levels of the South African population.

Apartheid was a crime against humanity. The objective of the system was clearly to subordinate black people to economic and political whim in order to guarantee the accumulation and maintenance of material wealth. The legislation of the Employment Equity Act (1998) can be seen as part of a number of laws, policies and programs to get the economy working. Employment equity makes good business sense. Making employment equity work in practice represents a major challenge in South Africa since our designated groups represent the majority and a significant proportion of the population. The implementation of employment equity is therefore a major milestone for business at large and a learning process for all stakeholders.

Redman (2001: 405) goes on to elaborate by stating that within the field of equal opportunities there has been increasing disillusionment with the notion of equal opportunities existing only as a myth. He proceeds by referring us to the example of the British Equal Opportunity Legislation, which has been in existence for 25 years, stating that whilst legislation may exist to enforce policies such as these, the recommendation for successful implementation of equal opportunities legislation should be seen as a 'business driven strategy in order to be attractive to employers'.

He concludes this argument by echoing the words of Ross and Schneider (1992: 36), 'So long as equal opportunities is simply with complying with legislation, then it's always going to be about group parity, and getting the numbers right. This was a recipe for inertia over the last fifteen years, this is pretty much what we experienced.'

South Africa needs to revert to experiences such as these to ensure that our attempts are not seen as futile.

2.2. Definition of Employment Equity

Various terms are synonymously associated with employment equity. The most popular being; 'affirmative action', 'black advancement', 'non racial Manning', 'equal opportunity initiatives' and so on. The word 'black' in 'black advancement' refers mainly to the 'indigenous African' and it addresses the progress made by indigenous Africans along the paths of skills development, training and development initiatives as they advance up the corporate ladder.

Some organizations would choose not to use the term 'black advancement' as it would appear to be threatening to whites and condescending to blacks. Instead they choose to use terms such as non-racial manning or equal opportunities initiatives.

Carrell (1998: 63) define affirmative action as 'a business strategy and process aimed at transforming socio-economic environments which have excluded individuals from disadvantaged groups in order for such disadvantaged individuals to gain access to opportunities based on their potential'.

2.3. The Need for Employment Equity

Political transformation and the birth of the New Constitution in 1996 gave rise to various Government driven initiatives such as The Reconstruction and Development Plan (RDP) and Growth, Employment and Redistribution (GEAR), Finnemore (1999: 48). The Minister of Finance, Mr. Trevor Manuel in his budget address in 1996 outlined the following goals to be achieved by the year 2000:

- an economic growth of 6.1 %
- an inflation rate of 7.6 %
- 409 000 new jobs. Finnemore (1999: 49).

Upon closer examination of South Africa today, we see that not much has changed since 1996.

2.3.1. High Unemployment Rates

Finnemore (1999: 53) states that there are approximately 4.7 million unemployed persons in South Africa. Of which the African group experiences the greatest level of 42.5%. Finnemore further states that the unemployment rate is higher among women in all the race groups as apposed to men. He also states that the largest numbers of unemployed women are of African origin. This he claims can be attributed to the lack of schooling amongst this grouping.

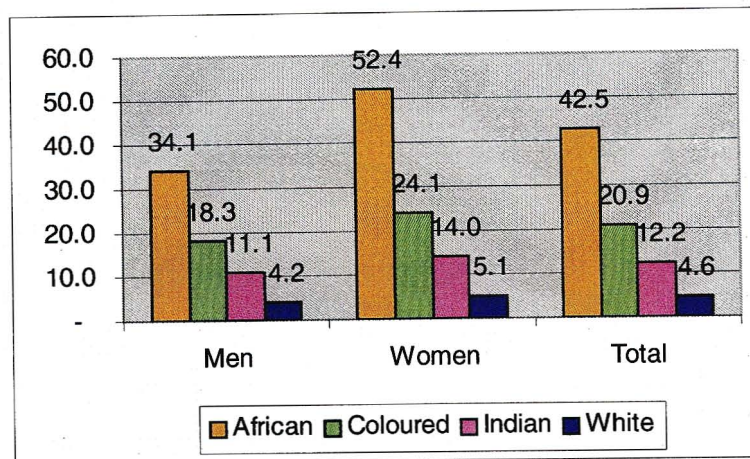


Table 3.1. Gender and racial breakdown of unemployment

Source: Orkin (1998)

Current statistics reveal South Africa's unemployment rate at 41.8 % and official rate released by statistics South Africa as 30.5 % (www.proudlysa.co.za).

These statistics immediately draws our attention to Finnemore (1999: 52) who expressed an approximate total of 4.7 million unemployed South Africans in comparison to today (www.proudlysa.co.za) with 4.8 million unemployed South Africans. Where have we gone wrong?

2.3.2. Skills Shortage

The low level of skills among African South Africans can be attributed to racial discrimination in the education system combined with denial of opportunities to black people and people with disabilities. The changing demands of the labour market require employees to be multiskilled and multitasked, to adapt to change and to become accountable and responsible. Is enough being done by both Government and organizations to improve the skills base of the country?

2.3.3. Poverty Levels

Finnemore cites a report prepared for the South African Government in 1998, which revealed that approximately 19 million South Africans are classified as living below the poverty line. The report revealed that poverty is confined to any specific group but is considerably higher among Africans (61 per cent) and Coloured (38 per cent), Indians (5 per cent) and Whites (1 per cent). According to Swanepoel et al (2000:137), inequality and poverty is driven by the lack of wage income and the

failure of the country to adjust to economic conditions and job creations. With the high level of unemployment still being experienced, how does the country deal with this issue of poverty?

2.3.4. Globalization

South Africa is moving towards the dominant twentieth century themes of efficiency and economies of scale Carrell (2000: 4). Carrell further states that it is only fluid, flexible, highly adaptive organizations that will thrive in the fast paced global economy and that 'if South Africa is to succeed, it must recognize the emergence of the diversified workforce and find the means to harness it's energies, talents and differences for tomorrows challenges'.

2.4. The Employment Equity Act 55 of 1998

2.4.1. Purpose of the Act (As per Finnemore 1999:294)

The purpose is to achieve equity in the workplace by:

Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination, and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workplace.

2.4.2. Affirmative Action Measures (As per Finnemore 1999:296)

These measures must include:

- Measures to identify and eliminate employment barriers, including unfair discrimination,
- Measures designed to further diversity in the workplace based on equal dignity and respect of all people.
- Making reasonable accommodation for people from designated groups, and
- Measures to ensure the equitable representation of suitably qualified people from designated groups in all occupational categories and levels in the workforce and measures to retain and develop people from designated groups and implement training measures.

2.4.3. Aims of the Act

The aims of the Act as stated by then Minister of Labour, T.T. Mbobweni in Section 2 of Chapter 1 is:

- To promote the constitutional right of equity and the exercise of true democracy;
- To eliminate unfair discrimination in employment;
- To ensure the implementation of employment equity to redress the effects of discrimination;
- To achieve adverse workforce broadly representative of our people;
- To promote economic development and efficiency in the workplace; and
- To give effect to the obligations of the Republic as a member of the International Labour Organization.

2.4.4. Implementation of the Act

The employer must prepare and implement an employment equity plan, which will achieve reasonable progress towards employment equity in the workplace. In terms of the framework, which is outlined in the Act as part of the Code of Good Practice, the process of developing an implementation plan should have three sequential phases:

Phase 1 – Preparation

Assigning of responsibility to one or more senior managers is the initial step to be undertaken. These managers will be responsible for the development, implementation and monitoring of the plan and they should be accountable to the CEO. There should be continuous communication with employees. Staff should be given the opportunity to elect representatives of all stakeholders and a consultative forum should be established. The forum would form the basis for ongoing interaction with management on issues of concern.

Phase 2 – Implementation

The guidelines outline four steps to be followed in this phase. Step one involves setting of objectives and formulating measures, step two is the establishing of a time frame, and step three requires the allocating of resources and step four involves communicating the plan.

Phase 3 – Monitoring

Constant monitoring should take place throughout the duration of the plan to ensure that targets are being met. Progress needs to be monitored and reports forwarded to the department of labour.

2.5. Key to successfully achieving diversity in the workplace

Chapter three of the Employment Equity Act (1998) identifies five provisions as prerequisites to successfully achieving a diverse and productive workforce representative of all stakeholders. These are discussed below.

2.5.1. Employee Participation

The process of employee participation as per the Employment Equity Act, takes place in the form of consultation. Finnemore (1999: 190) defines consultation as the process by which an employer must consult with the workplace forum and allow them to make, consider and respond to representations and advance alternatives, and if disagreement occurs the forum would need to state reasons thereof. The process of consultation through the consultative forum should ensure the elimination of unfair discrimination in the organizations employment policies and practices and thus satisfy one of the primary purposes of the Employment Equity Act.

The Act advocates that employees must be made aware of and informed of the content and application of the organization's employment equity plan, the process to be followed by the employer, the advantages of employee participation in the process and the need for the involvement of all stakeholders. Some scholars such as Redman are of the opinion that the onus is upon the employer to give employees the opportunity to be involved. He argues that employee participation is intended to generate commitment and enhance employee contribution but not necessarily through the sharing of authority or power.

Redman (2001: 343/4) sees information sharing via management's downward communication structure via newsletters as a means to 'win hearts and minds'. He is also of the opinion that employees should have the opportunity to express their views and grievances openly and independently through a form of upward communication. This would typically take on the form of consultative forums as advocated by the Employment Equity Act.

The Employment Equity Act further states that a designated employer must take reasonable steps to consult and reach agreement on matters such as employment policies, processes, practices and the working environment in order to identify barriers, which adversely affect the designated groups. The Act also advocates that the employer takes steps on matters concerning any under

representation of people from the designated groups in the different occupational categories and levels.

2.5.2. Career Management

Robbins De Cenzo (1998: 246) defines a career as the means of advancement, a profession or a lifelong sequence of jobs. Carrell (2000: 347) defines a career as a sequence of jobs held during a person's working life. Redman (2001: 271) describes a successful career in terms of climbing to the top, reaching targets and being at the pinnacle. Redman proceeds to describe careers as residing either within the organization or within the individual. The Employment Equity Act aims to provide sufficient opportunities and promotion possibilities to enable employees to remain with their employer through effective career management processes.

Carrell (2000: 347) sees career management as 'the process of designing and implementing goals, plans and strategies that enable the HR professionals and managers to satisfy workforce needs and allow individuals to achieve their career objectives.' Noe (2000: 320) identifies career management as a system to identify and meet employee's developmental needs, to retain good performers and those who have potential for management positions. Gerber et al (1997: 163) further identifies career management as a formal approach taken by the organization to ensure that employees with proper qualifications and experience are available when vacancies arise.

Carrell (2000: 347) states that 'well planned and executed career programmes will benefit both the organization and employees in a number of ways.' These include the following:

- Staffing inventories will result in a continuous supply of professional, technical and managerial talent to meet the needs of future organizational goals,
- Promotions from within will become more feasible through effective career management since employees will be guaranteed to perform the job at hand.
- High staff turnover may be reduced if staff is aware that opportunities for development and promotion exists within the organization.
- High level of education among staff will result in increased expectations. Employers would need to satisfy the needs of these highly educated employees so that their expectations may be realized.
- Employees are more likely to perform at their peak in order to progress along their career path and accomplish career goals resulting in enhanced motivation on the part of the employee and positively impacting on overall organizational performance.

- Achievement of employment equity initiatives through elimination of discriminatory practices concerning promotions and career mobility.

Geber et al (1997: 166) further cites reasons for implementing career management as follows: The younger generation want greater job satisfaction and career options and the ability to advance increases the quality of work life for them thus allowing for better staff retention. Employees are encouraged to learn new skills thus allowing the organization to remain competitive.

Carell (2000: 348) identifies four factors that determine the effectiveness of an organization's career management efforts. The first factor is that career management must be planned, second it must be supported by top management, third is that administrator's must not omit or neglect any of the processes or programmes and forth a career match must be found between the employer's plan for the employee and the employee's personal aspirations.

2.5.3. Job Satisfaction

Robbins and De Cenzo (1998: 364) describes Herzberg's motivation – hygiene theory as being intrinsic factors, which are related to job satisfaction and extrinsic factors as being related to job dissatisfaction. He claims that money is a so called 'hygiene factor' which serves as a potential dissatisfier if not present in appropriate amounts.

Recognition, achievement, work itself, responsibility, advancement and growth are seen as motivators that increase job satisfaction. Hertzberg's theory of intrinsic motivators can be further identified as the work itself such as responsibility (feeling the work is important and having control over one's own resources), freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. His argument is that a job will tend to generate high intrinsic motivation if it includes these factors. On the other hand if employees feel that these factors are not on par with that of other employees in the same occupation, they will be unhappy and dissatisfied.

2.5.4. Empowerment

At it's very simplest, Redman (2001: 342), sees empowerment to be associated with the redistribution of power. Redman affirms that it is management who empower employees over a small number of issues such as the production processes or service delivery. Chapter three of the

Employment Equity Act advocates that an employee is deemed to be empowered if appointed in a position where he/she is able to meaningfully participate in the corporate decision making processes.

Robbins and De Cenzo (1988: 9) define empowerment as the 'opportunity given to workers to make choices about schedules and procedures and to solve work related problems.' They argue that employees learn how to take responsibility for their work and make appropriate decisions when they are put in charge of what they do.

2.5.5. Training and Development

South Africa is in need of a skills revolution to overcome its historically low skills level. The Employment Equity Act requires the training and development of designated groups to include access to structured training and develop programmes such as learnerships and internships, on the job mentoring and coaching. The Act further states that this training should form part of succession and experience planning which assists in retaining and developing people from designated groups as part of affirmative action measures. The Act draws attention to the skilled individuals in the designated groups by encouraging accelerated development programs linked to appropriate needs based training. One of its purposes therefore is to help individuals and organizations to reach their full potential.

Carrell (2000: 310/311) identifies seven purposes of training and development:

- Improve performance
- Update employees' skills
- Avoid managerial obsolescence
- Solve organizational problems
- Orient new employees
- Prepare for promotion and managerial succession
- Satisfy personal growth needs

Training and development has an important role to play in affirmative action programmes. It can be seen as the principle vehicle for developing skills and abilities among employees. Governments primary concern of constrained long term economic growth and social restructuring can be resolved through effective training and development initiatives.

2.6. Conclusion

Chapter Two has looked at various views and dimensions of employment equity and detailed attention was given to the five provisions of Chapter Three of the Act. Chapter Three will proceed with a discussion on the research methodology and data capturing methods utilized.

CHAPTER THREE – RESEARCH METHODOLOGY AND DATA CAPTURING

3.1. Introduction

An empirical study was undertaken in conjunction with a literature review, in an attempt to determine the effectiveness of employment equity implementation. Focus was placed on employee participation, career management, job satisfaction, empowerment and training and development.

This chapter outlines the objectives and methodology of the study. It will embody a description of the sample and the techniques employed to select the subjects. Also included in the chapter, is a description of the measurement instrument and the statistical tests utilised to analyse the data collected.

3.2. Objectives of the Study

- To assess management and employees perceptions on the five provisions of Chapter Three of the Employment Equity Act: employee participation, career management, job satisfaction, empowerment and training and development.
- To determine the extent to which effective career management is in place at the organization.
- To determine the level of job satisfaction that exists among both management and employees.
- To determine the level of empowerment given to the employees and management.
- To determine the effectiveness of training programs offered to designate groups promoting employment equity.
- To determine the influence of biographical variables on the respective provisions in the Act.

3.3. Sampling Technique and Description of Sample

'A sample is a part of a the target population, carefully selected to represent that population.' Cooper and Schindler (2001: 77). Cooper and Schindler (2001: 163), further state that the basic idea of sampling is that by selecting some of the elements of the population, we may draw conclusions about the entire population. A sample of 100 subjects was drawn from members of staff at Suncoast casino. The sample included all those individuals who are permanently employed.

Two types of sampling techniques exist: probability and non – probability sampling. Probability sampling as described by Cooper and Schindler (2001: 166): is based on the concept of random selection. A controlled procedure is followed and each population element is given a known non-zero chance of being selected. ‘Non- probability sampling is arbitrary (non-random) and subjective.’ Cooper and Schindler refer to this technique as a non-random sampling method where each element does not have a known non zero chance of being selected.

For the benefit of this study, a probability sample was drawn. A stratified systematic sample was drawn to ensure that there was sufficient representation. Each stratum was proportionately determined within the various departments (Finance, Human Resources, Marketing, Information Technology, Gaming, Maintenance, Security and Surveillance). Cooper and Schindler (2001: 172) state that a sample should bear some proportional relationship to the size of the population from which it is drawn. A systematic sample was then taken within each stratum. This method assisted in increasing the samples’ statistical efficiency and it provided adequate data for analysing the various strata.

3.4. Composition of Sample

This study was undertaken with a sample of 100 subjects, however only 83 responses were received. Graphical representation of the demographic data are presented below (Figure 3.1. to figure 3.7.)

Figure 3.1. Composition of the sample: Department

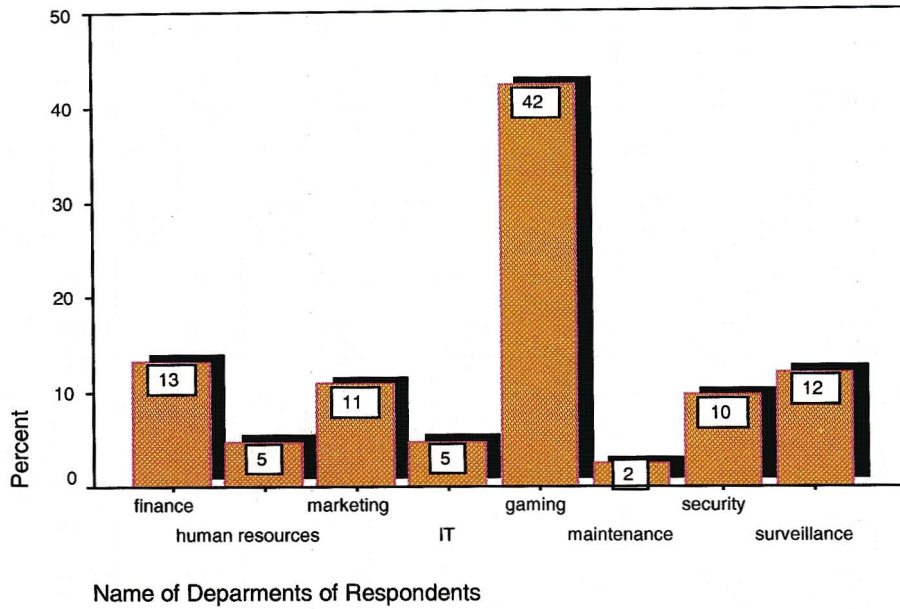


Figure 3.1. Indicates that all departments were proportionately represented. The largest number of respondents was drawn from the Gaming Department (42%), as this is the largest department within the organization. Maintenance (2%), is the smallest department and was proportionately represented.

Figure 3.2. Composition of the sample: Occupational Levels

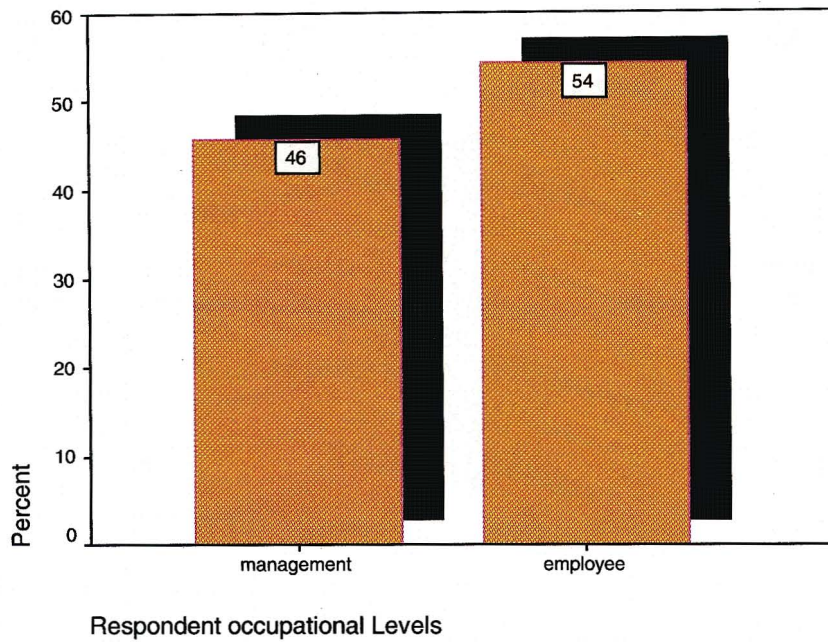
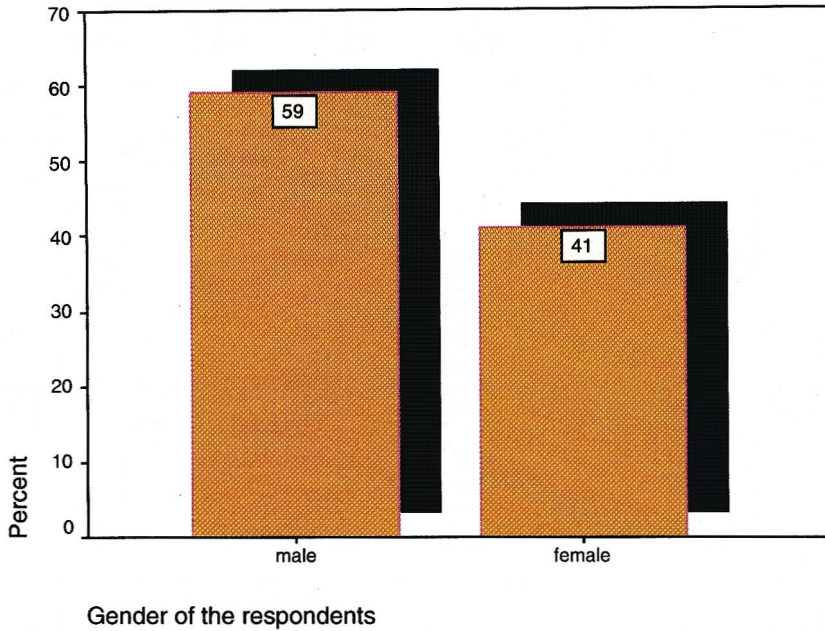


Figure 3.2. Reflects that management comprised of 54% and employees 46%. All employees who belong to the occupational level 2, 3, 4, 5 and 6 are categorised as management. Employees represent those who belong to occupational levels 7 and 8.

Figure 3.3. Composition of the sample: Gender



It is evident from figure 3.3. that males constituted a larger proportion of the sample (57.8%) as compared to females who comprised of (42.2%).

Figure 3.4. Composition of the sample: Ethnic Group

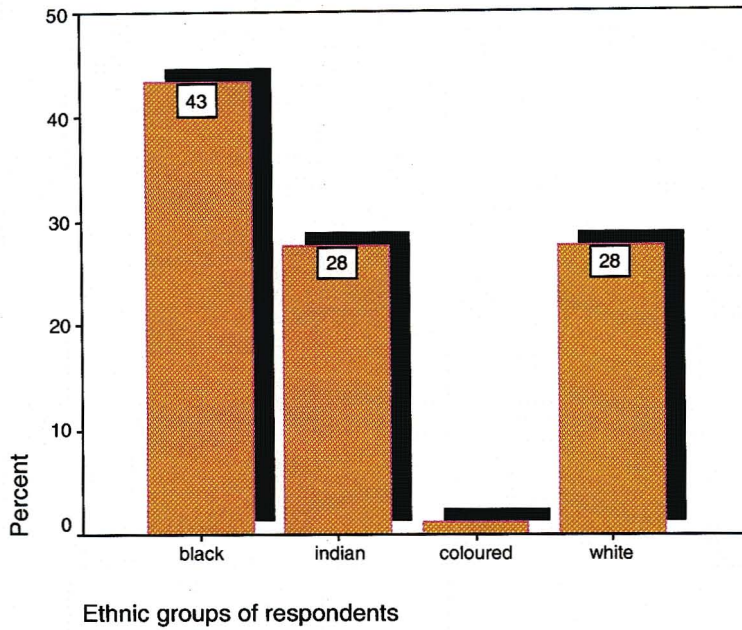
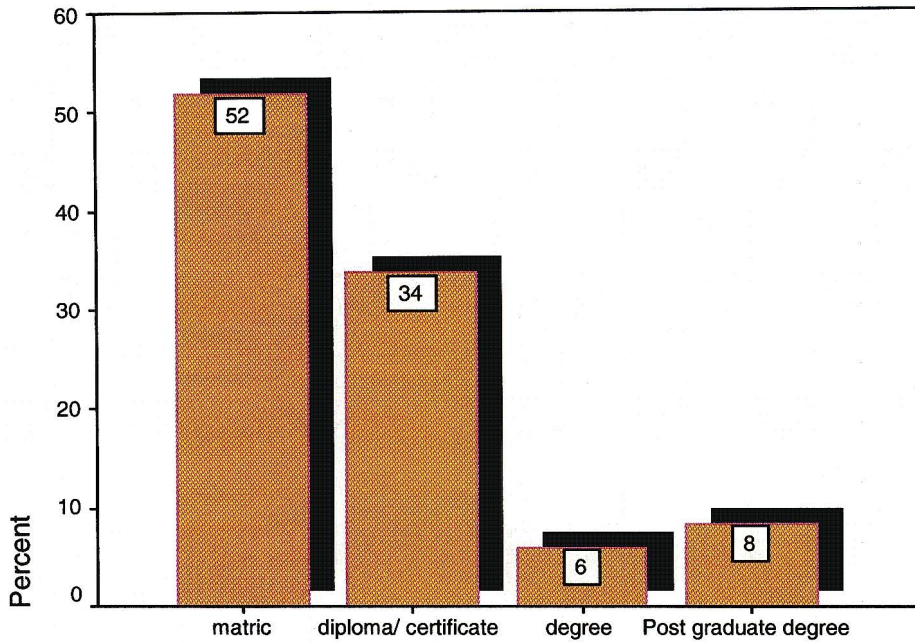


Figure 3.4. Clearly reveals that the highest percentage of respondents was Blacks amounting to 43.4%. Indians (27.7%) and Whites (27.7%) were equally represented and an extremely small number of Coloureds, only 1.2% formed part of the sample.

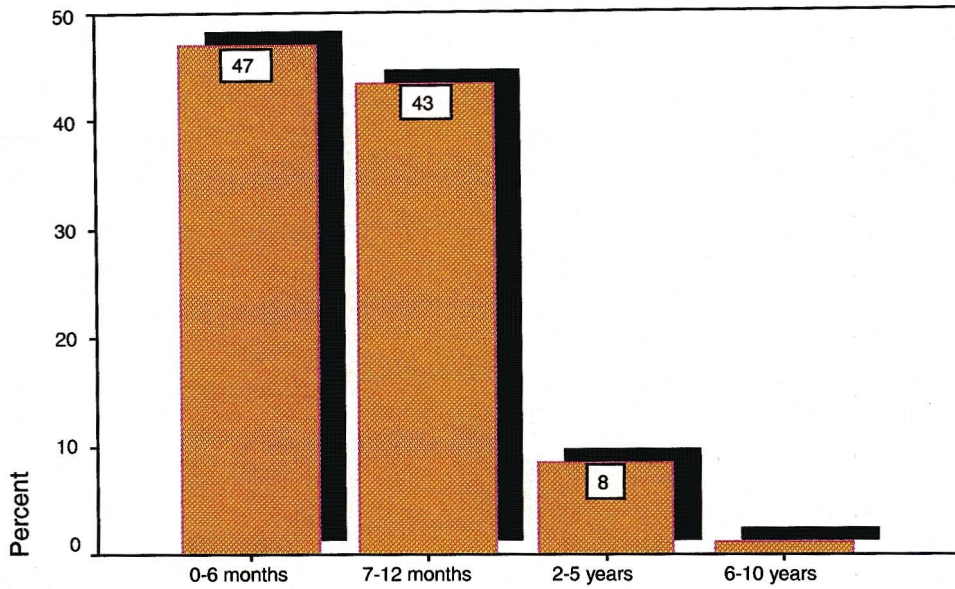
Figure 3.5. Composition of the sample: Highest Qualifications



Highest qualification of respondents.

Figure 3.5. Reflects a low level of higher education (14%). The figure also reveals that the majority of respondents are in possession of a minimum of matric (52%).

Figure 3.6. Composition of the sample: Length of Service with the Tsogo Sun Group



Length of service of the respondents in the tsogo sungroup.

Figure 3.6. Indicates a total of 90.4% of respondents who have been with the company for one year or less. This indicates a relatively large number of new staff who have only recently joined the company. Only 9.6% of respondents have been with the Tsogo Sun Group for more than two years.

Figure 3.7. Composition of the sample: Gross Basic Salary

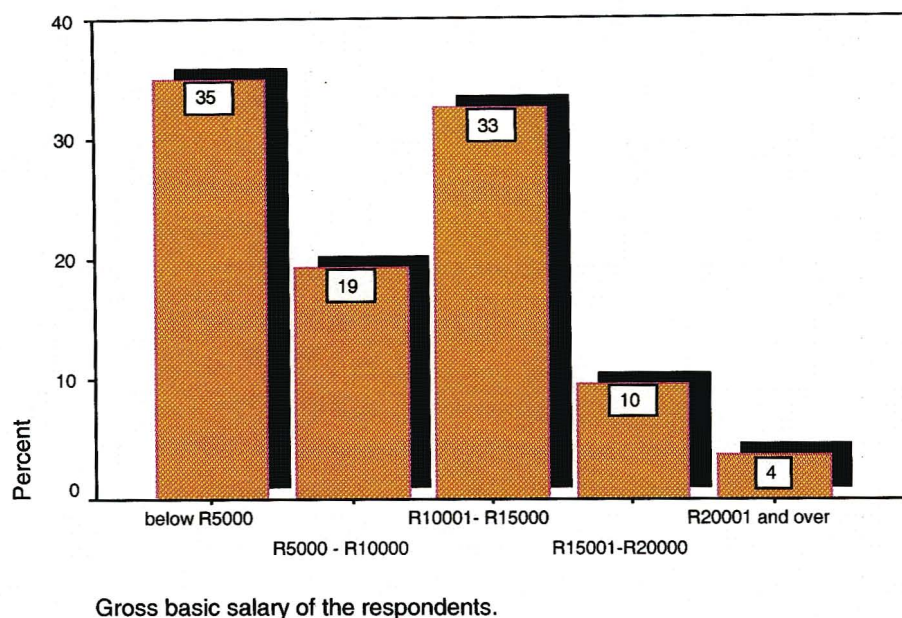


Figure 3.7. Illustrates that 36% of staff earn below R5000. It also reflects 33% earning between R10001 – R15000, representing those belonging to junior and middle management. The 3.6% who earn over R20001 is representative of the Heads of Departments.

3.5. Data Collection Method

According to Cooper and Schindler (1998), the great strength of conducting surveys as the primary method of data collection is its versatility.

A self-administered questionnaire was used as the primary tool for collecting the required data. A cover letter (Addendum 1), accompanied each questionnaire and it contained information pertaining to the motivation and benefits of the study. Subjects were ensured that their responses would be kept strictly confidential.

The questionnaire consisted of two sections. Section A (Addendum 2) contained classification questions, which as per Cooper and Schindler (2001: 333) are usually sociological demographic variables that allow respondents' answers to be grouped so patterns are revealed and can be studied. Seven biographic items are contained in Section A (department, occupational level, gender, ethnic group, highest qualification, length of service with the Tsogo Sun Group and gross basic salary). Nominal scale was used where respondents were required to indicate their responses by placing a cross (X) in the most appropriate category amongst the various options provided.

Data obtained from this section will be used to explore any significant relationships that may exist between biographical variables and the five key variables of the study.

Section B of the questionnaire (Addendum 3) comprised of carefully constructed statements with a fixed set of choices using the Likert Scale. The section was subdivided into five areas depicting the five key variables (employee participation, career management, job satisfaction, empowerment and training and development). Each of these sub sections consisted of five questions, which resulted in a total of twenty-five questions. Respondents' attitudes were pre-coded and measured ranging from strongly agree [5], agree [4], neither agrees nor disagrees [3], disagree [2] and strongly disagree [1].

3.6. Validity and Pre-testing

A literature search was undertaken to ensure content validity. This was valuable in indicating the various dimensions of the variable of interest. The questionnaire was devised with questions pertaining directly to the objectives of the study. The questionnaire thus incorporated content and face validity.

'A measure is reliable to the degree that it supplies consistent results' Cooper and Schindler (2001: 215). Thus, the reliability of a test refers to the consistency of its scores over different administrations involving different occasions. For the benefit of this study, Cronbach's Co-Efficient Alpha will be used. Cronbach's alpha is a reliable coefficient that reflects the degree to which the instrument items are homogenous and reflect the same underlying construct(s) Cooper and Schindler (2001: 216). It is computed in terms of the average inter-correlations among the items measuring the concept. The closer Cronbach's alpha is to 1, the higher the internal consistency.

Prior to pre- testing, the questionnaire was presented to my supervisor (Prof. Coldwell), who provided valuable input in rewording and rephrasing some double-barrelled questions. The questionnaire was pre-tested on the Human Resources Department in order to detect any weaknesses in design and instrumentation. This proved to be a valuable exercise as there were unfavourable responses to the wording of one question. This question was then reworded and consensus was reached. Ambiguous questions were also fine tuned to ensure reliability of results.

3.7. Administration of the questionnaire

Questionnaires were hand delivered to respondents and respondents were encouraged to utilize the companies internal mail service. Respondents were briefed about the purpose and benefits of the study. Constant follow-ups and reminders proved to be very successful in increasing the response rates. Statistical analysis was performed on the data obtained from the returned questionnaires.

A high level of confidentiality was maintained to ensure that respondents would not be victimised in any way.

3.8. Statistical Analysis of Data

Both descriptive and inferential statistics are used to analyse data in this study. Descriptive statistics include bar graphs. The inferential statistics involved the use of inter-correlation, ANOVA, Kruskal Wallis Test, Spearman Correlation and paired Sample T- Test.

3.8.1. Descriptive Statistics

Descriptive statistics will be used for the purpose of reducing and summarising large amounts of data by means of graphical representation.

3.8.2. Inferential Statistics

“Nominal measures are used to assess the strength of relationships in cross-classification tables” Cooper and Schindler (2001:554). Inter-correlation between the key variables of the study will form the first part of inferential statistics.

ANOVA (Analysis of Variance) will be used to test the mean differences among the variables under study (department, occupational level, gender, ethnic group, highest qualification, length of service with the Tsogo Sun Group and gross basic salary) against the biographic data (department, occupational level, gender, ethnic group, highest qualification, length of service within the Tsogo Sun Group and gross basic salary). The results of ANOVA will indicate the significant relationships between the variables of the study.

The Kruskal Wallis, nonparametric test will be explored as well as a Spearman Correlation. Cooper and Schindler (2001: 562) describe Spearman’s rho correlation as a popular ordinal measure. The paired sample T- Test will also be explored between departments and occupational level of respondents. Cooper and Schindler (2001: 501) identify the use of the paired sample T- Test as being a frequently used test when considering parametric tests for independent variables.

3.9. Conclusion

The research design has served to highlight the primary objectives of the study, the research design, a description of the research sample and a presentation of the sample characteristics. The research instrument was described and quantitative statistical tools for analysis were also discussed. Data was captured on SPSS. The results and findings of the research are presented in Chapter Four.

CHAPTER FOUR - PRESENTATION AND DISCUSSION OF RESULTS

4.1. Introduction

The relevant statistical techniques were computed using SPSS to test the hypotheses of the study, and the findings are presented. The descriptive and inferential techniques were used to analyse the following five variables: -

- Employee Participation
- Career Management
- Job Satisfaction
- Empowerment
- Training and Development

Statistical methods together with qualitative analyses were used to determine whether significant relationships exist between the dimensions mentioned above and each of the biographical variables (department, occupational level, gender, ethnic group, highest qualification, length of service with the Tsogo Sun Group and gross basic salary). Cronbach's coefficient alpha was used to analyse the measurement instrument, ensuring accuracy and consistency of results.

4.2. Descriptive Statistics

This section provides an overview of the differences and similarities between the variables of the study. Percentages will be used to describe the significant relationships that were revealed from the data captured.

4.2.1. Employee Participation

Figure 4.1. Employees are offered sufficient opportunity to participate in workplace forums

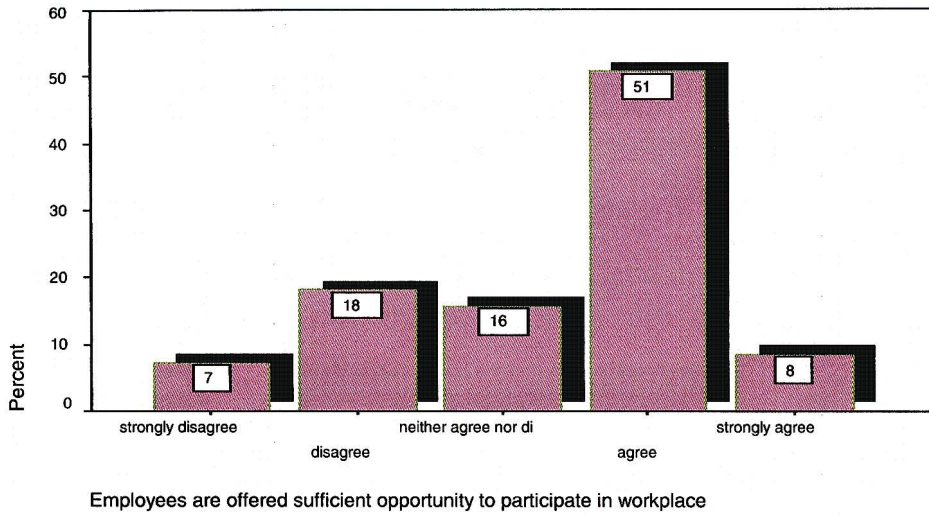


Figure 4.2. There are opportunities for joint decision making in this Organisation

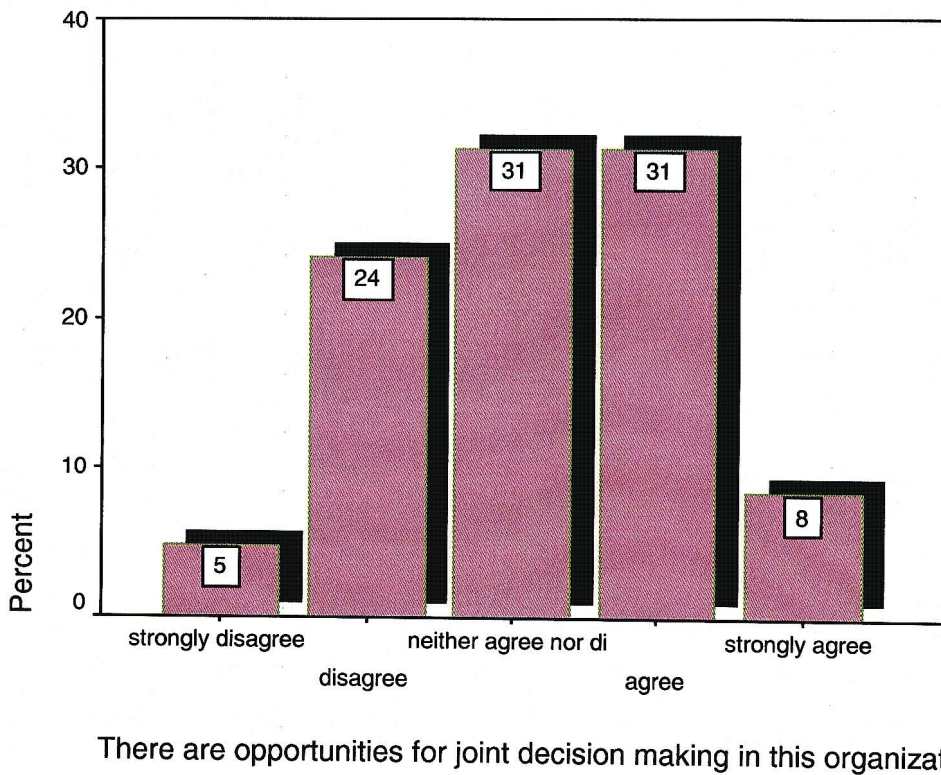
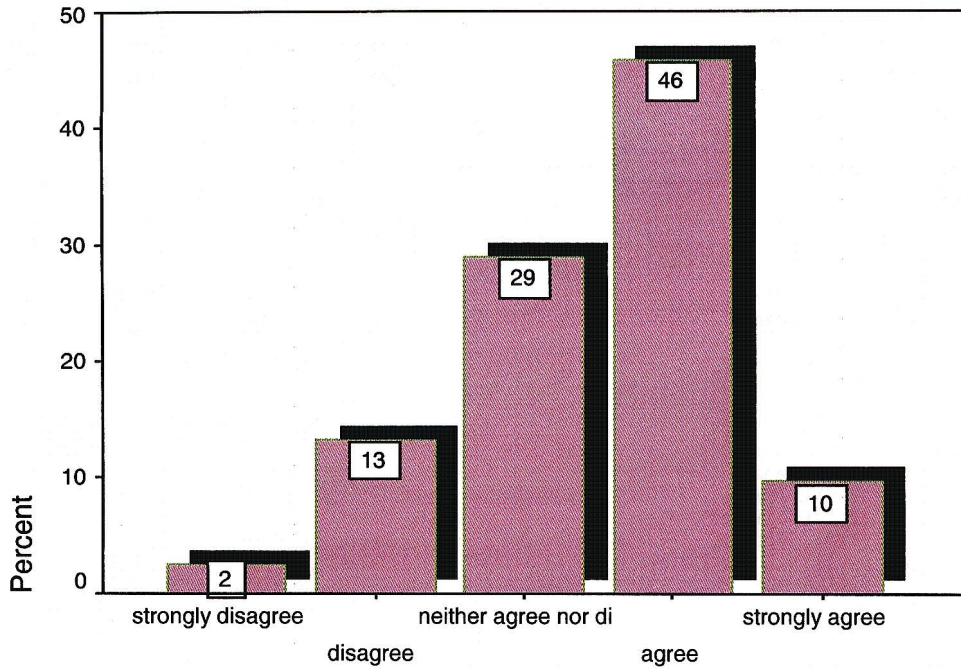
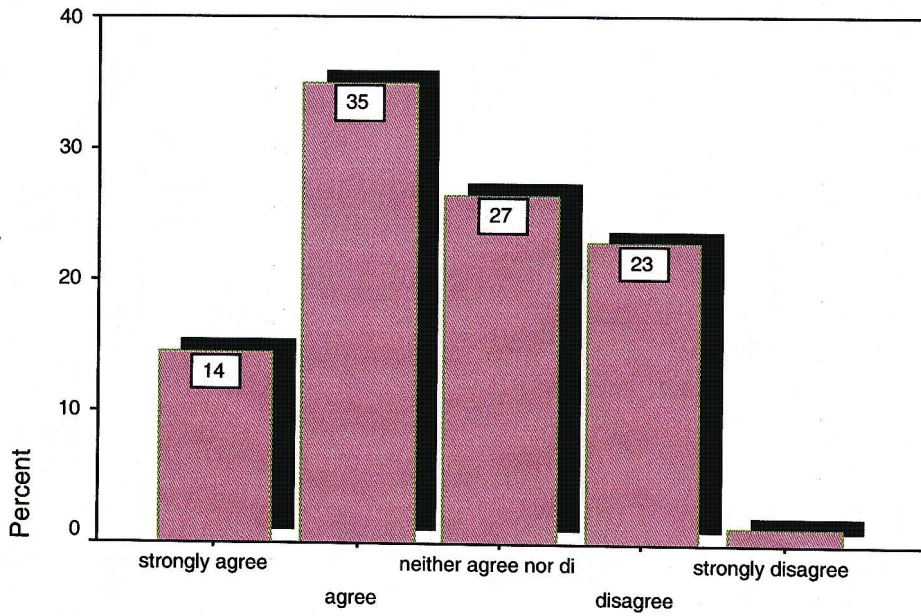


Figure 4.3. Policies on the implementation of employment equity are in place at the casino



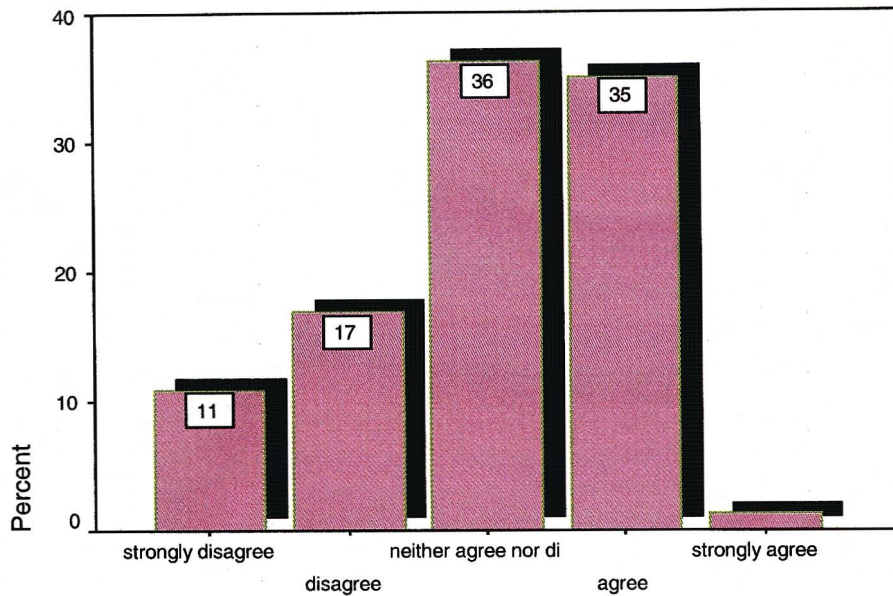
Policies on the implementation of the employment equity act are in place

Figure 4.4. Managers do not allow effective employee participation



Managers do not allow effective employee participation.

Figure 4.5. Most employee participation is through employee consultation



Most employee participation is through employee consultation.

4.2.2. Overall Findings – Employee Participation

Figure 4.1 reveals that 59% of staff is in agreement that they are offered sufficient opportunity to participate in workplace forums. A quarter of the respondents felt that they are not offered sufficient opportunity to participate in workplace forums.

Figure 4.2 reflects confusion among staff as 31% neither agree nor disagree that there are opportunities for joint decision-making, 39% of staff are in agreement that there are opportunities whilst 29% of staff disagree.

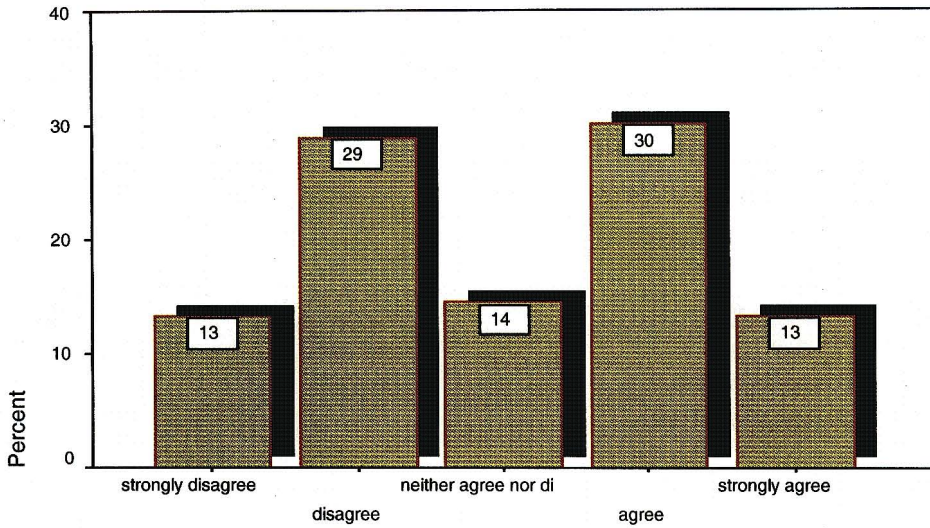
Responses on whether policies on the implementation of employment equity act are in place at the casino revealed 56% of staff in agreement, 29% indifferent and only 15% in disagreement as per figure 4.3.

Almost half the staff agree that managers do not allow effective employee participation as reflected in figure 4.4. 23% of staff feel otherwise and disagree, they feel that managers do allow effective employee participation.

Figure 4.5 reveals a variety of responses, 28% of staff disagree that employee participation is through consultation. 35% agree that consultation takes place and 36% neither agree nor disagree that most employee participation is through employee consultation.

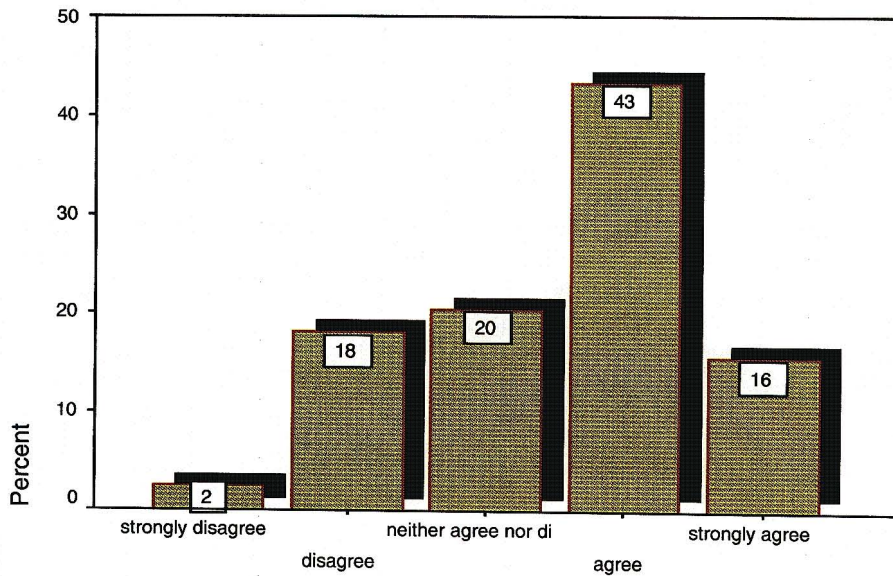
4.2.3. Career Management

Figure 4.6. The scope for career advancement within the company is greater than external job opportunities



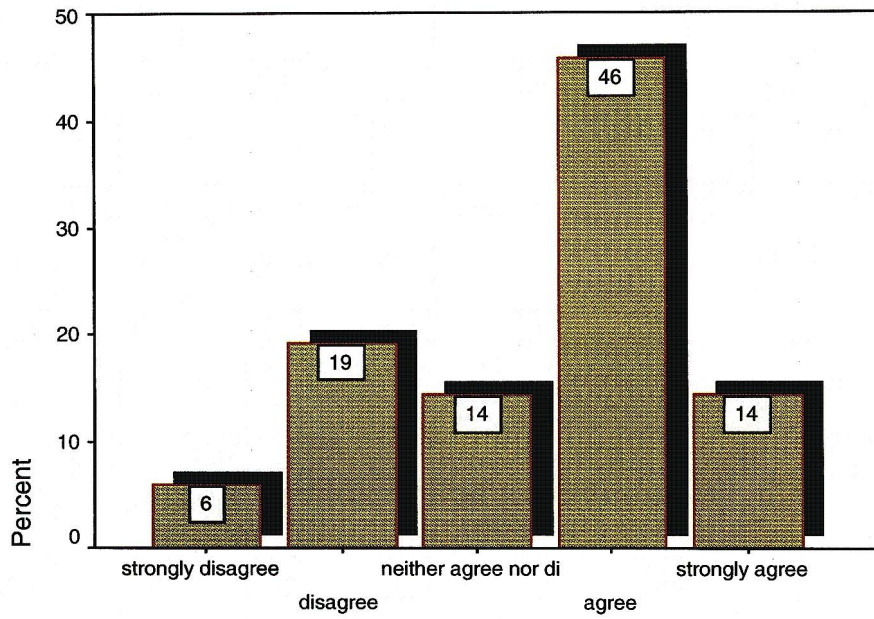
The scope for career advancement with in the company is greater than ext

Figure 4.7. The company is fully committed to developing the careers of employees from the designate groups



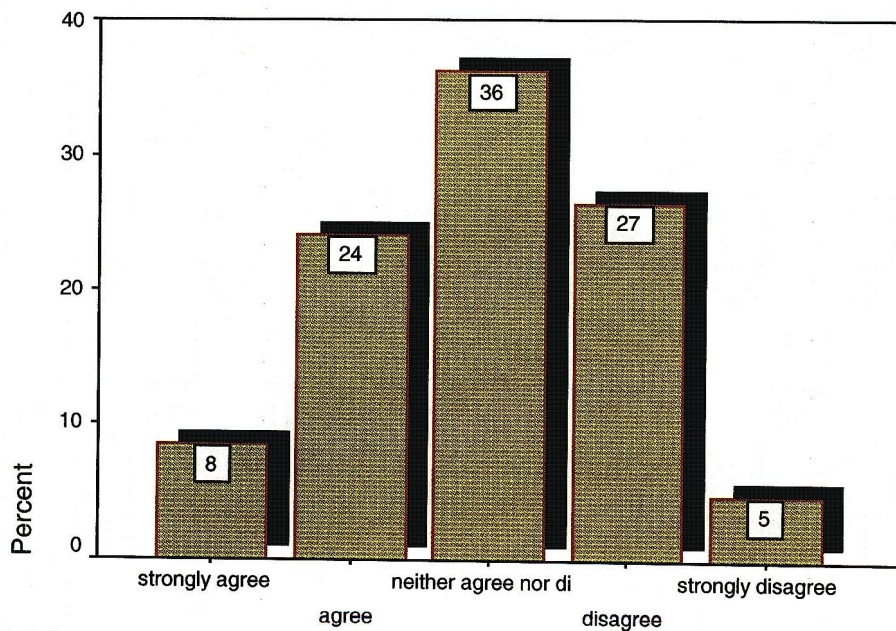
The company is fully committed to development careers of employees from

Figure 4.8. My job is part of a clear career path



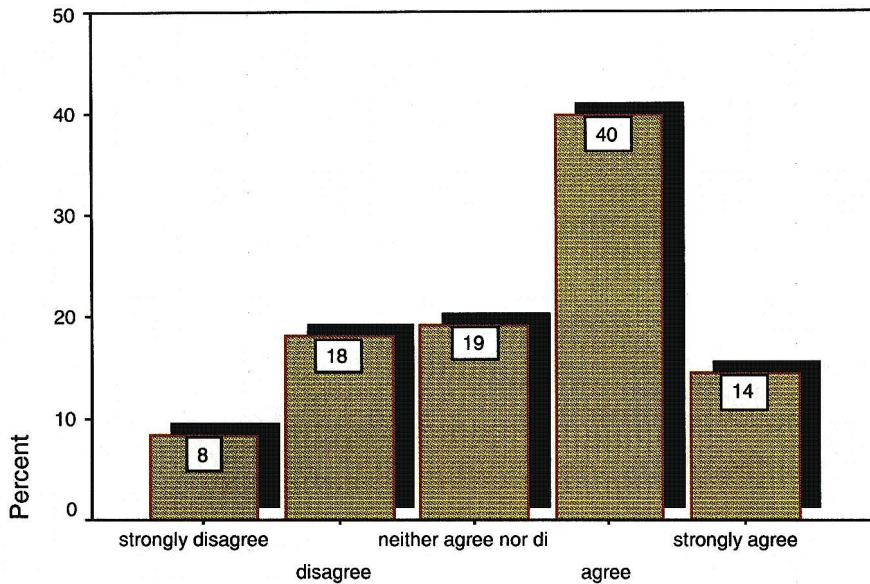
My job is part of a clear career path.

Figure 4.9. There is no effective career management in this organization



There is no effective career management in this organization.

Figure 4.10. I have a sense of direction in the company regarding my individual career development



I have a sense of direction in the company regarding my individual career

4.2.4. Overall Findings – Career Management

Figure 4.6 reveals an almost equal percent of staff that agree (42%) and disagree (43%) that the scope for career advancement within the company is greater than external job opportunities.

A significant percent (59%) of staff agree that the company is fully committed to developing the careers of employees from the designate groups. 20% disagree with this as depicted in figure 4.7.

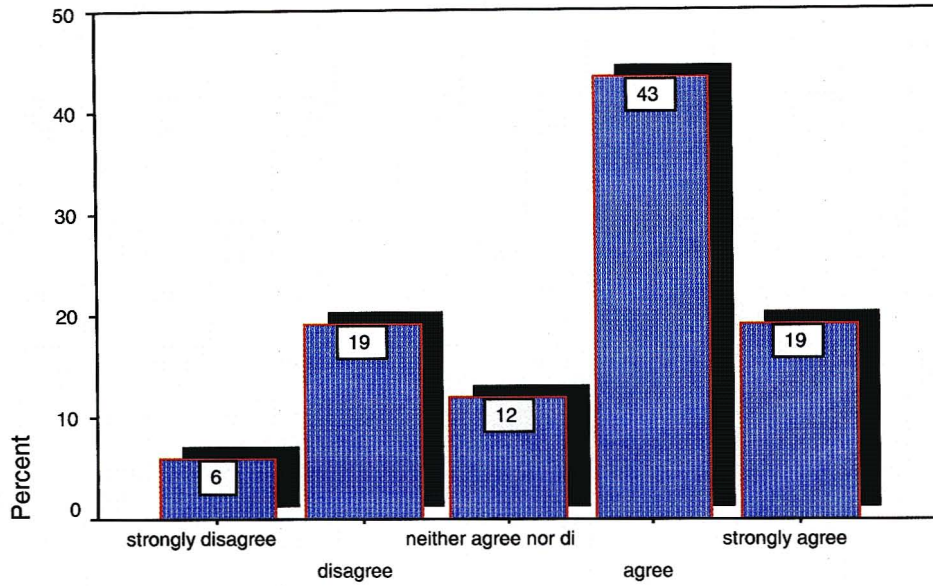
Figure 4.8 reveals 46% of staff agree that their jobs are part of clear career paths, 14% strongly agree and 25% disagree.

It is clearly evident from table 4.9 that 35% of staff neither agree nor disagree that there is no effective career management in this organization. An equal percent of staff (32%) agree and disagree with this statement.

Figure 4.10 indicates that more than half the staff (54%) agrees that they have a sense of direction in the company regarding their individual career development.

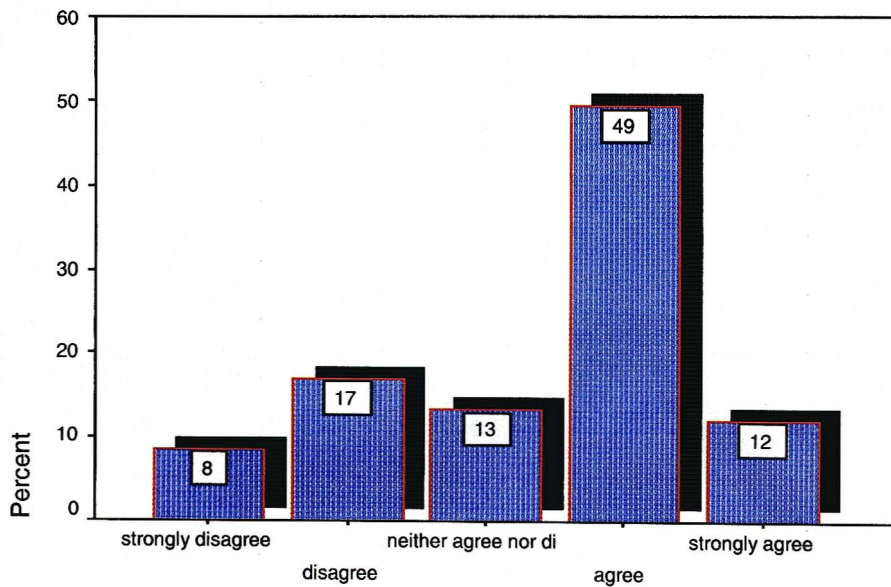
4.2.5. Job Satisfaction

Figure 4.11. My current job is in line with my qualifications and experience



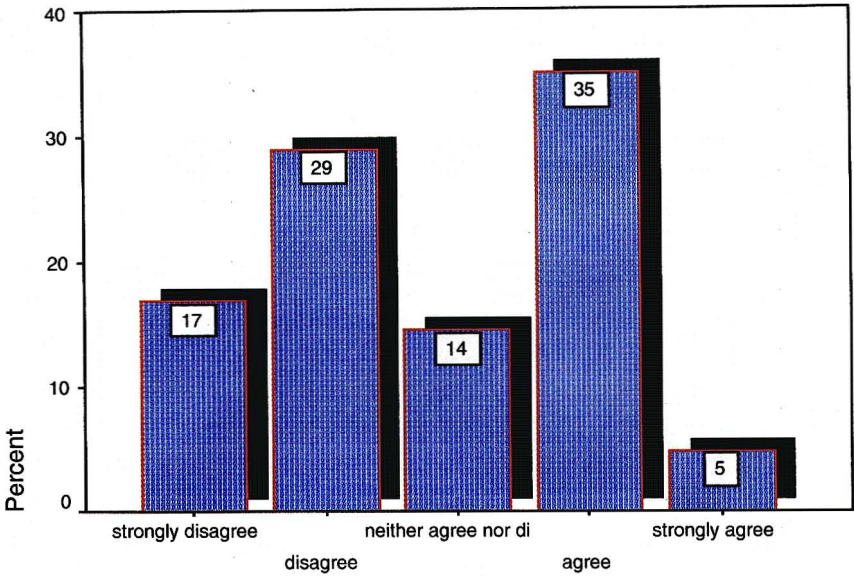
My current job is in line with my qualifications and experience.

Figure 4.12. I gain recognition for work successfully completed



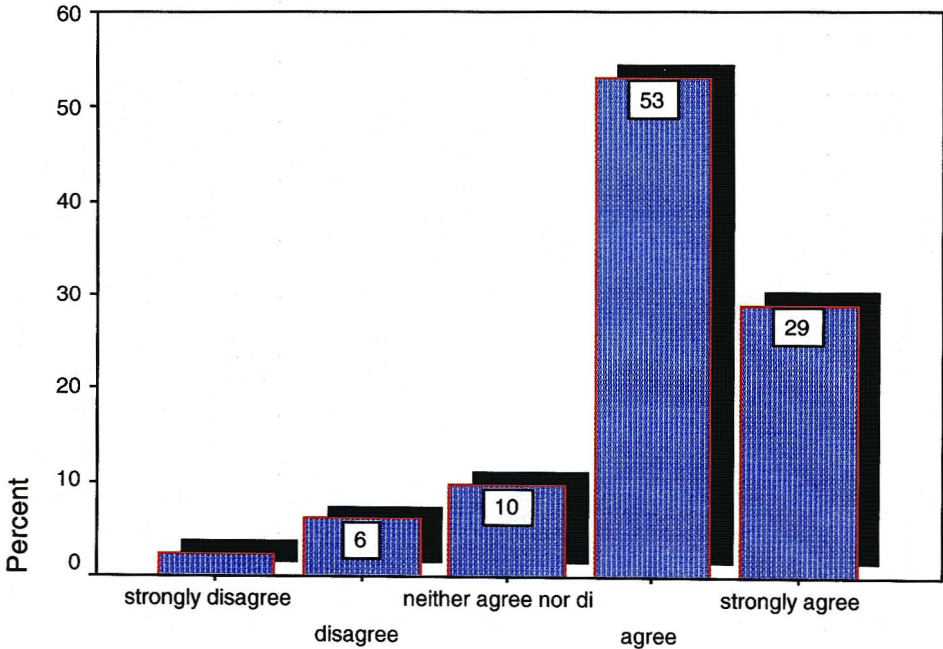
I gain recognition for work successfully completed.

Figure 4.13. I am appropriately compensated for the job I reform



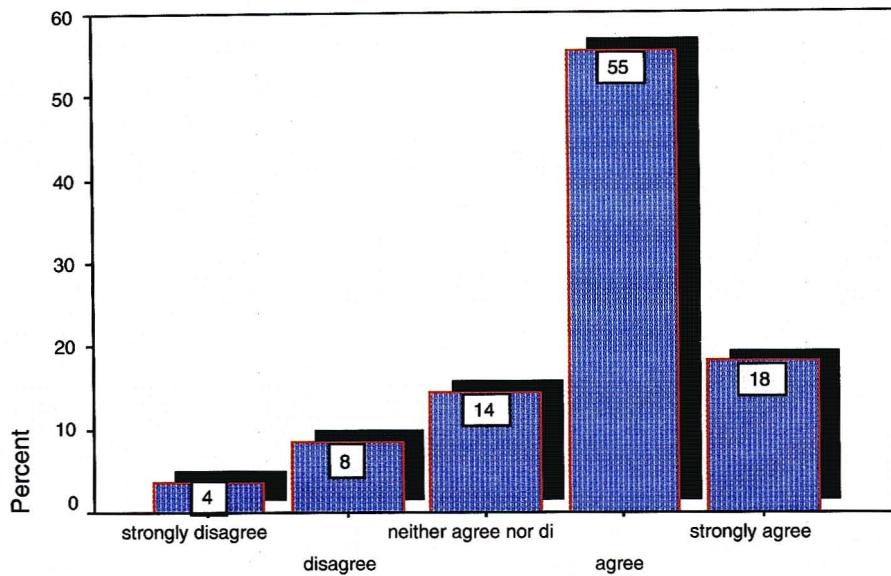
I am appropriately compensated for the job I perform.

Figure 4.14. My job is interesting and challenging



My job is interesting and challenging.

Figure 4.15. My terms and conditions of employment are in line with my job grading and classification



My terms and conditions of employment are in line with my job grading and classification

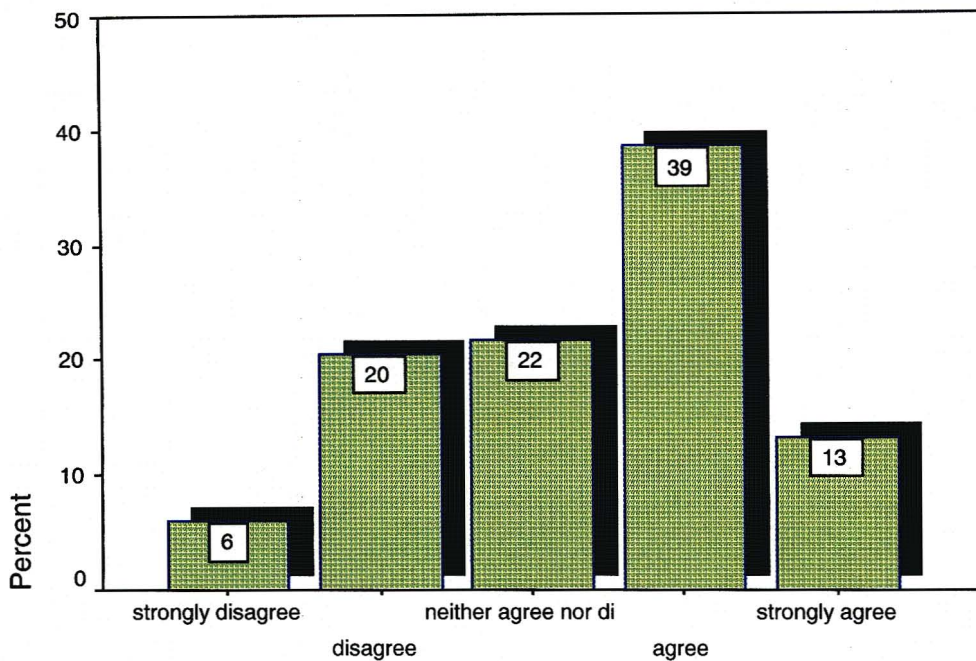
4.2.6. Overall Findings – Job Satisfaction

Findings reflect a high level of job satisfaction among staff. Figures 4.11, 4.12, 4.14 and 4.15 all indicate more than 50% agreement in terms of job satisfaction.

Figure 4.13 reflects some variation in responses, 40% of staff agree that they are appropriately compensated for the jobs they perform, whilst 46% feel that they are inappropriately compensated for the jobs they perform.

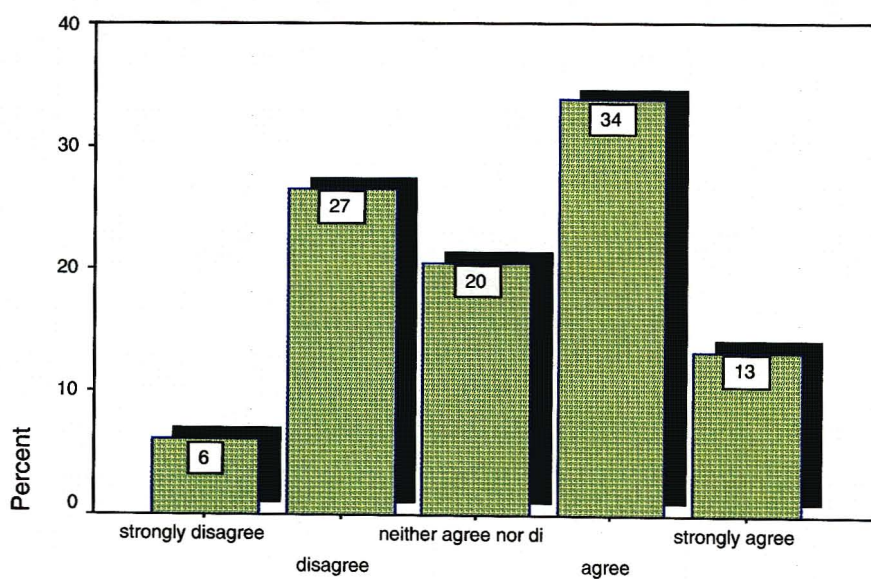
4.2.7. Empowerment

Figure 4.16. I have the opportunity to use my knowledge and skills in decision-making



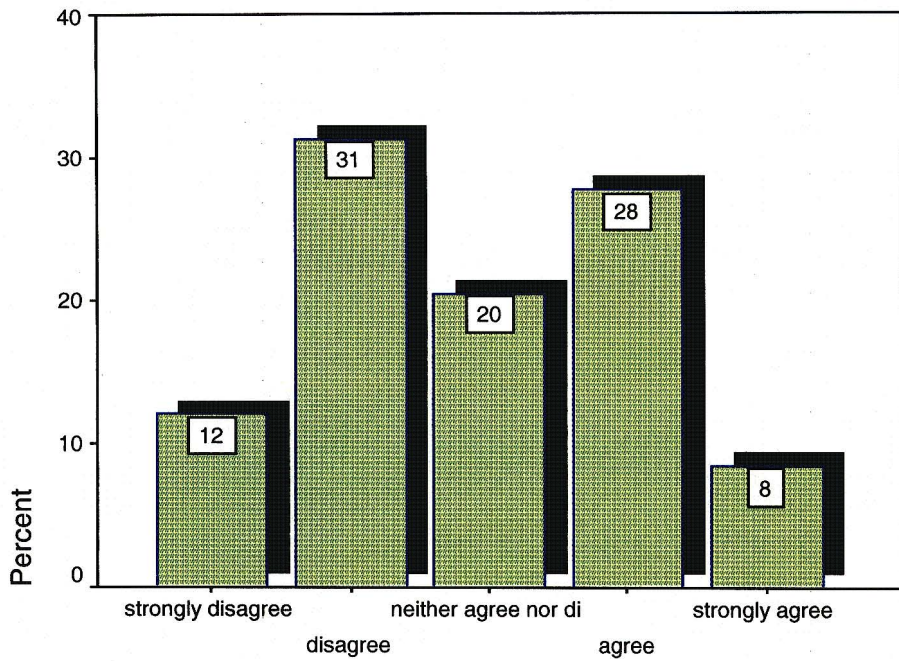
I have the opportunity to use my knowledge and skills in decision-making

Figure 4.17. My superiors encourage my personal initiatives and undertakings



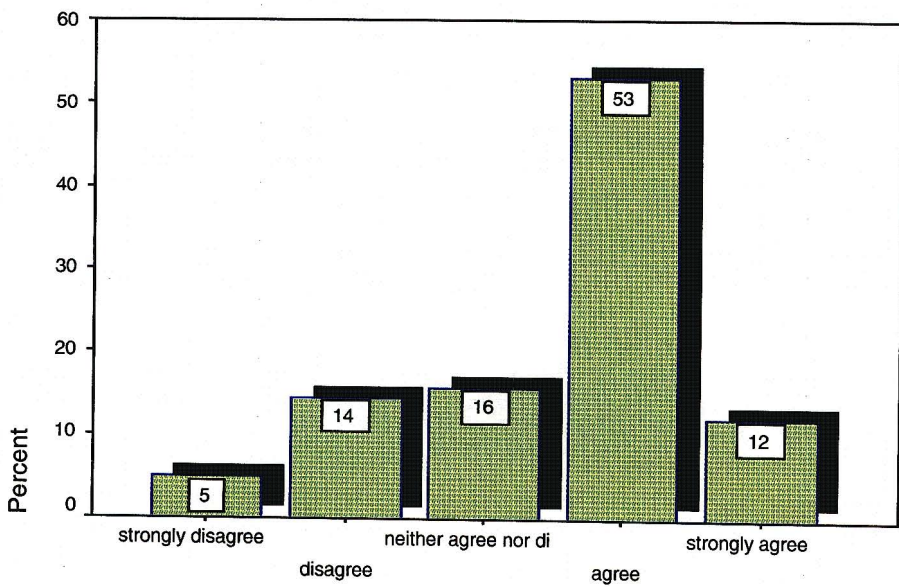
My superiors encourage my personal initiatives and undertakings.

Figure 4.18. My current job offers me full decision-making powers



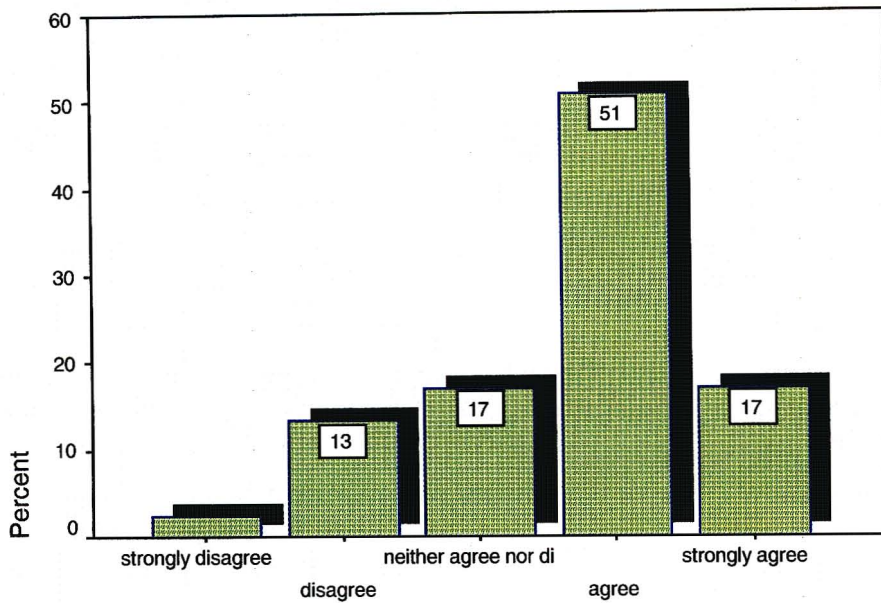
My current job offers me full decision-making powers.

Figure 4.19. Training and development initiatives are aimed at empowering me to develop and retain my competencies



Training and development initiatives are aimed at empowering me to devel

Figure 4.20. Management is always willing to give assistance and advice



Management is always willing to give assistance and advice.

4.2.8. Overall Findings - Empowerment

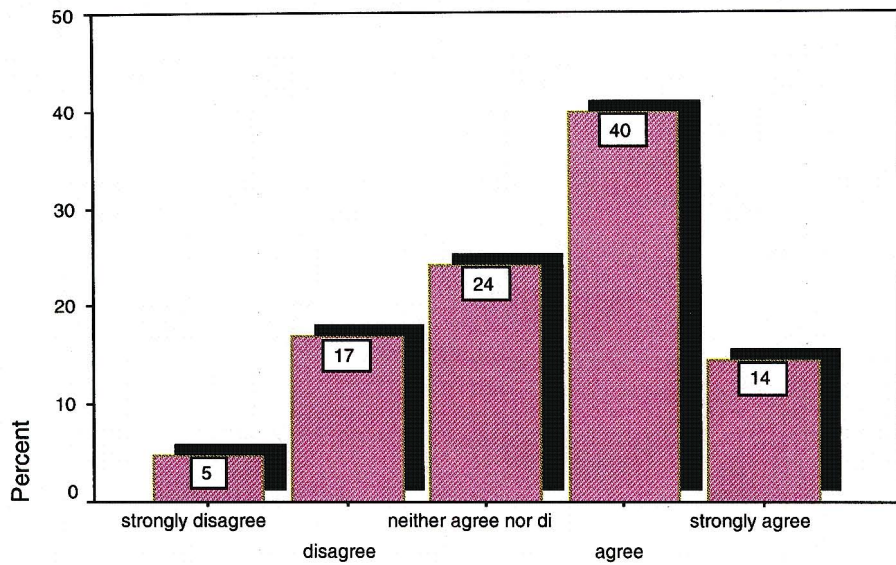
Figure 4.16, 4.19 and 4.20 depict a larger percentage of staff in agreement in terms of opportunities for empowerment. Thus staff feel that they have opportunity to use their knowledge and skills in decision making, they agree that training and development initiatives are aimed at empowering them and they are of general agreement that management is always willing to give assistance and advice.

Figure 4.18 reflects difference of opinions, 43% of staff feel that their jobs do not offer them full decision making powers, 20% neither agree nor disagree and 36% of staff agree that they are offered full decision making powers.

There also appears to be difference of opinions in terms of figure 4.17. 33% of staff feels that superiors do not encourage personal initiatives and undertakings while 22% neither agree nor disagree and 47% agree that their superiors encourage personal initiatives and undertakings.

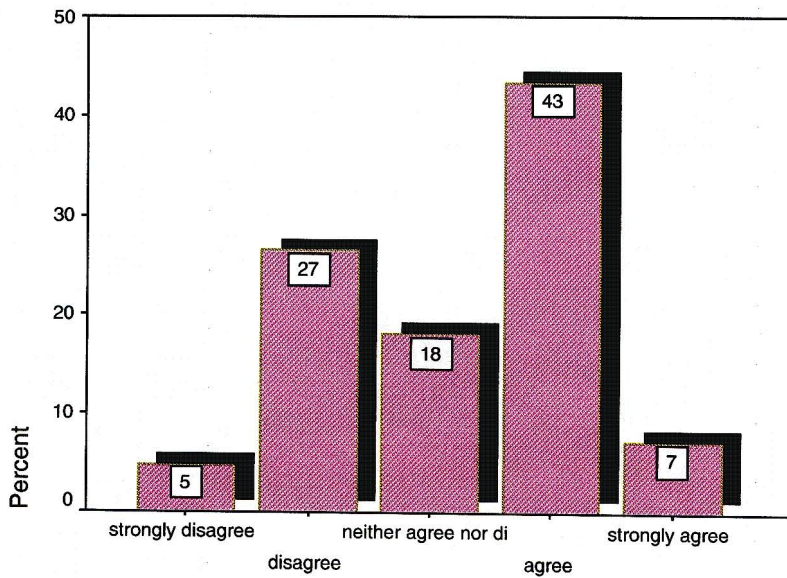
4.2.9. Training and Development

Figure 4.21. Special attention is given to training and development of employees from the previously disadvantaged groups



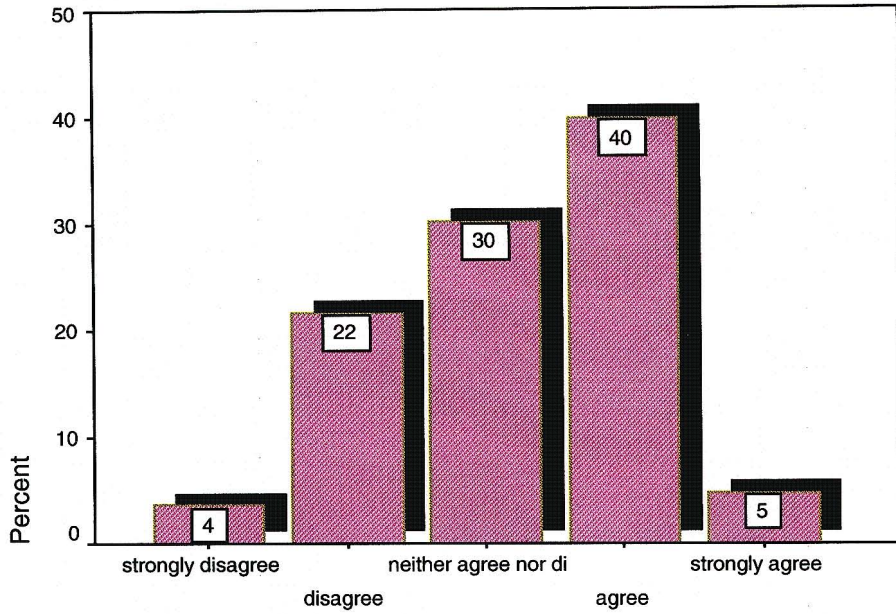
Special attention is given to training and development of employees from

Figure 4.22. My performance is monitored to identify training needs



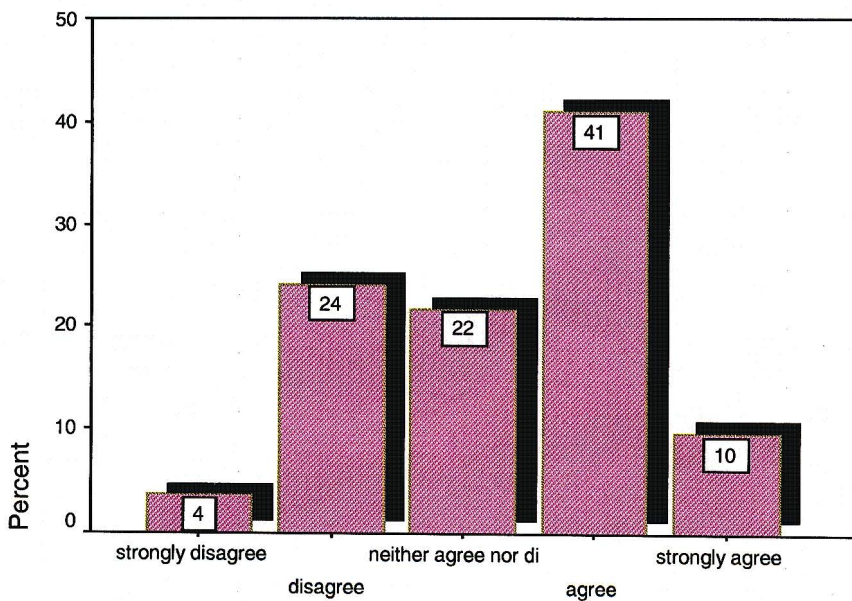
My performance is monitored to identify training needs.

Figure 4.23. Training and development initiatives are undertaken to address these needs



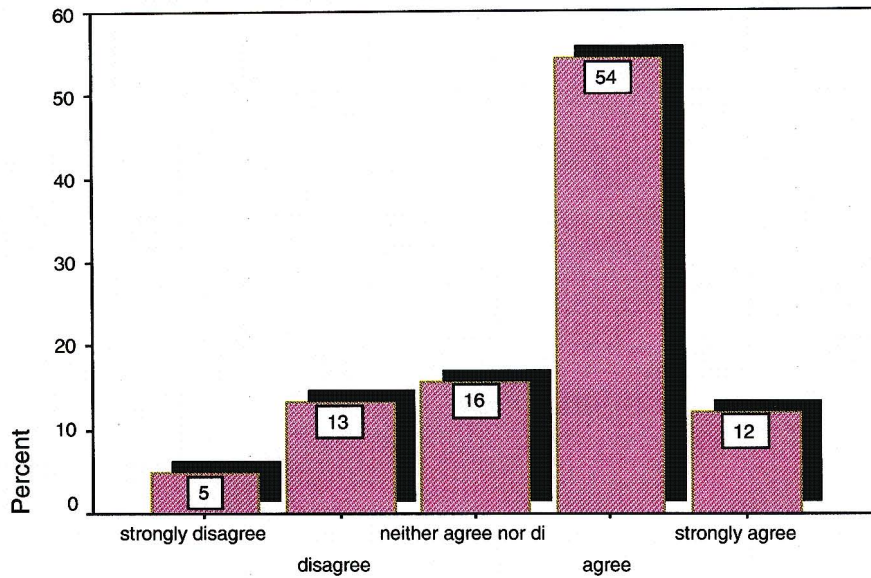
Training and development initiatives are undertaken to address these needs

Figure 4.24. Long term career paths and succession plans are in place to ensure career development



Long term career paths and succession plans are in place to ensure career development

Figure 4.25. There is sufficient emphasis placed on training in this organization



There is sufficient emphasis placed on training in this organization.

4.2.10. Overall Findings – Training and Development

Figure 4.25 highlights that 66% of staff are in agreement that there is sufficient training in this organization.

In most cases above 40% of staff are in agreement with training and development is meeting the needs of employees from previously disadvantaged groups.

4.3. Inferential Statistics

Inferential statistics provide the means for making decisions and inferences by interpreting data patterns. It is therefore employed in this section for the presentation and analysis of data. Inferential statistics utilised include Inter- correlation, Kruskal Wallis T- Test, analysis of variance (ANOVA), Spearman Correlation and Paired Sample T- Test.

4.3.1. Inter- correlation

Table 4.1. Inter-correlation between the sum of each variable: Employee Participation (EP), Career Management (CM), Job Satisfaction (JS), Empowerment (E) and Training and Development (TD).

Correlations

		EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
EMPLOYEE PARTICIPATION	Correlation Coefficient	1.000	.479**	.411**	.504**	.471**
	Sig. (2-tailed)	.	.000	.000	.000	.000
	N	83	83	83	83	83
CAREER MANAGEMENT	Correlation Coefficient	.479**	1.000	.494**	.542**	.510**
	Sig. (2-tailed)	.000	.	.000	.000	.000
	N	83	83	83	83	83
JOB SATISFACTION	Correlation Coefficient	.411**	.494**	1.000	.611**	.523**
	Sig. (2-tailed)	.000	.000	.	.000	.000
	N	83	83	83	83	83
EMPOWERMENT	Correlation Coefficient	.504**	.542**	.611**	1.000	.701**
	Sig. (2-tailed)	.000	.000	.000	.	.000
	N	83	83	83	83	83
TRAINING AND DEVELOPMENT	Correlation Coefficient	.471**	.510**	.523**	.701**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.
	N	83	83	83	83	83

** . Correlation is significant at the .01 level (2-tailed).

Table 4.1 indicates that there exists significant inter - correlations between the key variables of the study (employee participation, career management, job satisfaction, empowerment and training and development).

4.3.2. Kruskal Wallis Test

Table 4.2. Kruskal Wallis Test between department and variables of the study

Test Statistics^{a,b}

	EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
Chi-Square	13.668	15.381	25.355	19.172	18.857
df	7	7	7	7	7
Asymp. Sig.	.057	.031	.001	.008	.009

a. Kruskal Wallis Test

b. Grouping Variable: Name of Departments of Respondents

The Kruskal Wallis test reflected a significant relationship between department and the key variables of the study. All other demographic data against the key variable of the study reflected no significant relationships. Refer to Addendum 4 for Kruskal Wallis Test on the other variables of the study.

4.3.3. ANOVA (Analysis of Variance)

A one way ANOVA was undertaken and it also reflected significant relationships between departments and the key variables of the study. Refer to Addendum 5 for results of ANOVA.

4.3.4. Spearman Correlation

Table 4.3. Spearman correlation between key variables of the study and departments.

Correlations- Spearman

			Name of Departments
Spearman's rho	EMPLOYEE PARTICIPATION	Correlation Coefficient	.027
		Sig. (2-tailed)	.808
		N	83
	CAREER MANAGEMEN	Correlation Coefficient	.201
		Sig. (2-tailed)	.068
		N	83
JOB SATISFACTION		Correlation Coefficient	.250*
		Sig. (2-tailed)	.023
		N	83
EMPOWERMENT		Correlation Coefficient	.215
		Sig. (2-tailed)	.051
		N	83
TRAINING AND DEVELOPMENT		Correlation Coefficient	.279*
		Sig. (2-tailed)	.011
		N	83

*. Correlation is significant at the .05 level (2-tailed).

Table 4.3 reveals statistically significant difference between job satisfaction and departments and training and development and departments.

4.3.5. Paired Sample T - Test

Table 4.4. Paired Sample T- Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Name of Departments of Respondents - Respondent occupational Levels	3.10	2.128	.234	2.63	3.56	13.26	82	.000

Table 4.4 reveals significant difference between name of departments and occupational level of respondents respectively.

4.4. Statistical Analysis of the questionnaire

Cronbach's coefficient alpha was used to measure the reliability in this study. The closer Cronbach's alpha is to 1, the higher the internal consistency.

Table 4.5 Reliability Estimate: Cronbach's Coefficient Alpha

<p>Cronbach's Coefficient Alpha = 0.8965 N of Cases = 83.0 N of Items = 32</p>
--

The above table indicates Cronbach's coefficient alpha of 0.8580. This value reflects a high degree of internal consistency of items included in the questionnaire. The questionnaire is therefore highly reliable and will produce consistent results.

4.5. Conclusion

The results yielded from the empirical study have enabled an analysis and understanding of the relationship between the variables of the study. A discussion on recommendations is presented in Chapter Five.

CHAPTER FIVE - RECOMMENDATIONS

5.1. Introduction

This research was undertaken with the intention of evaluating the effectiveness of Employment equity implementation at Suncoast Casino. Chapter Four explored and highlighted the findings of the study. Chapter Five will now proceed by revisiting these results and providing recommendations and suggestions on how problem areas can be dealt with.

5.2. Recommendations for Improving Job Satisfaction in Departments

In light of Herzberg's motivational theory, people are motivated differently. The theory looks at hygiene factors as being intrinsic factors, which are related to job satisfaction and extrinsic factors as being related to job dissatisfaction. Recognition, achievement, work itself, responsibility, advancement and growth are seen as motivators that increase job satisfaction.

In light of the above my recommendation would be to utilize a behavioral assessment tool such as the Thomas International Human Resources Management System to identify possible deficiencies in departments which has resulted in low levels of job satisfaction. The Thomas Human Resources Management System was developed based on a theory of Prof. William Marston in 1928. He explored the theory that human behaviour is a function of the environment of that individual. He identified four typical patterns of interaction between the individual and the working environment. He further broke it down into four factors, which are dominance, influence, steadiness and compliance commonly known as DISC.

5.2.1. Personal Profile Analysis (All information provided by Thomas International – DBN)

The Thomas System looks at an individual's Personal Profile Analysis known as the PPA. The PPA has been used for more than 50 years in some 55000 companies in 44 countries and 37 languages as per Thomas International user manual. The PPA has been validated and has a reliability coefficient of 0.86 (Thomas International). It is a comprehensive but easy to read overview of the individual's Self Image, Work Mask and Behaviour under Pressure. The analysis addresses areas such as general characteristics, how to maximise the individual's strengths, areas for motivation, possible reasons for de- motivation, responsibilities and job emphasis likely to be most appreciated by this person and can also be used to identify frustrations, problems or stress of that individual that may appear. Refer to Addendum 6 for an example of the Basic Personality Profile.

For the benefit of this study, I recommend a detailed analysis into factors that motivate and demotivate individuals based on their PPA findings. If used wisely and responsibly, these findings will provide managers with innovative, deeper insights into understanding staff and the most appropriate methods of managing each individual. Managers will also be able to capitalize on their own strengths as well as those of their staff. The PPA in essence can become a powerful tool in creating extraordinary results through increased productivity from a highly motivated workforce.

Table 5.1 reveals descriptive words relating to motivators and table 5.2 demotivators. These need to be considered when reviewing an individual's PPA. This information can be used by the respective manager to modify his/her behaviour in order to get the best results from subordinates as well as gain commitment and maximise performance by knowing his/her staff's strengths, limitations, motivating factors and factors that demotivate each individual.

One possible limitation of this approach would be in the case where a supervisor has a very large number of subordinates to oversee s/he may experience difficulty in remembering each individual's profile. I recommend that the respective manager/ supervisor familiarize him/herself with the general attributes associated with each profile. Over time it would become easier to identify individuals' behavior patterns in relation to the descriptive words identified by Thomas International Limited as listed below.

Table 5.1 Motivators in relation to Dominance, Influence, Steadiness and Compliance (DISC)

MOTIVATORS	
HIGH DOMINANCE	LOW DOMINANCE
<ul style="list-style-type: none"> - Power – authority - Prestige and position - Money and material things - Challenge – Difficult assignments - Opportunity for advancement - Accomplishments – results driven - Freedom from controls, supervision and detail - New and varied activities - Competition - Control 	<ul style="list-style-type: none"> - Sincerity - Understanding - Consideration - Non – competitive environment - Specialized area of work - Time to make decision - Long term planning - Limited responsibilities - Authority to refer to
HIGH INFLUENCE	LOW INFLUENCE
<ul style="list-style-type: none"> - Popularity –social recognition - Monetary rewards - Public recognition - Freedom of speech – people to talk to - Introduction to influential people - Group activities outside of job - Democratic relationships - Freedom from control and detail - Personal attention - Material rewards 	<ul style="list-style-type: none"> - Tasks - Research functions - Social independence - Opportunity to work alone - Facts - Logical arguments - Silence - Limited social exposure - Opportunity to probe - Quality rewards
HIGH STEADINESS	LOW STEADINESS
<ul style="list-style-type: none"> - Status quo - Covering references 	<ul style="list-style-type: none"> - Opportunities - Variety

<ul style="list-style-type: none"> - Structures presentations - Competent co – workers - Happy home life - Sincerity - Long time to adjust to change - Constant appreciation – reassurance - Recognition of long service - Fringe benefits - Written contracts 	<ul style="list-style-type: none"> - Quick change - Diversity - Several projects simultaneously - Quick decisions - Unstructured environment - Unlimited territory - Mobility - Quick paced people
<p>HIGH COMPLIANCE</p>	<p>LOW COMPLIANCE</p>
<ul style="list-style-type: none"> - Standard operating procedures - Sheltered specialized environment - Reassurance - No sudden or abrupt changes - To be part of a group - Personal attention - Introduction to people - Rules - Detailed explanations - Exact job description - Precision work - Planning - Defined responsibilities - Policies 	<ul style="list-style-type: none"> - Freedom from detail - Independence - Change - Freedom from detail - Change - Freedom from rules - Risk - The unconventional - Unknown - Ad hoc decisions - Undefined responsibilities - Conflict

Table 5.2 De - motivators in relation to Dominance, Influence, Steadiness and Compliance (DISC)

DEMOTIVATORS	
HIGH DOMINANCE	LOW DOMINANCE
<ul style="list-style-type: none"> - Loss of power and authority - Loss of money and material things - No challenges - Little or no opportunity for advancement - Absence of measurable results - Limited opportunities - Failure - Non competitive environment - Being ineffective - No new or variety of tasks 	<ul style="list-style-type: none"> - Competition - Rivalry - Challenges - Risks - Harsh decision making - Taking responsibility - Demanding/ competitive people - Aggression
HIGH INFLUENCE	LOW INFLUENCE
<ul style="list-style-type: none"> - Unpopularity - Silence - Absence of monetary rewards - No public recognition - Unpleasant work environment - Rejection - Unpopular decisions - Suspicion - Strong control and detail 	<ul style="list-style-type: none"> - Social interaction - Social involvement - Public exposure - Excessive emotion - Working in groups - Public speaking - Loud verbal activity - Superficial people
HIGH STEADINESS	LOW STEADINESS
<ul style="list-style-type: none"> - Change (sudden/ unexpected) - Insecurity - Non – detailed approach - Unstructured presentation - Unhappy home life - No opportunities to specialize 	<ul style="list-style-type: none"> - Routine - Inactivity - Repetition - Structures - Little change - Status quo

<ul style="list-style-type: none"> - Little/ no time to adapt to change - No fringe benefits - Instability - Absence of assurance 	<ul style="list-style-type: none"> - Specialization - Inability to adjust
HIGH COMPLIANCE	LOW COMPLIANCE
<ul style="list-style-type: none"> - Absence/ lack of rules - Disorganization - Little/ no explanations - Absence of planning - Absence of job description - Little/ no assurance - Chaos - Confrontations - Conflict - Little/ no person attention 	<ul style="list-style-type: none"> - Being restrained - Specific prescriptions - Control - Concentration - Detail - Diplomacy - Too many guidelines - Dependency - Accuracy

The Thomas System also recommends that an internal marketing and team review questionnaire be administered to staff to identify specific reasons for lack of motivation. Addendum X contains the questionnaire proposed by Thomas International.

5.2.2. Other options to improve motivation

Robbins De Cenzo (1998, 375) recommends the following as means of motivating a diversified workforce:

Recognize individual differences:

Cultural diversity is a current issue that all South African companies are faced with. Suncoast Casino is currently embarking on a transformational workshop addressing diversity awareness. This initiative is currently targeted at senior management. My recommendations are for workshops such as these to be filtered to all levels of staff. This according to Carrell (2000: 46) will harness the differences and strengths of staff to ensure that both the employees' needs as well as the organization's needs are met.

Match people to jobs:

My recommendations would be the use of pre-employment tests such as those proposed by Thomas International to ensure that applicants' experience and qualifications are match the pre-requisites of the job at hand. The Test for Selection and Recruitment (TST) proposed by Thomas International consists of five tests. These tests assess the following five areas: working memory, spatial orientation, reasoning, feature detection and number, speed and accuracy and provides an overview of an individuals 'fluid intelligence' i.e. their trainability.

I also recommend that the personal profiles on each candidate be undertaken as yet another means of identifying the ideal candidate for the position at hand.

The above interventions could be time consuming and expensive however they are more likely at identifying the 'right person for the right job' thus impacting on the overall organization in various positive ways.

Use goals and ensure that goals are perceived as attainable:

The performance Management system currently in place at Suncoast Casino is undergoing improvements by including operational basics into the general performance plan for each job description. I believe that this is a step in the right direction. Alignment of operating basics provides the goals that each staff members need to work towards. The operational basics for each department have been discussed and agreed upon by the staff within the respective departments. Thus, these

accepted practices and policies should be seen as attainable by all staff. Furthermore, every employee has a right to be given the opportunity to discuss their general performance plan for the year to ensure that goals set are realistic and attainable.

Individualize Rewards:

I would recommend in this instance that the Thomas International System be utilized to identify motivators and de-motivators. Management can conduct a survey to identify what items would be most rewarding and can then develop a system around this so as to standardize this system for the entire unit. This will ensure that staff is rewarded according to their desires. It will ultimately be a step in the right direction to creating a higher motivated workforce.

Link rewards to performance:

The present the performance appraisal system appraises staff both on an individual performance as well as company performance. Outcomes of the survey mentioned above could be included into the performance management system to ensure consistency and standardization.

Check the system for equity:

Checking for equity should be an on going process. Open lines of communication must be maintained to encourage staff involvement in identifying barriers and possible inequitable situations. The duty of the employment equity committee is to ensure that systems and procedures seek equity at all levels of the organization. I propose that the employment equity committee be empowered and trained where necessary to bring them up to speed with current interventions within the company. Transparency and open lines of communication will result in a relationship built on trust and can yield favorable results in the short and long term.

Don't ignore money:

Money is fundamental in any industry and any job. Figure 4.13 revealed 40% of respondents agreed that they were adequately compensated for the job they performed, 46% disagreed and 14% neither agreed nor disagreed. This is a clear indication that there is room for improvement in order to increase the level of motivation at Suncoast Casino.

5.3. Recommendations to Improve Training and Development

Figure 3.6 reflected 90.4% of staff with less than one year of service with the Tsogo Sun Group. In light of this it would be safe to state that training interventions in terms of long term succession

planning are in the developmental stages and are in the process of being rolled out. The Employment Equity Plan would be an indication of individuals identified for development over the next five years and it would be premature to assess the situation at this point in time.

5.3.1. The Thomas International Human Resources Management System

The Thomas International System recommends the use of the Personal Profile Analysis to identify an individual's work profile together with the Human Job Analysis (HJA) to identify the typical traits required for the job, this can be integrated with another assessment tool that measures learning potential called Tests for Selection and Training (TST). Addendum 7 reflects the PPA/HJA fit integrated with the TST, this matrix gives a holistic view of the individual in terms of behaviour, suitability and learning potential. I would recommend that Suncoast use these tools and the integration to select candidates for further development. All reports/ analysis can be easily obtained through the use of the Thomas International Software.

Addendum 8 can also be used as a guide for identifying where in the cycle/ flow chart an individual may appear. Often, candidates nominated for succession planning may not necessarily be the perfect choice for various reasons. The Thomas System helps identify where in the cycle the individual is and it suggests which direction to follow in order to ensure successful implementation.

5.3.2. Introduction of National Qualifications

Suncoast Casino is currently in the process of training assessors and moderators for the implementation of national qualification assessment on the job. This process must be implemented as soon as possible as a short-term intervention. Staff would acknowledge that the Casino has genuine intentions for skills development and this will have a double-barreled impact of increasing motivation levels as well as creating a more skilled and productive workforce.

5.3.3. Introduction of Learnerships, Coaching and Mentoring Programmes

Interventions such as these must also be effectively implemented as part of a long-term strategic plan for development of previously disadvantaged individuals.

5.4. Recommendations to Improve the Relationship between Management and Employees within Departments

Table 4.3 revealed significant difference between name of departments and occupational level of respondents respectively. My recommendation in light of this would be to undertake a Thomas Team Audit. The Team Audit is designed to assist the organization in identifying an ideal culture, assessing the actual team culture and then looking at the gaps as an area for further development, coaching or rearranging the teams to produce the 'ideal' working teams.

The objectives of the Team Audit are as follows:

- To identify the ideal team culture,
- To assess members of the existing team in the case of each departmental reporting structure.
- To compare the actual with the ideal team and reporting on gaps relating to culture, team role strengths and possible limitations,
- To consider how well each member fits within the team (Thomas International 2000).

I believe that the above approach will address the relationship between the team leaders and team members, which in turn will result in increased motivation and improved performance.

5.5. Possible Limitations

Whilst I believe that the use of the Thomas International System will be extremely effective in addressing Suncoast Casino's needs, one would need to be mindful of possible limitations. Products available through Thomas International are tools and should not be used in isolation or in a vacuum. A holistic approach must still be maintained.

It is also important that staff who administer and provide feedback are appropriately trained and supported in terms of the manner in which feedback is given. Feedback given negatively to a candidate could actually impact further by decreasing motivation and thus job satisfaction.

5.6. Conclusion

This chapter has highlighted a few possible interventions to address the areas of concern at Suncoast Casino. My recommendations have significant possibilities for success. The process will however need to be swift and well executed in order to be effective. Managements' support of this

process is crucial for it's success. Consideration must be given to the fact that Suncoast Casino is a new unit and as such, the time for intervention is now. Pro- active measures such as those mentioned above are needed to make change faster. Any delays will result in further embedded frustrations and problems.

CHAPTER SIX - CONCLUSION

Redman (2001: 409) reflects on the proposal of Kandola and Fullerton (1998) called the MOSIAC vision. The acronym for **M**ission and values, **O**bjectives and fair processes, **S**killed workforce, aware and fair, **A**ctive flexibility, **I**ndividual focus and **C**ulture that empowers. Yes! I believe that this could be an answer to some of our problems in South Africa.

In the words of Tony Manning, a consultant in competitive strategy and change management, ‘around the world, smart executives are unleashing the imagination and the spirit of people to push the boundaries of corporate performance. Organizations are discovering that however well they have performed in the past, extraordinary changes and improvements are still possible when they tap into the human potential within their walls.’ www.tonymanning.com. Yes! This could also pose opportunities from which the country can benefit.

Business Report (15 May 2003), revealed the following headline: State must steer employment equity in South Africa. Yes! Whilst it is well and good that companies such as Suncoast Casino strive to implement employment equity, are these attempts really achieving the expected outcome! My recommendations outlined in Chapter Five may or may not address issues at Suncoast Casino. I strongly believe that the ‘monster’ we are dealing with requires far more interventions at a secondary level.

“In it’s submission, the Black Management Forum said that between 2001 and 2002, the race and composition of companies had hardly changed, with white males still dominating, especially in top and senior management positions”. www.busrep.co.za.

Yes! Companies such as Suncoast Casino must strive to work at effective implementation at company level and Government too must also strive to take active steps in dealing with the issues that are eating at the South African population. Failure on the part of Government to be creative, flexible and results driven will result in a country with no hope, no trust and disparity.

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www.tsogosun.co.za

Appendices

Addendum I

Dear Colleague,

I am presently completing my thesis on the provisions of the Employment Equity Act towards my Masters Degree in Business Administration. I have chosen to research this topic at Sun Coast Casino. Please note that the results of this study will be used for research purposes only.

1. The Purpose of the Research

The purpose of this study is to examine the implementation process of Employment Equity within Sun Coast so as to determine its effectiveness. The aim of this study is to:

- a. Evaluate the extent to which the provisions of the Employment Equity Act (1998) in terms of job satisfaction, participation, empowerment, training and development and career management are being implemented.
- b. Establish the effectiveness of the training programmes offered to designated staff.

2. Benefits of this Study

- a. To provide vital feedback as to whether or not Suncoast is on track with the requirements of the Employment Equity Act (1998).

Respondents please note the following:

- CONFIDENTIALITY WILL BE MAINTAINED.
- INDIVIDUAL RESULTS WILL NOT BE DISCLOSED TO THE COMPANY.

Request for feedback will be made available on request.

Thank you for your support and please bear in mind that your responses are extremely valuable to the outcome of this study.

Sincerely,

Sharmaine Naidoo

Addendum II

SECTION A

Kindly mark the appropriate box with an X.

1. DEPARTMENT

1	Finance	
2	Human Resources	
3	Marketing	
4	I. T.	
5	Gaming	
6	Maintenance	
7	Security	
8	Surveillance	

2. OCCUPATIONAL LEVEL

1	Management	
2	Employee	

3. GENDER

1	Male	
2	Female	

4. ETHNIC GROUP

1	African	
2	Indian	
3	Coloured	
4	White	

5. HIGHEST QUALIFICATION

1	Matriculation	
2	Diploma/ Certificate	
3	Degree	
4	Post Graduate Degree or Diploma	

6. LENGTH OF SERVICE IN THE TSOGO SUN GROUP

1	0 - 6 months	
2	7 - 12 months	
3	0 to 5 years	
4	5 to 10 years	
5	11 years and over	

7. GROSS BASIC SALARY

1	Below R5000	
2	R5001 - R10 000	
3	R10 001 - R15 000	
4	R15 001 - R20 000	
5	R20 001 +	

Addendum III

SECTION B

Indicate the extent to which you agree or disagree with the following statements, by marking the appropriate box with an X. Please use the scale below when making your selection.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

EMPLOYEE PARTICIPATION

Employees are offered sufficient opportunity to participate in workplace forums.

1	2	3	4	5
----------	----------	----------	----------	----------

There are opportunities for joint decision making in this organization.

1	2	3	4	5
----------	----------	----------	----------	----------

Policies on the implementation of the Employment Equity Act are in place at the casino.

1	2	3	4	5
----------	----------	----------	----------	----------

Managers do not allow effective employee participation.

1	2	3	4	5
----------	----------	----------	----------	----------

Most employee participation is through employee consultation.

1	2	3	4	5
----------	----------	----------	----------	----------

CAREER MANAGEMENT

The scope for career advancement within the company is greater than external job opportunities.

1	2	3	4	5
----------	----------	----------	----------	----------

The company is fully committed to developing careers of employees from the designated groups.

1	2	3	4	5
----------	----------	----------	----------	----------

My job is part of a clear career path.

1	2	3	4	5
----------	----------	----------	----------	----------

There is no effective career management in this organization.

1	2	3	4	5
----------	----------	----------	----------	----------

I have a sense of direction in the company regarding my individual career development.

1	2	3	4	5
----------	----------	----------	----------	----------

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

JOB SATISFACTION

My current job is in line with my qualifications and experience.

1	2	3	4	5
----------	----------	----------	----------	----------

I gain recognition for work successfully completed.

1	2	3	4	5
----------	----------	----------	----------	----------

I am appropriately compensated for the job I perform.

1	2	3	4	5
----------	----------	----------	----------	----------

My job is interesting and challenging.

1	2	3	4	5
----------	----------	----------	----------	----------

I have good working conditions.

1	2	3	4	5
----------	----------	----------	----------	----------

EMPOWERMENT

I have the opportunity to use my knowledge and skills in decision-making.

1	2	3	4	5
----------	----------	----------	----------	----------

My superiors encourage my personal initiatives and undertakings.

1	2	3	4	5
----------	----------	----------	----------	----------

My current job offers me full decision-making powers.

1	2	3	4	5
----------	----------	----------	----------	----------

Training and development initiatives are aimed at empowering me to develop and retain my competencies.

1	2	3	4	5
----------	----------	----------	----------	----------

Management is always willing to give assistance and advice.

1	2	3	4	5
----------	----------	----------	----------	----------

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

TRAINING AND DEVELOPMENT

Special attention is given to training and development of employees from the previously disadvantaged groups.

1	2	3	4	5
----------	----------	----------	----------	----------

My performance is monitored to identify training needs.

1	2	3	4	5
----------	----------	----------	----------	----------

Training and development initiatives are undertaken to address my training needs.

1	2	3	4	5
----------	----------	----------	----------	----------

Training is conducted in line with my career development needs.

1	2	3	4	5
----------	----------	----------	----------	----------

There is sufficient emphasis placed on training in this organization.

1	2	3	4	5
----------	----------	----------	----------	----------

Addendum IV

Kruskal Wallis Test between Demographic Data and Key variables of study

1. Name of the departments.

Test Statistics^{a,b}

	EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
Chi-Square	13.668	15.381	25.355	19.172	18.857
df	7	7	7	7	7
Asymp. Sig.	.057	.031	.001	.008	.009

a. Kruskal Wallis Test

b. Grouping Variable: Name of Departments of Respondents

2. Respondent Occupational Levels

Test Statistics^{a,b}

	EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
Chi-Square	2.221	.520	.001	3.502	.825
df	1	1	1	1	1
Asymp. Sig.	.136	.471	.978	.061	.364

a. Kruskal Wallis Test

b. Grouping Variable: Respondent occupational Levels

3. Gender of the respondents.

Test Statistics^{a,b}

	EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
Chi-Square	.028	1.106	.056	1.528	.990
df	1	1	1	1	1
Asymp. Sig.	.866	.293	.812	.216	.320

a. Kruskal Wallis Test

b. Grouping Variable: Gender of the respondents

4. Ethnic group of respondents.

Test Statistics^{a,b}

	EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
Chi-Square	1.579	.034	5.112	.963	4.368
df	3	3	3	3	3
Asymp. Sig.	.664	.998	.164	.810	.224

a. Kruskal Wallis Test

b. Grouping Variable: Ethnic groups of respondents

5. Highest qualification of respondents.

Test Statistics^{a,b}

	EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
Chi-Square	.568	.229	.017	.126	3.223
df	1	1	1	1	1
Asymp. Sig.	.451	.632	.896	.723	.073

a. Kruskal Wallis Test

b. Grouping Variable: Highest qualification of respondents.

6. Length of service

Test Statistics^{a,b}

	EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
Chi-Square	1.968	5.392	5.256	5.005	7.206
df	3	3	3	3	3
Asymp. Sig.	.579	.145	.154	.171	.066

a. Kruskal Wallis Test

b. Grouping Variable: Length of service of the respondents in the tsogogungroup.

7. Gross basic salary of the respondents.

Test Statistics^{a,b}

	EMPLOYEE PARTICIPATION	CAREER MANAGEMENT	JOB SATISFACTION	EMPOWERMENT	TRAINING AND DEVELOPMENT
Chi-Square	3.436	2.821	6.361	6.744	2.448
df	4	4	4	4	4
Asymp. Sig.	.488	.588	.174	.150	.654

a. Kruskal Wallis Test

b. Grouping Variable: Gross basic salary of the respondents.

Addendum V

ANOVA RESULTS

1. DEPARTMENT

ANOVA-DEPARTMENT

		Sum of Squares	df	Mean Square	F	Sig.
EP1	Between Groups	12.872	7	1.839	1.604	.147
	Within Groups	85.995	75	1.147		
	Total	98.867	82			
EP2	Between Groups	16.631	7	2.376	2.488	.024
	Within Groups	71.634	75	.955		
	Total	88.265	82			
EP3	Between Groups	5.080	7	.726	.830	.566
	Within Groups	65.595	75	.875		
	Total	70.675	82			
EP4	Between Groups	6.955	7	.994	.923	.494
	Within Groups	80.708	75	1.076		
	Total	87.663	82			
EP5	Between Groups	9.866	7	1.409	1.446	.200
	Within Groups	73.122	75	.975		
	Total	82.988	82			
CM1	Between Groups	28.411	7	4.059	2.804	.012
	Within Groups	108.577	75	1.448		
	Total	136.988	82			
CM2	Between Groups	9.443	7	1.349	1.276	.274
	Within Groups	79.280	75	1.057		
	Total	88.723	82			
CM3	Between Groups	15.939	7	2.277	1.888	.083
	Within Groups	90.447	75	1.206		
	Total	106.386	82			
CM4	Between Groups	10.907	7	1.558	1.560	.161
	Within Groups	74.900	75	.999		
	Total	85.807	82			
CM5	Between Groups	11.779	7	1.683	1.228	.298
	Within Groups	102.775	75	1.370		
	Total	114.554	82			
JS1	Between Groups	15.636	7	2.234	1.690	.124
	Within Groups	99.111	75	1.321		
	Total	114.747	82			
JS2	Between Groups	25.909	7	3.701	3.306	.004
	Within Groups	83.970	75	1.120		
	Total	109.880	82			
JS3	Between Groups	24.589	7	3.513	2.697	.015
	Within Groups	97.700	75	1.303		
	Total	122.289	82			
JS4	Between Groups	12.073	7	1.725	2.233	.041
	Within Groups	57.927	75	.772		
	Total	70.000	82			
JS5	Between Groups	13.967	7	1.995	2.367	.031
	Within Groups	63.214	75	.843		
	Total	77.181	82			

ANOVA-DEPARTMENT

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between Groups	10.670	7	1.524	1.22	.301
	Within Groups	93.547	75	1.247		
	Total	104.217	82			
E2	Between Groups	26.048	7	3.721	3.32	.004
	Within Groups	84.048	75	1.121		
	Total	110.096	82			
E3	Between Groups	31.047	7	4.435	3.91	.001
	Within Groups	84.977	75	1.133		
	Total	116.024	82			
E4	Between Groups	11.713	7	1.673	1.63	.140
	Within Groups	76.962	75	1.026		
	Total	88.675	82			
E5	Between Groups	11.656	7	1.665	1.81	.097
	Within Groups	68.899	75	.919		
	Total	80.554	82			
TD1	Between Groups	12.337	7	1.762	1.58	.156
	Within Groups	83.904	75	1.119		
	Total	96.241	82			
TD2	Between Groups	15.273	7	2.182	2.08	.056
	Within Groups	78.823	75	1.051		
	Total	94.096	82			
TD3	Between Groups	11.976	7	1.711	2.02	.064
	Within Groups	63.542	75	.847		
	Total	75.518	82			
TD4	Between Groups	14.100	7	2.014	1.96	.071
	Within Groups	76.961	75	1.026		
	Total	91.060	82			
TD5	Between Groups	12.589	7	1.798	1.82	.095
	Within Groups	73.917	75	.986		
	Total	86.506	82			

2. ANOVA-OCCUPATIONAL LEVEL.

ANOVA -OCCUPATIONAL LEVEL

		Sum of Squares	df	Mean Square	F	Sig.
EP1	Between Groups	2.194	1	2.194	1.838	.179
	Within Groups	96.674	81	1.194		
	Total	98.867	82			
EP2	Between Groups	.012	1	.012	.011	.915
	Within Groups	88.253	81	1.090		
	Total	88.265	82			
EP3	Between Groups	1.285	1	1.285	1.500	.224
	Within Groups	69.390	81	.857		
	Total	70.675	82			
EP4	Between Groups	1.050	1	1.050	.982	.325
	Within Groups	86.613	81	1.069		
	Total	87.663	82			
EP5	Between Groups	.314	1	.314	.307	.581
	Within Groups	82.674	81	1.021		
	Total	82.988	82			
CM1	Between Groups	.115	1	.115	.068	.794
	Within Groups	136.873	81	1.690		
	Total	136.988	82			
CM2	Between Groups	6.212	1	6.212	6.099	.016
	Within Groups	82.511	81	1.019		
	Total	88.723	82			
CM3	Between Groups	.299	1	.299	.228	.634
	Within Groups	106.087	81	1.310		
	Total	106.386	82			
CM4	Between Groups	.389	1	.389	.369	.545
	Within Groups	85.418	81	1.055		
	Total	85.807	82			
CM5	Between Groups	.033	1	.033	.023	.880
	Within Groups	114.522	81	1.414		
	Total	114.554	82			
JS1	Between Groups	5.631	1	5.631	4.180	.044
	Within Groups	109.116	81	1.347		
	Total	114.747	82			
JS2	Between Groups	.174	1	.174	.128	.721
	Within Groups	109.706	81	1.354		
	Total	109.880	82			
JS3	Between Groups	4.048	1	4.048	2.773	.100
	Within Groups	118.241	81	1.460		
	Total	122.289	82			
JS4	Between Groups	1.213	1	1.213	1.429	.235
	Within Groups	68.787	81	.849		
	Total	70.000	82			
JS5	Between Groups	.392	1	.392	.414	.522
	Within Groups	76.788	81	.948		
	Total	77.181	82			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between Groups	6.575	1	6.575	5.454	.022
	Within Groups	97.642	81	1.205		
	Total	104.217	82			
E2	Between Groups	6.712	1	6.712	5.258	.024
	Within Groups	103.385	81	1.276		
	Total	110.096	82			
E3	Between Groups	4.038	1	4.038	2.920	.091
	Within Groups	111.987	81	1.383		
	Total	116.024	82			
E4	Between Groups	.036	1	.036	.032	.857
	Within Groups	88.639	81	1.094		
	Total	88.675	82			
E5	Between Groups	.002	1	.002	.002	.968
	Within Groups	80.553	81	.994		
	Total	80.554	82			
TD1	Between Groups	1.202	1	1.202	1.024	.315
	Within Groups	95.039	81	1.173		
	Total	96.241	82			
TD2	Between Groups	6.133	1	6.133	5.648	.020
	Within Groups	87.963	81	1.086		
	Total	94.096	82			
TD3	Between Groups	2.940	1	2.940	3.281	.074
	Within Groups	72.578	81	.896		
	Total	75.518	82			
TD4	Between Groups	.192	1	.192	.171	.680
	Within Groups	90.868	81	1.122		
	Total	91.060	82			
TD5	Between Groups	.000	1	.000	.000	.990
	Within Groups	86.506	81	1.068		
	Total	86.506	82			

3. GENDER.**ANOVA-GENDER**

		Sum of Squares	df	Mean Square	F	Sig.
EP1	Between Groups	.413	1	.413	.340	.562
	Within Groups	98.454	81	1.215		
	Total	98.867	82			
EP2	Between Groups	2.383	1	2.383	2.247	.138
	Within Groups	85.882	81	1.060		
	Total	88.265	82			
EP3	Between Groups	1.808	1	1.808	2.126	.149
	Within Groups	68.867	81	.850		
	Total	70.675	82			
EP4	Between Groups	1.859	1	1.859	1.755	.189
	Within Groups	85.804	81	1.059		
	Total	87.663	82			
EP5	Between Groups	1.557	1	1.557	1.549	.217
	Within Groups	81.431	81	1.005		
	Total	82.988	82			
CM1	Between Groups	1.458	1	1.458	.871	.353
	Within Groups	135.530	81	1.673		
	Total	136.988	82			
CM2	Between Groups	.341	1	.341	.312	.578
	Within Groups	88.382	81	1.091		
	Total	88.723	82			
CM3	Between Groups	.078	1	.078	.060	.808
	Within Groups	106.307	81	1.312		
	Total	106.386	82			
CM4	Between Groups	.020	1	.020	.019	.890
	Within Groups	85.787	81	1.059		
	Total	85.807	82			
CM5	Between Groups	.995	1	.995	.710	.402
	Within Groups	113.559	81	1.402		
	Total	114.554	82			
JS1	Between Groups	.161	1	.161	.113	.737
	Within Groups	114.586	81	1.415		
	Total	114.747	82			
JS2	Between Groups	2.789	1	2.789	2.109	.150
	Within Groups	107.091	81	1.322		
	Total	109.880	82			
JS3	Between Groups	.741	1	.741	.493	.484
	Within Groups	121.549	81	1.501		
	Total	122.289	82			
JS4	Between Groups	.448	1	.448	.522	.472
	Within Groups	69.552	81	.859		
	Total	70.000	82			
JS5	Between Groups	2.309	1	2.309	2.498	.118
	Within Groups	74.872	81	.924		
	Total	77.181	82			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between groups	1.276	1	1.276	1.004	.319
	Within Groups	102.941	81	1.271		
	Total	104.217	82			
E2	Between groups	1.439	1	1.439	1.072	.303
	Within Groups	108.658	81	1.341		
	Total	110.096	82			
E3	Between groups	.547	1	.547	.384	.537
	Within Groups	115.477	81	1.426		
	Total	116.024	82			
E4	Between groups	.195	1	.195	.178	.674
	Within Groups	88.480	81	1.092		
	Total	88.675	82			
E5	Between groups	2.124	1	2.124	2.194	.142
	Within Groups	78.430	81	.968		
	Total	80.554	82			
TD1	Between groups	.022	1	.022	.018	.892
	Within Groups	96.219	81	1.188		
	Total	96.241	82			
TD2	Between groups	.281	1	.281	.242	.624
	Within Groups	93.816	81	1.158		
	Total	94.096	82			
TD3	Between groups	3.160	1	3.160	3.537	.064
	Within Groups	72.358	81	.893		
	Total	75.518	82			
TD4	Between groups	.731	1	.731	.656	.420
	Within Groups	90.329	81	1.115		
	Total	91.060	82			
TD5	Between groups	.035	1	.035	.033	.856
	Within Groups	86.471	81	1.068		
	Total	86.506	82			

4. ETHNIC GROUP.**ANOVA - ETHNIC GROUP**

		Sum of Squares	df	Mean Square	F	Sig.
EP1	Between Groups	.433	3	.144	.116	.951
	Within Groups	98.435	79	1.246		
	Total	98.867	82			
EP2	Between Groups	1.254	3	.418	.380	.768
	Within Groups	87.011	79	1.101		
	Total	88.265	82			
EP3	Between Groups	6.688	3	2.229	2.752	.048
	Within Groups	63.987	79	.810		
	Total	70.675	82			
EP4	Between Groups	.532	3	.177	.161	.922
	Within Groups	87.130	79	1.103		
	Total	87.663	82			
EP5	Between Groups	2.771	3	.924	.910	.440
	Within Groups	80.217	79	1.015		
	Total	82.988	82			
CM1	Between Groups	2.684	3	.895	.526	.666
	Within Groups	134.304	79	1.700		
	Total	136.988	82			
CM2	Between Groups	2.602	3	.867	.796	.500
	Within Groups	86.121	79	1.090		
	Total	88.723	82			
CM3	Between Groups	4.105	3	1.368	1.057	.372
	Within Groups	102.280	79	1.295		
	Total	106.386	82			
CM4	Between Groups	1.242	3	.414	.387	.763
	Within Groups	84.565	79	1.070		
	Total	85.807	82			
CM5	Between Groups	.162	3	.054	.037	.990
	Within Groups	114.393	79	1.448		
	Total	114.554	82			
JS1	Between Groups	4.934	3	1.645	1.183	.322
	Within Groups	109.813	79	1.390		
	Total	114.747	82			
JS2	Between Groups	4.869	3	1.623	1.221	.308
	Within Groups	105.011	79	1.329		
	Total	109.880	82			
JS3	Between Groups	22.071	3	7.357	5.799	.001
	Within Groups	100.219	79	1.269		
	Total	122.289	82			
JS4	Between Groups	3.087	3	1.029	1.215	.310
	Within Groups	66.913	79	.847		
	Total	70.000	82			
JS5	Between Groups	7.909	3	2.636	3.007	.035
	Within Groups	69.272	79	.877		
	Total	77.181	82			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between Groups	4.434	3	1.478	1.170	.326
	Within Groups	99.783	79	1.263		
	Total	104.217	82			
E2	Between Groups	1.009	3	.336	.244	.866
	Within Groups	109.087	79	1.381		
	Total	110.096	82			
E3	Between Groups	2.231	3	.744	.516	.672
	Within Groups	113.793	79	1.440		
	Total	116.024	82			
E4	Between Groups	.902	3	.301	.271	.846
	Within Groups	87.773	79	1.111		
	Total	88.675	82			
E5	Between Groups	3.607	3	1.202	1.235	.303
	Within Groups	76.947	79	.974		
	Total	80.554	82			
TD1	Between Groups	3.714	3	1.238	1.057	.372
	Within Groups	92.527	79	1.171		
	Total	96.241	82			
TD2	Between Groups	4.251	3	1.417	1.246	.299
	Within Groups	89.845	79	1.137		
	Total	94.096	82			
TD3	Between Groups	5.589	3	1.863	2.105	.106
	Within Groups	69.929	79	.885		
	Total	75.518	82			
TD4	Between Groups	3.625	3	1.208	1.092	.358
	Within Groups	87.435	79	1.107		
	Total	91.060	82			
TD5	Between Groups	2.278	3	.759	.712	.548
	Within Groups	84.228	79	1.066		
	Total	86.506	82			

5.HIGHEST QUALIFICATION.**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between Groups	2.087	3	.696	.538	.658
	Within Groups	102.130	79	1.293		
	Total	104.217	82			
E2	Between Groups	2.302	3	.767	.562	.641
	Within Groups	107.794	79	1.364		
	Total	110.096	82			
E3	Between Groups	4.312	3	1.437	1.02	.390
	Within Groups	111.712	79	1.414		
	Total	116.024	82			
E4	Between Groups	4.202	3	1.401	1.31	.277
	Within Groups	84.473	79	1.069		
	Total	88.675	82			
E5	Between Groups	3.737	3	1.246	1.28	.287
	Within Groups	76.817	79	.972		
	Total	80.554	82			
TD1	Between Groups	8.435	3	2.812	2.53	.063
	Within Groups	87.805	79	1.111		
	Total	96.241	82			
TD2	Between Groups	7.806	3	2.602	2.38	.076
	Within Groups	86.291	79	1.092		
	Total	94.096	82			
TD3	Between Groups	5.892	3	1.964	2.23	.091
	Within Groups	69.626	79	.881		
	Total	75.518	82			
TD4	Between Groups	9.117	3	3.039	2.93	.039
	Within Groups	81.944	79	1.037		
	Total	91.060	82			
TD5	Between Groups	2.007	3	.669	.625	.601
	Within Groups	84.499	79	1.070		
	Total	86.506	82			

6. LENGTH OF SERVICE IN THE TSOGO SUN GROUP.

ANOVA- LENGTH OF SERVICE IN THE TSOGO SUN GROUP

		Sum of Squares	df	Mean Square	F	Sig.
EP1	Between Groups	2.848	3	.949	.781	.508
	Within Groups	96.020	79	1.215		
	Total	98.867	82			
EP2	Between Groups	6.559	3	2.186	2.114	.105
	Within Groups	81.706	79	1.034		
	Total	88.265	82			
EP3	Between Groups	1.518	3	.506	.578	.631
	Within Groups	69.156	79	.875		
	Total	70.675	82			
EP4	Between Groups	2.353	3	.784	.726	.539
	Within Groups	85.310	79	1.080		
	Total	87.663	82			
EP5	Between Groups	4.997	3	1.666	1.687	.176
	Within Groups	77.991	79	.987		
	Total	82.988	82			
CM1	Between Groups	14.464	3	4.821	3.109	.031
	Within Groups	122.524	79	1.551		
	Total	136.988	82			
CM2	Between Groups	2.732	3	.911	.837	.478
	Within Groups	85.991	79	1.088		
	Total	88.723	82			
CM3	Between Groups	4.659	3	1.553	1.206	.313
	Within Groups	101.727	79	1.288		
	Total	106.386	82			
CM4	Between Groups	4.710	3	1.570	1.530	.213
	Within Groups	81.097	79	1.027		
	Total	85.807	82			
CM5	Between Groups	5.135	3	1.712	1.236	.302
	Within Groups	109.419	79	1.385		
	Total	114.554	82			
JS1	Between Groups	2.729	3	.910	.641	.591
	Within Groups	112.018	79	1.418		
	Total	114.747	82			
JS2	Between Groups	2.353	3	.784	.576	.632
	Within Groups	107.526	79	1.361		
	Total	109.880	82			
JS3	Between Groups	8.367	3	2.789	1.934	.131
	Within Groups	113.922	79	1.442		
	Total	122.289	82			
JS4	Between Groups	2.324	3	.775	.904	.443
	Within Groups	67.676	79	.857		
	Total	70.000	82			
JS5	Between Groups	3.332	3	1.111	1.188	.320
	Within Groups	73.849	79	.935		
	Total	77.181	82			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between Groups	4.429	3	1.476	1.169	.327
	Within Groups	99.788	79	1.263		
	Total	104.217	82			
E2	Between Groups	2.042	3	.681	.498	.685
	Within Groups	108.054	79	1.368		
	Total	110.096	82			
E3	Between Groups	10.410	3	3.470	2.595	.058
	Within Groups	105.614	79	1.337		
	Total	116.024	82			
E4	Between Groups	2.694	3	.898	.825	.484
	Within Groups	85.981	79	1.088		
	Total	88.675	82			
E5	Between Groups	2.261	3	.754	.761	.520
	Within Groups	78.293	79	.991		
	Total	80.554	82			
TD1	Between Groups	8.275	3	2.758	2.477	.067
	Within Groups	87.966	79	1.113		
	Total	96.241	82			
TD2	Between Groups	6.215	3	2.072	1.862	.143
	Within Groups	87.882	79	1.112		
	Total	94.096	82			
TD3	Between Groups	6.765	3	2.255	2.591	.059
	Within Groups	68.753	79	.870		
	Total	75.518	82			
TD4	Between Groups	5.006	3	1.669	1.532	.213
	Within Groups	86.054	79	1.089		
	Total	91.060	82			
TD5	Between Groups	3.717	3	1.239	1.182	.322
	Within Groups	82.789	79	1.048		
	Total	86.506	82			

7. GROSS BASIC SALARY.

ANOVA- GROSS BASIC SALARY

		Sum of Squares	df	Mean Square	F	Sig.
EP1	Between Groups	5.146	4	1.286	1.071	.377
	Within Groups	93.722	78	1.202		
	Total	98.867	82			
EP2	Between Groups	1.501	4	.375	.337	.852
	Within Groups	86.764	78	1.112		
	Total	88.265	82			
EP3	Between Groups	12.391	4	3.098	4.146	.004
	Within Groups	58.284	78	.747		
	Total	70.675	82			
EP4	Between Groups	1.832	4	.458	.416	.796
	Within Groups	85.831	78	1.100		
	Total	87.663	82			
EP5	Between Groups	8.108	4	2.027	2.112	.087
	Within Groups	74.880	78	.960		
	Total	82.988	82			
CM1	Between Groups	6.791	4	1.698	1.017	.404
	Within Groups	130.197	78	1.669		
	Total	136.988	82			
CM2	Between Groups	8.445	4	2.111	2.051	.095
	Within Groups	80.278	78	1.029		
	Total	88.723	82			
CM3	Between Groups	4.617	4	1.154	.885	.477
	Within Groups	101.768	78	1.305		
	Total	106.386	82			
CM4	Between Groups	4.400	4	1.100	1.054	.385
	Within Groups	81.408	78	1.044		
	Total	85.807	82			
CM5	Between Groups	3.140	4	.785	.550	.700
	Within Groups	111.415	78	1.428		
	Total	114.554	82			
JS1	Between Groups	19.947	4	4.987	4.103	.005
	Within Groups	94.800	78	1.215		
	Total	114.747	82			
JS2	Between Groups	7.819	4	1.955	1.494	.212
	Within Groups	102.060	78	1.308		
	Total	109.880	82			
JS3	Between Groups	3.987	4	.997	.657	.624
	Within Groups	118.302	78	1.517		
	Total	122.289	82			
JS4	Between Groups	8.454	4	2.113	2.679	.038
	Within Groups	61.546	78	.789		
	Total	70.000	82			
JS5	Between Groups	3.532	4	.883	.935	.448
	Within Groups	73.649	78	.944		
	Total	77.181	82			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between Groups	16.490	4	4.122	3.665	.009
	Within Groups	87.727	78	1.125		
	Total	104.217	82			
E2	Between Groups	14.132	4	3.533	2.872	.028
	Within Groups	95.964	78	1.230		
	Total	110.096	82			
E3	Between Groups	11.248	4	2.812	2.093	.090
	Within Groups	104.777	78	1.343		
	Total	116.024	82			
E4	Between Groups	1.994	4	.499	.449	.773
	Within Groups	86.680	78	1.111		
	Total	88.675	82			
E5	Between Groups	1.498	4	.374	.369	.830
	Within Groups	79.056	78	1.014		
	Total	80.554	82			
TD1	Between Groups	4.603	4	1.151	.979	.424
	Within Groups	91.638	78	1.175		
	Total	96.241	82			
TD2	Between Groups	9.876	4	2.469	2.287	.067
	Within Groups	84.221	78	1.080		
	Total	94.096	82			
TD3	Between Groups	3.196	4	.799	.862	.491
	Within Groups	72.323	78	.927		
	Total	75.518	82			
TD4	Between Groups	1.867	4	.467	.408	.802
	Within Groups	89.194	78	1.144		
	Total	91.060	82			
TD5	Between Groups	6.181	4	1.545	1.501	.210
	Within Groups	80.325	78	1.030		
	Total	86.506	82			

Private And Confidential

Thomas International Management Systems

Personal Profile Analysis

For

The Candidate

Reports Selected For The Candidate

- Executive Summary
- PPA Profile
- Personal Review
- Strengths and Limitations
- Person to Person Compatibility
- How to Manage
- Ideal Team Culture
- Team Analysis
- Management Interview Questionnaire
- Sales Interview Questionnaire
- General Interview Questionnaire
- Management Skills Audit
- Sales Skills Audit
- Sales Summary
- Admin/Technical Skills Audit
- Customer Service Audit
- Call Centre Audit
- Training Needs Analysis
- Candidate Feedback
- Career Guidelines
- Job Evaluation (HJA)
- Person to Position Comparison

Private and Confidential

Training Needs Analysis

For

The Candidate

This forceful, results-orientated person is logical and systematic by nature. He will strive for a successful outcome, for perfection and to get things done quickly, with or without the co-operation of others. As a direct result he may be prone to inner conflict and frustration.

There is certainly a need for The Candidate to work at his people-skills.

The Candidate's drive to get things done quickly can lead to a relentless work pace and such demands on others that they feel unable to cope.

Training would help The Candidate to communicate effectively and realise the effect of his demands. If not already undertaken we would recommend the following.

Communication

The Candidate needs to learn that:

- * time must be set aside to communicate effectively
- * communication is about conveying news, thoughts and in particular views and feelings
- * what is conveyed must be heard, seen, observed, understood and acted upon.

Good communicators are not focused on winning but on gaining the understanding, co-operation and commitment of others so that all are successful. Good communicators express themselves clearly and make known their feelings as well as their ideas and views so that they gain commitment and, above all, focus from shared values.

Poor communicators are often arrogant in manner. They drive others, telling them what to do and this eventually creates animosity, reducing communication into an "I win - you lose" situation. This can result in a lack of commitment and motivation, reduced performance, a break down in terms of attitude, a loss of ability to lead and direct ultimately failure.

The Candidate should be given communication and negotiation training which includes the following:

- * Success in Communication - Recognition that success comes from a "win - win" style of communication.
- * Creating Time - Understanding that effective communication needs time.
- * Conveying the Message - Effectively expressing views, thoughts and feelings.
- * Checking - For clarity of meaning and understanding, setting values, gaining commitment.

It should be noted that people such as The Candidate often feel confident that they are effective communicators when others know they are not. Once The Candidate accepts that poor communication leads to failure, he is more likely to modify behaviour to a "you win - I win" scenario.

People Skills

The Candidate needs to learn to:

- * Communicate with others
- * Motivate people - encourage, enthuse and inspire them
- * Be at ease working with others, individually and in groups or teams.

Those who are competent in working with and through others are usually open-minded, prepared to listen to and consider other's views and are generally empathetic. Such people encourage those who may not be fully competent. They enthuse about the ideas of others and they help, and are a great asset to, the team.

Those with poor people skills tend to be introverted and may not share their feelings, thoughts and ideas. While such people are often logical, systematic and thorough, they do not succeed in creating enthusiasm in others.

Aggressive individuals often have poor people skills for they do not consider the feelings of others and may try to overpower them. Such people tend to be untrusting of others and somewhat reserved and reflective.

In order that The Candidate may achieve his maximum potential, we recommend Interpersonal Skills training which incorporates the following:

- * Self Assessment - To recognise the effect one can have on others and how to modify for success.
- * Motivation Theory - A general introduction. Routines for dealing with problems created by others but which still leave them highly motivated.
- * Communication Skills - Art of listening, presenting and enthusing others.
- * Body Language Skills - Recognising how others feel about one's comments and

actions.

Such a programme is likely to take three to five days, unless Interpersonal Skills training has previously been undertaken.

When The Candidate has completed the training, his manager will need to provide projects and monitor progress so that the skills learnt become second nature and that The Candidate does not revert regressively to previous behavioural patterns.

Other Potential Training Needs

The recommended training needs listed above are the key priorities for The Candidate. Other training and development programmes which would enhance performance include:

- * Modifying Behaviour
- * Creative Problem Solving

It should be noted that the training needs which have been recommended relate to soft competences. Vocational, specialist and/or technical job-related training is not included within this report.

Private and Confidential

Career Indicators

For

The Candidate

About You

You are a direct, forceful person who attempts to find the correct solution to problems. You are usually prepared to concentrate on the task at hand and, if necessary, cope with detailed work. However, if such work becomes too routine and repetitive, you may become bored and restless. Achieving a good result is important to you, as is the need to gather facts and information before taking action or making a decision.

In order to keep yourself motivated you like to be given a variety of challenging tasks that you will investigate in order to find a solution. Once you have had time to consider the options you will feel confident to proceed and make clear decisions.

You are fairly analytical and as such can absorb detailed information, which you are able to use to your advantage. Being fairly quiet and reserved you probably prefer to work alone rather than have to rely on others.

You In The Workplace

As your career develops and you gain experience in the workplace it is likely that you will seek authority in your specific area of expertise. As you mature in the job and become more knowledgeable in your role, colleagues will come to recognise the hard work you put into achieving results. You are naturally competitive and you will endeavour to be a 'winner'.

You are likely to be a hard taskmaster putting pressure on both yourself and others to produce. In order to reach your goals you will be willing to abide by the rules and procedures set by the organisation and will probably become irritated and demanding if others do not do likewise.

Your responses suggest that you are an assertive individual but will, when necessary, use facts and figures to prove a point. In the main you probably dislike conflict, but you can and will cope with it if you feel it is unavoidable.

Given these factors, the ideal working environment for you to aim at would be one that offers you a variety of challenging tasks but equally allows you to achieve results

through analysing the problem before taking action or making a decision. Ensuring quality and standards will also be important to you. The job function should be clearly defined, the timescales agreed and then you should be allowed to get on with the task in hand.

Key Career Criteria

When identifying your future career you should consider and utilise your particular skills. Thus key factors to consider are areas where you can drive towards achieving as near perfect a solution to a problem as possible. This should be a key aspect of any job you decide to undertake.

The following tasks and responsibilities are likely to be appropriate to your behavioural characteristics.

- * Being involved with challenging assignments and taking responsibility in an area where you have specific knowledge and expertise.
- * Achieving results whilst at the same time ensuring quality and standards are maintained.
- * Making decisions after investigating the available facts and information.
- * Studying and analysing information before deciding on how to solve a problem.

Ideally the job should not have excessive interaction and communication with others or call upon you to deal too closely with people on a continual or day-to-day basis.

Your Work Strengths

Once you have decided upon your career path and any matching educational opportunities, you can move towards realising your full potential and test and develop your work strengths.

The contribution you are likely to bring to an organisation will be your desire to think clearly in order to solve a problem and then come up with a practical and creative solution. You are likely to push forward and have a desire to achieve results whilst at the same time ensuring standards and quality are maintained. Adhering to the rules and procedures set by the organisation will be important to you and you will be recognised for your capacity to follow set guidelines and to ensure that others do likewise. You can either work alone or on the periphery of a team providing expert advice and solutions to problems. You can absorb detail and will compete and challenge others in your area of expertise.

Job Possibilities

The following jobs have been selected as best suited to your characteristics and the occupation level requested. The list may not be fully exhaustive and is selected for a range of Generic Job areas. Remember this assessment does not take account of any special skills, work experience or training you might have had to date. Note that the number of jobs can vary considerably, depending upon the assessment.

Self Employment And Agency Work

Consultancy: Financial Consultant, Technical Consultant

Other: Health and Medical Services Work, Transport Work

Armed Forces

The Naval Service: SAN Officer, Marines Commando

Administration/Business/Clerical & Management

Civil Service: Administrative Officer, Specialist Staff

Business/Institute Management: Chartered Secretary, Director, Strategic Planner

Information Technology: Database Administrator

Management Services: Organisation and Methods Officer

Consumer Protection: Trading Standards Officer, Environment Health Officer

Print Art And Design

Printing: Printing Manager

Teaching And Cultural Activities

Journalism And Technical Writing: Technical Author

Entertainment And Leisure

Performing Arts: Dance Choreographer, Music Teacher

Broadcasting/Film/Theatre: Cameraman/woman/Camera Operator, Floor/Stage Manager/Assistant Director, Researcher

Hospitality And Other Services

Hotel And Catering: Chef/Cook

Health And Medical Services

Health Service: Health Service Manager

Nursing And Ancillary Work: Registered Child Nurse, Registered Learning Disability Nurse, Registered Mental Health Nurse, Registered Nurse

Medical Science And Technology: Medical Laboratory Assistant, Medical Technical Officer

Probation And Aftercare: Probation Officer

Security And Protective Services

Fire Service: Safety Officer

Finance And Related Work

Accountancy: Auditor

Insurance Work: Loss Control Manager, Risk Manager

Stock Exchange Work And Investment Analysis: Investment Analyst, Market Analyst

Buying/Selling And Related Services

Retail Distribution: Food Service Manager, Retail Manager

Sciences/Mathematics And Related Work

Sciences: Food Technologist, Laboratory Technician, Materials Technologist, Technical Researcher, Technical Writer, Technical manager, Chemist

Engineering

Engineering: Engineer, Inspector, Installation Engineer, Project Manager (Engineering), Quality Controller

Electrical Work: Electrical Engineer (Chief), Electronics Engineer

Manufacturing Industries

Manufacturing: Production Manager, Production Planner

Chemical Plant Processing: Chemical Engineer

Construction And Land Services

Building Technology And Management: Construction Manager

Other Construction Work: Mine Manager

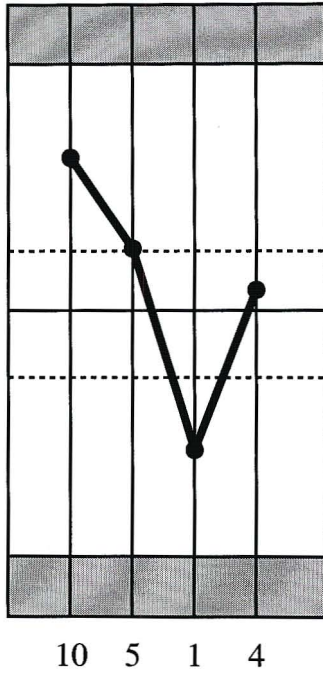
Animals/Plants And The Environment

Horticulture: Horticultural Manager

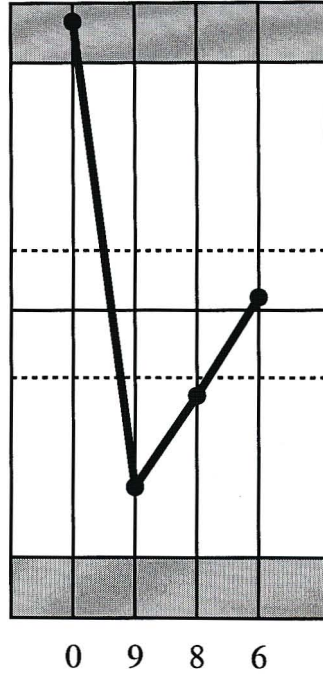
Transport

Road Transport: Road Transport Manager

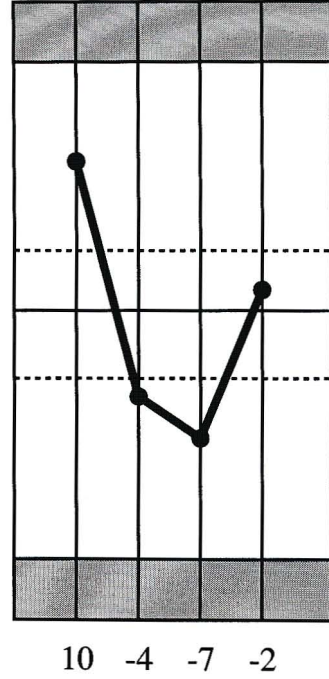
Graph I
Work Mask
D I S C



Graph II
Behaviour under pressure
D I S C



Graph III
Self Image
D I S C



Selecting Candidates for Further Development

PPA/HJA FIT VS LEARNING POTENTIAL MATRIX

