CHAPTER ONE

STATEMENT OF THE PROBLEM

1.1 Introduction

‘Employment Equity’, Affirmative Action and Managing Diversity are phrases in common currency in the newly democratic South Africa just as they are in most democratic countries of the world. However, although these concepts are now being articulated by government, business, and trade unions, for many years they were the sole preserve of those organizations subscribing to the various codes of conduct adopted by employers who opposed apartheid. Thus, although the debate about these concepts is just beginning in earnest, some academic research and practical experience did take place during the time of the apartheid regime which, now, informs the implementation of Employment Equity, Affirmative Action and Managing Diversity Programmes in the new era.

This chapter gives an overview of the background and context of the research problem, purpose and objectives, research questions, and significance of the study. The chapter will end by discussing the delimitation of the study, defining key terms used in the study and outlining how the dissertation will be organized.

South Africa, pre 1994 had long been isolated from the world economy, due to its discriminatory laws and apartheid policies. White people dominated the employment trends in South Africa. The first free democratic election process, during 1994, saw the overwhelming majority of citizens’ vote for the ANC. The transition marked a change from an apartheid government to a government of democracy, with a constitutional framework – the constitution of 1996 to encapsulate certain rights and embrace ‘One Law for One Nation’.
The new democratically elected government, which acceded to power as a result of overwhelming Black majority support inherited a society marked by deep social and economic inequalities, as well as serious racial, political and social divisions” (White Paper on the Transformation of the Public Service, 1995).

The white paper on the Transformation of the Public Service (1995) (White Paper hereafter) points out that representativeness is one of the main foundations of a non-racist, non-sexist and democratic society, and as such one of the key principles of the democratically elected government of South Africa. The white paper (1995) emphasizes that Black People (Africans, Coloureds and Asians) had been excluded from all positions of influence in the state and civil society and that women were similarly disadvantaged, particularly those from the Black communities. Also, people with disabilities, irrespective of gender or race, were seldom found in any positions of influence in the state or civil society (White Paper, 1995).

Adoption of the Constitution introduced a new democratic process. Many Acts have been passed in Parliament since 1994, and these Acts affect the lives and professions of Human Resource Practitioners most closely so they may seek to redress the inequitable discriminatory practices and processes. One specific act, the Employment Equity Act, No 55 (1998), has a profound impact on the daily operation of human resource practice and procedure.

Despite the advent of a democratic order the South African workplace is still characterized by discrimination and inequality. One of the clearest indications of the perverseness of systematic inequality is the underrepresentation of Black people and women in senior positions and the almost total lack of representation of disabled people. More than 80% of the population is (black people) make up only 4% of senior management in corporations; women constitute 56% of the population but only 12% of senior management. People
with disabilities are estimated to constitute about 12% of the population but are invisible and exploited in the workplace (Locus 2003). The Constitution and all the new labor legislation makes provisions for action aimed at redressing the imbalances resulting from past discrimination.

The first part of the study will briefly highlight the historical facts reflecting the numerous social imbalances in South African society. One piece of legislation, namely the Employment Equity Act No 55 (1998), has served as the catalyst for change so towards embracing diversity within South African organizations. In the Employment Equity Act No 55 (1998) recognizes that as a result of apartheid and other discriminatory societal practices, there have been disparities in employment opportunities among the race groups.

The second part will concentrate on gender and gender equity. The focus on gender is of particular interest as the Employment Equity Act No 55 (1998) concentrates on marginalized groupings and gender imbalance. This study will show that more and more women are being employed in the working world and that the traditional role of women as home nurturers is slowly fading (McCormick & Llgen, 1986).

The study will be conducted in the departments of Home Affairs, Transport and Education in the Eastern Cape Province. Information will be gathered by means of questionnaires.

1.2 Statement of problem

This study aims to determine the effectiveness of Employment Equity, and Affirmative Action and Managing Diversity policy in the workplace. This study will try to answer questions such as these: To what extent is employment equity, and affirmative action and managing diversity being implemented? What steps are being taken to implement employment equity and affirmative
action and to manage diversity? What challenges are being faced in implementing employment equity and affirmative action and managing diversity?

The purpose of this research will be to investigate the extent to which employment equity, and affirmative action, and managing diversity, is implemented in selected departments of the public sector, and to ascertain whether the concepts of racism and discrimination still prevail in the organizations after the implementation of the employment equity forum. This is of particular interest with regard to gender diversity.

1.3 Research Objectives

To determine the extent to which employment equity and affirmative action and managing diversity are presently being implemented,

To identify the steps being taken to implement employment equity, and affirmative action in managing diversity.

To identify the challenges that are being faced in implementing employment equity and affirmative action and managing diversity.

1.4 Hypotheses

1(a) there is no policy of employment equity in the work place
(b) Employment equity has no effect on the employees (if the correlation between equity and effects of equity is significant, is marked by a or then employment equity has an effect on the employees)
Given the above mentioned problems and objectives; implementation of employment equity and affirmative action practices in managing diversity do influence employees whether negatively or positively.

1.5 Significance of the study

The research will help to discuss the main factors contributing to employment equity, and affirmative action and managing diversity in the departments of Home Affairs, Transport, and Education in the Eastern Cape Province.

1.6 Definition of concepts

Employment Equity
Employment Equity is a fair chance in the workplace. It serves to ensure that no one is denied opportunity for employment or advancement for reasons unrelated to abilities. Employment equity also refers to a series of initiatives designed to remove discrimination from the workplace, (Quinta, 2005).

Affirmative Action
Affirmative Action generally reflects labour market policy aimed at addressing past imbalances that are a direct result of discrimination. These may include minors, women, disabled people and black people (Thomas, 2002).

Diversity
Diversity encompasses all forms of difference among individuals, including, gender, age, ability, religious affiliation, personality, economic class, social status, military attachments, and sexual orientation (Nelson, 1997:39).
The literature review of this study will focus on Employment Equity, and Affirmative Action and Managing Diversity in the workplace respectively. These three concepts will be thoroughly discussed.

*Research methodology*

Research design is a plan as to what data to gather, from whom, how and when, and how to analyze the data obtained. It is a systematic plan to coordinate research steps to ensure the efficient use of resources and to guide the research according to scientific methods; again, it is a plan to be followed to meet the research objectives, and is the framework within which to solve a specific problem (Minnesota, 2004). A research design describes a logical manner in which individuals or other units are compared and analyzed; it is the basis for making interpretations of the data. The purpose of a design is to ensure that the relation between independent and dependent variables is not subject to alternative interpretations. It is the clue that holds all of the elements in a research project together (Thompson, 2001). This study will employ a quantitative research method.

In this study the data will be collected by the use of self-administered questionnaires. Self-administered questions will be used in order to accurately gather the required survey data from selected respondents to meet the researcher’s informational objectives, to present as positive an image of market research as possible to the respondents such that they will not feel negative toward the survey but welcome it and future surveys.

For the purpose of this study structured questionnaires are used to collect data. Each questionnaire will consist of four sections, a biographical data section, a section about Employment Equity, one about Affirmative Action, and, lastly a section about Diversity Management.
The questionnaires will be self-administered by the respondents so that they can complete the questions in their own time without any distraction.

Data analysis is a way of analyzing data for their meaning, and descriptive statistics will be used to answer the research questions. Statistical analyses of the data will be connived out by the statistics.

1.7 Delimitation of the study

The study is confined to employees of the Eastern Cape Department of Home Affairs, Transport, and Education.

Limitations of the study

- Time was a major liminating factor in this research. In most cases the participants do not complete the questionnaires in time and that made the research process time consuming.
- Some employees were not co-operative; they were reluctant to complete the questionnaire.

1.13 Conclusion

Employment Equity, Affirmative Action, and Diversity Management are important and needed in the workplace to determine how employers treat employees. This chapter has highlighted the introduction provided, background to the study, stated the research problem, and the purpose of the research. It presented research questions, objectives, hypotheses pointed to, significance of the study, and mentions delimitations, preliminary review of literature, indicated its research methodology, the method data collection, and the manner data analysis conclude
CHAPTER TWO

EMPLOYMENT EQUITY

2.1 Introduction

In racially and culturally diverse societies, organizations and companies will ideally be similarly diverse because of their demographics. South African organizations have generally been skewed in terms of their workforce, especially at the middle to upper levels of management. Since the 1994 general elections, South Africa has been well on its way towards establishing political and social democracy. Employment Equity, Affirmative Action and Diversity Management are strategies employed by government and business to remove all forms of apartheid and to give everyone the opportunity to actualize his/her potential. Employment Equity is legally enforced in South African organizations. Organisations might willingly or unwillingly submit to the law (Nel, 2004).

Employment Equity is about eliminating discrimination and creating a work environment in which designated groups’ members can participate in employment opportunities and pursue careers as effectively as others. The focus of employment equity programs is on women, disabled people and black people.

Employment Equity is a fair chance in the workplace. It serves to ensure that no one is denied an opportunity for employment or advancement for reasons unrelated to abilities. Employment equity is also a series of initiatives designed to remove discrimination from the workplace, (Quinta, 2005).
The Employment Equity Act No. 55 of 1998 (Republic of South Africa, 1998a) aims to ensure that the legacies of apartheid in the South African workplace are redressed. In this regard, employment equity will, overtime, be achieved by promoting equal opportunity and fair treatment through the elimination of unfair discrimination and through the implementation of Affirmative action measures to advance black people, women and people with disabilities (referred to as designated groups). The Employment Equity Act endeavors to ensure the equitable representation of people from designated groups in all occupational categories and levels in the workplace.

Despite the advent of a democratic order the South African workplace is still characterized by discrimination and inequality. One of the clearest indications of the perverseness of systematic inequality is the underrepresentation of black people and women in senior positions and the almost total lack of representation of disabled people. More than 80% of the population blacks make up only 4% of senior management in corporations, women constitute 56% of the population but only 12% in senior management. People with disabilities are estimated to constitute about 55% of the population but are invisible and exploited in the workplace (Locus 2003). The constitution and all the new labor legislation make provision for actions aimed at redressing imbalances resulting from past (statutory) discrimination. The employment and Occupational Equity proposals include special measures to assist black people with disability.

Section 6 of the Employment Equity Act, 55 of 1998 (EEA) prohibits unfair discrimination against employees or job applicants on one more grounds of personal/physical characteristics like, gender, disability and HIV status. Such characteristics may not be taken into account in employment decision-making. However, they may into account where they are relevant to other affirmative action measures or the inherent needs of a job, (Quinta, 2005).
The Employment Equity act 55 of 1998 imposes a duty on employers to eliminate unfair discrimination. Research has shown employers that they can increase productivity, motivation, resourcefulness in the workplace when they invest in their people and treat them with fairness and equity (Locus, 2003).

Although progress has been made in reconstructing a society based on equality, justice and freedom, forms of structural and systematic inequality still persist which undermine the values of constitutional democracy. Implementing employment equity involves eliminating unfair discrimination in Human Resource policies and practices in the workplace, and designing and implementing affirmative action measures to achieve equitable representation of designated groupings in all occupational categories and levels in the workplace (Quinta, 2005).

A very important development that has a major impact on employment relations and which human resources managers should take careful note of, is employment equity in terms of the Employment Equity Act (No 66 RSA of 1998). South Africa has a legacy of discrimination in relation to race, gender and disability that has denied access to opportunities for education, employment, promotion, and wealth creation for most South Africans. (Nel, Van Dyk, Sono, Wemer 2004).

**2.2 Definition**

Employment equity creation is an on-going process used by employers to identify and eliminate barriers in an organization’s employment procedures and policies, and put into place positive policies and practices to ensure appropriate representation of designated group members throughout their workforce (Elizabeth, 2005). According to Luhabe (1993), employment equity provides equal access for all people to participate in the empowerment process.
and advance on the basis of merit, ability and potential. Furthermore, it assumes that people come from a homogeneous background and can therefore compete on an equal basis.

Employment equity reflects a commitment to a fair working environment. It is a strategy to develop a workforce that is, at all levels, representative of the diversity of the population and in which no one is denied an opportunity to employment or advancement for reasons other than capacity to do the job. Employment equity consists of a series of initiatives designed to remove discrimination from the workplace. The process includes a careful review of policies, procedures and practices to determine if anything discriminatory might be affecting employment opportunities. New policies and programs are put into place to remove barriers, to provide equal opportunity in employment and to help create a positive and supportive working environment (Smith, 2003).

2.3 The rationale for employment equity

At a company level, the face of the South African workplace is becoming more diverse although it may be argued that it is not happening rapidly enough. Through programmes of affirmative action (often, previously called in South Africa, black advancement programmes, equal opportunity programmes, corrective action programmes, amongst others), employers have made efforts since the early 1990s to include, in management structures, people from historically disadvantaged backgrounds who were previously denied such access (Thomas, 1996). While some progress has been made in this area, management structures are still the domain of white males. Records provided in 1997 (Breakwater Monitor, 1997) of 99 companies employing, in total, 651,000 employees indicated that top managerial ranks of companies (Paterson F Grade) comprised 6.15% blacks, 0.36% Coloureds, 0.90% Asians, while whites constituted 92.59%. This was in sharp contrast to the lowest level (Paterson A Grade) where the equivalent statistics were 88.47, 8.25%, 1.29% and 1.99% respectively. In July 1998, a continuation of this study (Breakwater
Monitor, 1998) reported that 87% of private sector management is white, 93% of executive managers are white, 92% of senior managers are white, six per cent of all managers are black (African) and only 14% of managers are women, of whom 77% are white. A survey of 455 South African businesses has recently revealed that black employees comprise 11% of senior management structures, one per cent of which are black women (Department of Labour, 1998a).

In detailing various forms of discrimination and disadvantage in the South African labour market, the Department of Labour (1999) highlights the following:
- Whites are estimated to evidence a 104% wage premium over Africans;

- Black women (African, Coloured and Indian) in the lower educational categories earn a 10 per cent lower salary than their white male counterparts with similar education credentials; and
- Black men (African, Coloured and India at this level of education have incomes that average 25% of white male incomes for the same level of education.

2.4 Employment Equity

In Canada policy makers’ employment equity to address persistent discrimination and disadvantages in employment experienced by women, aboriginal peoples with disabilities, and racial minorities. Employers subject to the Federal Employment Equity Act (1986) and the Federal Contractors Program (1986), both of which were revised in 1995, are required to collect and report data on the representativeness of their workforce, and to make a plan which includes targets for hiring and promotion, and measures to remove discriminatory barriers in employment policies and practices and to accommodate diversity within the workforce. Employers are subject to compliance audits, and the reports of employers subject to the Act are
available to the public and to the Canadian Human Rights Commission, which has the power to file and adjudicate complaints of systemic discrimination.

For a brief period in 1994-1995, employers subject to provincial jurisdiction in the province of Ontario were covered by the Employment Equity Act (1993), which was passed by the Ontario government with a New Democratic Party majority and then repealed under the subsequent Conservative government. The Job Quotas Repeal Act (1995) was introduced in the aftermath of a political campaign in Ontario which relied heavily on the incitement of fears and anxieties during a time of high unemployment and extensive corporate downsizing and layoffs. The use of language such as “job quotas” and reverse discrimination” in the campaign misrepresented the actual requirements of the Employment Equity Act, which required employers to:
- Provide information to employees about employment equity;
- Conduct a census of the workplace based on voluntary self reporting by employees of their membership in designated groups.

2.5 The need for Employment Equity

Employment Equity, according to the authors of the South african law, Department of Labor (1997), is based on the following:

- The core value is respect which means that discriminatory practices based on ethnic, social, physical, and other differences are not tolerated. Respect is consistent with the basic principles of employment equity, which embraces diversity and stands for fair and equitable treatment of all employees in the workforce.
- Employment Equity also helps employees to access the broadest labor pool of qualified people, to increase opportunities for individuals to contribute their best in the workplace, and to remove employment practices that may be barriers to the employment equity designated groups as well as to others.
Disparities in the labor market in: employment, occupation, and income.
- Pronounced disadvantages for certain categories of people.
- Repealing discriminatory laws are not enough to redress disadvantage.

The purpose of Employment Equity Act (EEA) is thus to achieve equity in the workplace by: first, promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and second, implementing Affirmative Actions to redress the disadvantages in employment experienced by designated groups in order to ensure their equitable representation in all occupational categories and level in the workforce in terms of the Act. Protected categories of people are blacks (Africans, Indians or Asians and colored), women, and people with disabilities (Nel, Van Dyk, Sono & Werner, 2004).

2.7 Steps to Employment Equity

The following steps should be taken to ensure employment equity:
- Consult with employees (Section 16 of the EEA).
- Conduct an analysis (section 19).
- Prepare an employment equity plan (section 20).
- Report to the Director-General of the department of labor on progress made (section 7).

2.8 Employment Equity Training

Education, training and development are essential components of successful employment equity plans. In fact, without the appropriate training interventions, any employment equity strategy will fail. First, existing managers need knowledge and skills to implement employment equity. Secondly, all current and new employees need skills to function effectively in an employment equity environment.
Thomas and Robertshaw (1999:93-94) identify three key areas where training is necessary to start correcting competency imbalances among employees:
- Literacy training for illiterate and semi-literate employees;
- Skills training to allow semi-skilled employees to qualify in a specific field of expertise
- Management training for employees with managerial potential

Other training interventions to support employment equity are as follows:
- Designing a skills profile of all employees to determine the skills levels and training needs;
- Supervisory and managerial training for talented employees to develop their skills;
- Accelerated development opportunities and career planning for designated employees;
- Providing career guidance to all employees;
- Diversity management training for all employees and managers to create an environment conducive to employment equity;
- Mentorship programmes in which mentors are assigned to mentor and coach employees from designated groups to develop to their full potential;
- Developing recognition of prior learning systems to ensure that more people from designated groups can qualify for more skilled positions;
- Training of all managers and supervisors so that they can acquire the knowledge;
- skills needed to implement the Employment Equity Act and the employment equity plans;
- Bursaries and financial assistance to designated employees to improve their qualifications and;
- Fair assessment systems of competence (Marius Meyer, 2002:228-229)
2.9 Employment Equity plan

A major requirement of the ‘designated employer’ by the EEA is an employment equity plan. Section 20 (1) states that a designated employer must prepare and implement an employment equity plan which will achieve reasonable progress towards employment equity in that employer’s workforce. The employment equity plan must, inter alia, state:

- Annual objectives to be attained.
- Affirmative Action measures to be implemented.

- Where under-representation of people from designated groups has been identified by the analysis, the qualified goals for achieving the equitable representation of ‘suitably qualified’ people from designated groups within each occupational category and level in the workforce must be specified, as well as the time-table within which this is to be achieved, not to forget the strategies intended to achieve those goals.

- The time-table for each year of the plan towards achievement of goals and objectives other than qualified goals, as well as the duration of the plan covering a period less than five but more than one year.

- The procedures that will be used to monitor and evaluate the implementation of the plan and whether reasonable progress is being made towards implementing employment equity must be spelt out.

- The internal procedures to resolve any dispute about the interpretation or implementation of the plan must be clear.

- The persons in the workforce, including senior managers, responsible for monitoring and implementing the plan must be defined (Johann, 2004).
According to Sonia Bendix, 2006, 136, the Employment Equity Plan must include the following:

- Affirmative action Targets: where underrepresentation has been identified, the qualified goals to ‘achieve the equitable representation of suitably qualified persons from designated groups within each occupational category, and the level in the workforce must be specified’. The term ‘suitably qualified’ is described in Section 20930 and (4) as dependent on either the person’s formal qualifications, prior learning, relevant experience or capacity to acquire, within a reasonable time, the necessary ability.

- Measures to identify and eliminate employment barriers, including unfair discrimination which adversely affects persons from designated groups.

- Measures designated to promote diversity based on ‘equal dignity and respect for all people’.

- Measures to accommodate persons from designated groups to ensure that they enjoy equal opportunity and are equitably represented in all occupational categories and groups. This includes preferential treatment but does not include quotas, nor does it, in terms of Section 15(4), require ‘a designated employer to take any action concerning an employment policy or practice that would establish an absolute barrier to the prospective or continued employment or advancement of people who are not from the designated groups’.

- Measures to retain and develop people from designated groups and to implement appropriate training measures, including measures in terms of the Skills Development Act:

- The objectives for each year of the plan;

- A timetable for each year showing how objectives other than numerical goals are to be achieved;

- The duration of the plan (not shorter than one year and not longer than five years);
- Procedures for implementation and monitoring of the plan and the persons, including responsible senior managers responsible
- Internal disputes, procedures relating to discrimination and affirmative action
- Where underrepresentation of people from designated groups has been identified by the analysis, the numerical goals to achieve the equitable representation of suitably qualified people from designated groups within each occupational category and level in the workforce, the timetable within which this is to be achieved, and the strategies intended to achieve those goals.

2.10 The implications for Employment Equity

- The data indicate that deep-seated inequalities in income and occupational status line up with race and gender. These inequalities have imposed heavy burdens on society, the economy and individuals.
- Measures for employment equity will contribute to alleviating inequalities only as part of a broader strategy of reconstruction and development. For one thing, inequalities in race and gender do not arise solely or even primarily because of discrimination in employment. For another, the overall distribution of income is highly unequal (Quinta, 2005).

2.11 The findings about the implementation of employment equity relate to the theory of policy

The implementation of the Employment Equity Act only confirms the sentiment that “the study of implementation appears to be the dismal science of policy analysis since much of the work tends to emphasize how tough it is to get anything accomplished. It is also dismal because there does not seem to be any clear-cut and quick method of achieving all laudable objectives of the policy.”
The first observation to be made with regards to the theory of implementation is that the implementation of employment equity policy appears to have benefited from the conventional ‘forward mapping’ technique. This process as observed with the employment equity policy, begun with a clear statement of the intentions of the policy, which is to bring equity in employment for designated groups. The implementation process had to evolve over the years and is still in the process of evaluation. One can not help but also notice that the Act itself has undergone revision over the years to include other objectives.

It is also thought that employment equity does not address the training and educational needs that employment equity group members have in order to advance into the managerial and executives ranks, even though it might help to improve representation at the recruitment stage, (Ted, 2005). There is evidence to support this fact, which is that there is less employment equity group representation at the executive positions in the public service. Furthermore even though employment equity attempts to achieve equality in representation it does not necessarily ensure equity in wages as most of the employment equity group members such as women are concentrated in lower paying jobs such as clerical and administrative assistants (Soave, 2000).

### 2.12 Equity Theory

People are happiest in relationships where their are giving and taking in about equal. If a person is getting too little from a relationship, then not only will he/she be unhappy with this- the person getting the lion’s share will also be rather guilty about this imbalance. This is reinforced by strong social norms about fairness (Elizabeth, 2000).
2.13 The Shortcomings of the Employment Equity Act

Shortcomings were mentioned by some of the people who were interviewed about the Employment Equity Act. Ted (2005) argues that EEA is not adequate support for all the groups. He thinks that the term “visible minority” is not specific enough, for it assumes homogeneity within the group. Different groupings within a designated group have different needs and these are not adequately addressed by Employment Equity policy. For instance, to put Chinese people in the same category as black people may be erroneous because it assumes that these members of, a called “visible minority” group face the same type of barriers when it comes to access to employment opportunities.

Ted (2005) argues that even though there are political advantages to being treated in a homogenous fashion, there is also the disadvantage of losing “minority-specific” treatment. There is no suggestion however on how this can be resolved in the provisions of the act. One would imagine that it would be a very complicated and difficult task given that there may be many subgroups within a group. Homogeneous treatment appears to be the most convenient thing to do, both politically and administratively. It is also thought that Employment Equity does not address the training and educational needs that employment equity group members have in order to be able to advance to managerial and executive ranks, even though it might help to improve representation at the recruitment stage (Ted 2005). There is evidence to support this fact, which is that there is less employment equity group representation at the executive positions in the public service.
2.14 Challenges faced in implementing Employment Equity

The process of implementation is generally considered to be ongoing as long as there are imbalances. Societies are not homogeneous. There is bound to be inequality and underrepresentation at any point in time.

The implementation process requires accountability from both employers and employees and that is difficult to adhere. Employees are accountable for how they help accommodate employment equity groups just as much as the employers are accountable for letting them in. The policy needs positive and good publicity in order to spread to all sectors, private and public.

-To change some of the Human Resource practices is a very slow process. It can only be accomplished over a long period of time. Some of these processes involve recruitment through social contracts. Many of these interviewed claim that the official process of recruitment is too slow, inefficient and cumbersome. Managers therefore resort to social contracts to recruit candidates who eventually become experienced enough to win a competition.

Another challenge is to be able to keep up the momentum for the implementation agenda and to have funding for the systems. The momentum usually slows down when the emphasis is dropped. This may be caused by changes in government or events within and outside the country. Availability of funding or a severe economic recession can also impact on the momentum of implementation adversely.

Another challenge is the discomfort that is expressed by employment equity members about the policy. Many employment equity members do not want to be perceived as being favoured. They want to be seen as people who were hired because they were the best qualified for the job. They therefore refuse to be single out. This makes it difficult to know who must be targeted by the policy
with. Employment equity group members also fear a backlash from their fellow employees, and there have been reported cases of unkindness and negative attitudes towards them in the workplace. Employment equity group members also do not like to single out because of possible future repercussions in which they could become the targets of layoffs, and receive no promotions. A person with a hearing impairment might be afraid that the information provided could actually be used against him or her in the recruitment process. This demonstrates some of the misconceptions that are held about the Employment Equity Act. The policy needs positive and good publicity in order to make it more acceptable to all citizens (Soave, 2000).

The corporate culture which is acknowledged to be that of the majority is the major barrier to the implementation of employment equity. Many managers seem to think it is a difficult and costly process to determine just who belong to these groups. However, the view among those interviewed on this issue, suggests otherwise. They think the problem lies more with the corporate culture rather than with the availability of qualified employment equity group members. Members are more comfortable with hiring people who are like them.

Another challenge faced by employment equity implementation is the uneven progress made by the favoured different groups. The progress made in recruiting members of visible minorities and disabled persons have been less favorable than for women and aboriginal peoples. As explained by some of managers, women benefit from straightforward identification and have gained acceptance while acceptance for visible minorities and disabled people has been much more difficult. This leads to another concern that many managers share.

-Since the employment equity implementation is based on self identification, some of the information provided is sometimes inaccurate and misleading. This
is particularly for peoples with disabilities. With the exception of obvious physical disabilities such as blindness, hearing impairment or paralysis of limbs, other disabilities such as mental depression are not easily determined and consequently not often reported for fear of victimization (Beretta, 2004).

- Conflict of interest in people handling employment equity

- Human resources does not own of employment equity

- Equity can not be achieved without managing diversity

- All designated groups are no accommodated

2.15 Employers and employees in Employment Equity

The success of employment equity measures depends on the development of internal structures to carry out an institutional audit, to develop an employment equity plan and to oversee its implementation.

As far as possible, these structures should involve consultation with stakeholders, EE will work only if it occurs in an atmosphere where all employees, from management to the shop floor, can freely inform and debate specific measures.

Organizations should have an official responsible for the activities related to employment equity. In addition, a body that can represent all employees must participate in the auditing and planning processes, and help establish internal appeals and grievance procedures. Where workplace forums exist, they will take on this role. Where an employee body is unrepresentative of society as whole, employers might consult other stakeholders.
Where employers can demonstrate that they have established an appropriate internal appeals and grievance procedure, they may obtain some relief from penalties for discriminatory behavior by subordinates.

-Where employers and employees cannot agree on a plan, or where the minister of labor rejects their proposals, the disputes will go through the channels (Quinta, 2005).

2.16 The Goals of Employment Equity

These are:
To eliminate employment barriers for the four designated groups identified in the EEA: women, persons with disability, aboriginal people, and members of visible minorities.
To remedy past discrimination in employment opportunities and to prevent future barriers.
To improve access and distribution throughout all occupations and at all levels for members of the four designated groups.
To foster a climate of equity in the organization (Smith, 2003).

2.17 Suggestions for inclusion in the Workplace

All employees should be able to participate and contribute to the progress of the team. Environment and accessibility are important. Dark or noisy places make it difficult for people with visual, speech, or hearing disabilities to participate in a conversation. Adapt settings and information delivery methods to the needs of all participants.
2.18 The Ways to meet the needs of Employees with Specific Disabilities

An employee who is blind or has a visual impairment requires that you
- Identify yourself and anyone else with you.
- State the context of the previous meeting to jog the person’s memory
- Speak in a normal tone of voice

a) Employees with a physical disability
- Rearrange furniture or objects in a room to accommodate wheelchairs, scooters, or other mobility aids.
- Be aware of what is accessible and not accessible to people who use mobility aids.
- Push someone in a manual wheelchair only when asked.
- Give directions that take account of distance and physical obstacles (Smith, 2003).

2.18.1 Strategic Concerns

The legislation of employment equity in South Africa has not been without criticism from business leaders. On a macro-level, the following has been articulated:

Over-regulation of the market, coupled with the government’s role of ‘watchdog’, will result in a decrease in overseas investment and entrepreneurial initiatives, especially in the medium and small business sectors, which together contribute nearly 33 per cent of GDP and nearly 45 per cent of private sector employment (Dickman, 1998).

The costs to government, and hence the taxpayer, will be increased by the administrative burden of monitoring and enforcement, and legal structures will
be overburdened and unable to cope with the cases where legal rulings will be required.

Heavy administrative costs in the private sector relating to compliance with the legislation will impact on company growth and accordingly, restrict growth in the private sector (Dickman, 1998; Jafta, 1998). The shortage of skills in some sectors will make black skills more expensive and unaffordable to smaller companies, further providing disincentives for investment and expansion. Rather than creating new jobs for new entrants to the labour market, employees will simply be shifted from some employers to others (Jafta, 1998).

Indirect and opportunity costs will be incurred by, for example, poor hiring decisions (to reach employee targets), and the declining morale of (white) employees (Jafta, 1998).

Race classification will be heightened and “reverse discrimination” will lead to a decrease in employee loyalty and the lack of retention of skilled employees, primarily white males. Such racial classification, Jafta (1998, p.5) notes, incurs a social cost by reinforcing “negative stereotypes, racial tension and a stigmatization that towards the efforts of members of the preferred groups to pursue their goals on merit and hard work rather than preferential treatment.

Those people from designated groups who still require training and development will have unrealistic short-term expectations that will further increase racial and social conflict within companies.

Those from designated groups, expecting secure positions, may continue a culture of entitlement that undermines initiative, self-confidence and self-reliance (Jafta, 1998, p.5).
These arguments cannot simply be disregarded; such problems have been noted in other countries where employment equity initiatives have been in place for many years (Beteille, 1993; Puthucheary, 1993; Samarasighe, 1993).

2.18.2 Operational Concerns

Moreover, the South African workplace is characterized by adversarial relationships, lack of trust and communication between individuals and groups, poor teamwork, apparent absence of employee commitment and motivation to organizational goals, high staff turnover, especially amongst those from designated groups, industrial conflict and low levels of productivity, profitability, quality and customer service (Adams, 1993; Christie, 1996; Douwes Dekker, 1993; Thomas, 1996). A South African study (Thomas, 2000) has highlighted that while black managers may leave companies for higher salaries and related perks, issues relating to not fitting into historically established corporate cultures seem also to have a bearing on what has become known derogatorily as “job hopping”. To underline the point, a survey conducted by an International Research Body amongst approximately 23,000 South African employees, found that negative attitudes have increased sharply since 1994.

The economic costs of not fully utilizing all employees in corporations, as evidenced by absenteeism, staff turnover, poor morale, under-performance and sub-optimal customer service has been noted by Cox (1993), Cox and Blake (1991), Morrison (1992), Odom (1990) and Thomas Ely (1996). International research further indicates that when employees, not formerly part of established organizational cultures, are introduced into such environments, problems may occur. Tsui et al, (1992) found that individuals who are racially and ethnically different from others in their work units tend to be less psychologically committed to their organizations, less inclined to stay with the organization and more likely to be absent. Greenhaus et al, (1990) noted that blacks in the United States of America tend to be less satisfied with their
careers than whites, and also perceive themselves to be less accepted by their organizations and to have less discretion than whites in the same organizations. These themes appear to underlie a common perception of possible exclusion within historically established corporate cultures of organizations.

At an operational level, the following problems appear to have surfaced in the fledgling stage of the introduction of affirmative action strategies in South Africa (BMF, 1993; Thomas, 1996):

In the quest to appear acceptable in terms of race and gender, token appointments of people lacking the necessary skills have been made. This has led to a decline in service levels, people being given meaningless jobs, and attendant costs to business.

There is a prevalence of negative expectations about candidates from designated groups, heightened scrutiny of them, fears and resentments on the part of those who stand to lose promotional opportunities and a resultant overt and covert sabotage of the process, for example, by the withholding of information and by the exclusion of members of designated groups from formal and informal networks and systems that assist in job progress.

Employment equity and affirmative action measures have not been regarded as strategic business issues and, accordingly, there has been a lack of management commitment to this process at all levels in companies. Rather, the task of achieving employment equity has been delegated to the human resources departments of large corporations that seldom have the authority or necessary mechanisms to ensure progress.

No business imperative has been identified by management with regard to the competitive advantage that a diverse workforce can afford. Rather, the diversity created by strategies to achieve employment equity has been
regarded as a response to moral or legal compliance issues and, accordingly, as a "necessary evil" with which business has to contend.

Performance management, as a means for training and developing people from designated groups to become fully productive employees, has been poor, especially in the areas of managerial commitment to performance management, the recognition of potential and non-traditional skills, mentoring and coaching and career planning.

Informal networks, functional in promotions and advancement, exist in the South African workplace, coupled to which new recruits are expected to assimilate to prevailing corporate cultures.

The reality is, however, that South African companies are required to comply with employment equity legislation. Accordingly, it is suggested that, with due recognition of the concerns noted above, energy and focus should now be placed upon a concerted effort to ensure that employment equity initiatives are implemented in a holistic manner that is benefit to both employees and to companies. It is with this aim in mind that international practices in the implementation of employment equity may provide valuable lessons for South Africa, at both strategic and operational levels.

2.18.3 Global Competitiveness

The demise of formal policies and structures of apartheid and the inception of the Government of National Unity in 1994 has resulted in South Africa emerging from a position of relative isolation to a position where it now has to compete in the global marketplace. As to the competitive position of the country, at this point, indicators of competitiveness are not encouraging. The world competitiveness Yearbook (IMD, 1999) indicates that South Africa has lagged in 42nd place for two consecutive years in the ranking of competitiveness among 47 industrialized nations and has occupied the last
place (one position worse than in 1998) in terms of “people rating”. The uncompetitive nature of South African business (McGowan, 1993; Gebhart, 1994; Schlemmer and Hirscfeld, 1994) is manifested in, amongst other indicators, high unemployment rates, low gross domestic product growth and limited industrial expansions (Ogden, 1996).

2.9. Conclusion

Employment Equity is important and needed in the workplace for fair treatment of the employees by the employers.

South African companies are compelled to comply with the provisions of the Employment Equity Act. Perhaps lessons from abroad can assist in the circumvention of pitfalls encountered by other countries, particularly in the areas of sound monitoring of progress towards employment equity, by taking proactive measures to ensure that the majority of previously disadvantaged groups benefit from the legislation and the introduction of holistic human resources practices that complement target setting. The macro economic issues are more complex and need to command prime attention of government to ensure, amongst other things, that employment equity and the diversity that it creates within companies’ works to enhance the competitiveness of the country and does not create racial and ethnic diverseness. On the operational level the challenge also exists to identify sound business reasons for the diversity created by strategies to achieve employment equity. This demands creative vision and the will on the part of management to fully tap into the potential of all employees of the workplace.

This chapter has focused on the literature that is related to the study. This chapter has discussed the need for employment equity, the steps to the employment equity, Employment equity plan, implications of employment equity, shortcomings in employment equity, and, most importantly, the challenges faced in implementing employment equity.
CHAPTER THREE

MANAGING DIVERSITY/ DIVERSITY MANAGEMENT

3.1. Introduction

Diversity Management, Affirmative Action and Equal Employment Opportunity are words in common currency in a newly democratic South Africa just as they are in most democratic countries of the world. However, although these concepts are now being articulated by government, business and trade unions alike, for many years they were the sole preserve of those organizations subscribing to various codes of conduct (such as the Sullivan Principles) and enlightened employers resisting apartheid oppression. Thus while the debate about these concepts is beginning in earnest, academic research and practical experience was gained during the time of the apartheid regime which, in turn, impacts on the implementation of diversity management programmes in a new era.

This experience is made all the important by the fact that diversity management does not constitute a tool to facilitate the entry of minorities into the mainstream of organizational life. In South Africa, for many years, the majority of the population was denied access to education, jobs and opportunities through a process of rigorous discrimination. Some observers argue that black and women advancement and empowerment will take place naturally and that an inexorable drift towards equality of opportunity is inevitable (Bruce, 1994.35). Given both the experience of other Africans countries, such as Zimbabwe and Namibia, as well as statistics relating to social mobility from other countries of the world (Bennell and Strachan, 1992); Heath (1981), this scenario is highly unlikely. It is, nevertheless, crucial views to the of South Africa’s population and its government that the effective management of diversity and the redistribution of power, wealth and
opportunity does take place. South Africa, unlike some other countries of the world, has no choice but manage workforce diversity and to manage it effectively; the future prosperity and stability of the country, and possibly the region, depends on it.

The world’s increasing globalization requires more interaction among people from diverse cultures, beliefs, and backgrounds than ever before. People no longer live and work in an insular marketplace; they are now part of a world economy with competition coming from nearly every continent. For this reason, profit and non-profit organizations both need diversity to become more creative and open to change. Maximizing and capitalizing on workplace diversity has become an important issue for management today.

Supervisors and front-line managers could benefit from taking note of this research. Supervisors and managers are the targeted audience because they need to recognize the ways in which the workplace is changing, evolving, and diversifying. Since managing diversity remains a significant organizational challenge, managers must learn the managerial skills needed in a multicultural work environment. Supervisors and managers must be prepared to teach themselves and others within their organizations to value multicultural differences in both associates and customers so that everyone is treated with dignity.

3.2 Diversity Definition

Diversity is generally defined as acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public assistance status (esty, et al., 1995).
Diversity issues are now considered important and are projected to become even more important in the future due to increasing differences among people. Companies need to focus on diversity and to look for ways to become totally inclusive organizations because diversity has the potential of yielding greater productivity and competitive advantages (SHRM, 1995). Stephen G. Butler, co-chair of the American Business-Higher Education Forum, believes that diversity is an invaluable competitive asset that America cannot afford to ignore (Robinson, 2002). Managing and valuing diversity is a key component of effective people management, which can improve workplace productivity (Black Enterprise, 2001).

Demographic changes (women in the workplace, organization restructurings, and equal opportunity legislation) will require organizations to review their management practices and develop new creative approaches to managing people. Changes will increase work performance and customer service.

3.3 Women in the Workplace

The need to understand diversity is also driven by women in the workplace. Today’s workforce has the highest levels of employment participation ever by women. The number of dual income families and single working mothers has increased. Change in the family structure means that there are fewer men and women in traditional family roles (Zweigenhaft and Domhoff, 1998). Therefore, diversity issues cut across both race and gender.

Organisational Restructuring
There have been significant changes to organizations as a result of downsizing and outsourcing, which has greatly affected human resources management. Work practices have changed due to the impact of globalization and technology and there is a trend toward longer working hours (Losyk, 1996). Generally speaking, reorganization usually results in fewer people doing more.
3.4 Diversity Management

In the past, debate in South Africa around employment equity typically centered on the moral, social and legal obligations of employers. However, there is a new paradigm emerging that perceives diversity as a valuable attribute that provides an organization with a competitive edge, provided that a business environment conductive to the appreciation and utilization of diversity is created.

Not only does the diverse population of South Africa contribute to workplace diversity, but organizations are also becoming global in orientation and outlook. Homogeneity of workforce background is giving way to heterogeneity; a homogenization of the human race, in terms of technological culture, is taking place. Uncultured groups, in which virtually all members come from the same background, are no longer the norm in the workplace. This is a paradox, though because a ‘world culture’ is simultaneously evolving.

Diversity management is considered a more popular alternative to Affirmative Action for two reasons. First, diversity management can help organizations capitalize on the benefits of a diverse workforce. Cox and Blake (1991) proposed that diversity management reduces turnover and absenteeism, attracts the best workers, increases sales and marketing efforts, enhances creativity and innovation, and improves decision-making. Thus, executives are more likely to devote resources and commitment to diversity efforts (Robison and Dechant, 1997). Second, diversity management is a voluntary corporate approach to dealing with increasing demographic diversity in the workplace. Agocs and Burr (1996) pointed out that diversity management helps promote awareness of individual difference and empathy for those who are different, and encourages attitude change. Diversity management also seeks to create a greater inclusion of all individuals into formal company programmes and informal networks (Gilbert, 1999). Consequently, it is viewed as less
controversial than affirmative action and thus is useful in dealing with issues left unaddressed by affirmative action.

Previous studies have shown that diversity management is related to applicants’ intention to pursue employment. Organizations with advertised diversity management practices were perceived to be more attractive employers (Williams and Bauer, 1994), attracted more black applicants (Highhouse, 1999a; Avery, 2003), and were more successful at recruiting women and minorities (Cox and Blake, 1991). The supply of women and minorities qualified for management positions continues to increase as they complete management and professional education programmes (Blum et al., 1994). This study investigates women and minority application attraction management practices.

3.4 The managing diversity skills training programme

Managing diversity training concerns the ability to manage individuals who are impacted by many social variables of which national culture is but one (Coetzee, 1990; Degennar, 1993). It is also concerned with making managers aware of how power relations impact on stereotypes of groups and on perceptions of individuals and the expectations we have of them. From the discussion thus far, it is also evident that an important aspect of managing diversity is the provision of practical skills in order that individuals might better manage cultural stereotypes, power relations and their attendant expectancy communications.

Falkenberg (1990) argues that, within a social cognition framework, three processes tend to stimulate stereotype revision, namely;

(1) Unexpected behaviors become common and are associated with the out-group individual:
(2) Expectations are based on knowledge of individuals rather than of a broad category:

(3) Out-group individuals are classified into an occupational sub-category (according to other social variables such as occupation or social class).

The managing diversity skills programme which has resulted from the reasoning described attempts to institute these three processes. First, participants are made aware of the negative impact of the maintenance of inaccurate stereotypes and expectancies based on power relations and transmitted through ideas relating to culture. Second, they are provided with an understanding of themselves and, finally, they are provided with the communication skills not only to minimize the impact of negative understanding and expectations, but also to reinforce the processes by which the development of more accurate stereotypes occurs.

Reinforcement is also provided by professional, holistic and fair human resource development systems which are in turn supported by an actionable and negotiated code of conduct which attempts to inculcate a respect for the dignity and the integrity of the individual. The objectives of managing diversity and concomitant empowerment workshops are relatively simple but effective. They assist individuals with an understanding of how cultural stereotypes impact on power relations and hence the performance of some historically disadvantaged employees.

They also assist participants to manage in non-racist and non-sexist ways: in other words, in ways in which stereotypes are managed and positive expectancies transmitted. This involves the creation of an understanding in participants of the way in which they are currently communicating and behaving (and the attitudes which may accompany this) and the provision of skills to change from what is often a counterproductive behavioral form. The understanding and the skills provided, in turn, reinforce the move away from
maximalist stereotyping towards the development of respect for individuals not as members of a specific cultural group but rather as individuals who have unique relationships with the many and complex social variables which have impacted on their development. The programme thus looks inward rather than outward: in other words, it does not begin by providing maximalist descriptions of the out-group, but rather assists participants with an understanding of how their own prejudices and stereotypes impact on power relationships and hence on attitudes and behaviors of those around them. ‘Situational adaptability’ (Marsh, 1993) involves adaptability, flexibility and empathy as well as the skills to convey positive expectancies and to treat others as equal adults and with dignity and respect.

The personal empowerment workshop aims to assist delegates in the process of personal empowerment by helping them to understand the process of development and personal empowerment and the blockages to it and by providing simple practical skills to enhance personal empowerment and more to effectively manage relationships in a diverse workplace.

Such a workshop constitutes the mirror image of the managing diversity workshop in the sense that it assists those affected by discrimination with the ability to understand the blockages to their own development and facilitates an ability to manage upwards. In other words, it provides delegates (generally lower-level or non-managerial employees) with an understanding of how the negative expectancies, racism or sexism of their managers may impact on levels of self-confidence and motivation and hence performance, and provides the skills to manage these perceptions in a way which enhances performance, and provides the skills to manage these perceptions in a way which enhances self-image and self-esteem.

Manny workshops attempt to deal with issues such as managing diversity, racism and sexism, as subjects in their own right; in other words, without
exploring the consequences of these issues with respect to performance, productivity, international relations and the like. The workshops described here contextualize issues such as power relations, stereotyping and negative expectancies as factors impacting on development and performance within the work setting. This contextualizes and helps participants to understand both the consequences of their behaviors and also the relevance of behavioral change. The use of actual work problems in role-playing also highlights the relevance of such programmes to practical reality.

3.5 Diversity Training

While employment equity training focuses primarily on the legal and HR processes involved in employment equity implementation, diversity training addresses the day-to-day functioning of all employees in a diverse environment. Many managers do not have the skills to deal with employees, customers and suppliers who are different from themselves. These managers and employees need training to acquire diversity skills and competence.

“Diversity training” can be defined as training with the goal of raising a personal awareness about individual and group differences and similarities in the workplace. It can help develop skills to identify value and utilize these differences and similarities in order to improve the way people work together and work with customers and suppliers. The ultimate goal is to improve organizational effectiveness.

3.5.1 Affectivity of diversity Training

As a result of South Africa’s history of racial segregation and the institutionalization of other forms of discrimination, workplace diversity training is often the first formal exposure of many individuals to the reality of diversity issues. However, the approach taken in diversity training can make or break a
diversity management initiative. Therefore, the process and contents of diversity training is critical in establishing whether a diversity training programme will be effective in helping an organization achieve its diversity management and employment equity goals. Certain aspects should be taken into account when implementing a diversity training initiative, aspects which could have a negative impact on training effectiveness and the overall diversity management strategy (Marius Meyer, 1999: 229).

### 3.5.2 Lack of Management Commitment

Although management provides the financial resources for diversity training, they do not always participate in the training sessions themselves. Employees and supervisors may then question their commitment and regard their intentions as “lip service”. The result is the perpetuation of the status quo, in other words, diversity training does not have the effect of changing the organizational culture.

### 3.5.3 Improper Needs Identification

A manager or consultant often makes unilateral decisions about the contents of a diversity training programme. These programmes tend to be very general in approach and are not tailor-made for the particular company, industry or region. For example, a diversity training programme presented in the Northern Cape may require a different approach in terms of content and approach than a programme for Kwazulu-Natal because of language, racial, cultural and religious differences. If employee needs are not identified through culture audits or focus groups prior to the training sessions, training effectiveness can be affected negatively.
3.5.4 Political Orientation

Diversity training fails when presented from a political point of view. In any given training group there will be of people different political persuasions and if a certain political philosophy is portrayed as the “right way”, members who differ from this view will be negatively inclined to this type of diversity training, which in turn defeats the object. The training will therefore fall short of success if “political correctness” is the prevailing atmosphere or if the facilitators have political agendas and support a particular political interest group, either directly or indirectly while conducting training.

One of the easiest traps to fall into in diversity training is preaching. Most trainers who decide to conduct diversity training have strong feelings about equality, fairness, affirmative action, employment equity and human rights. By stepping up on the proverbial soapbox and “telling it like it ought to be” the trainer no longer facilitates, but becomes directive and prescriptive in his or her approach. This approach lacks the understanding and realization that unlearning decades of inappropriate racial and sexist conditioning and learning does not happen overnight.

3.5.5 Reactive Approach

Diversity training lacks legitimacy when it is introduced as a reaction by management to racial incidents, labour unrest or industrial action in the company. In reality it creates the impression to the employees of the organization that diversity training is presented as a remedy to problems. The staff will feel that they are regarded as incompetent when handling diversity. Employees will see diversity as a problem and not strength. The level of resistance will therefore be greater.
3.5.6 Unbalanced Content

Another problem is that training can be either too superficial or too comprehensive. In the former instance, diversity is presented from a very simplistic perspective. For example, an oversimplification of various worldviews of different cultures. This approach tends to negate other important diversity variables, such as subcultures, sexual orientation, disability, age, religion and individual differences.

Conversely, diversity training is too comprehensive when cultural and other differences are presented in so much detail that it contributes to further stereotyping and generalization based on differences. Whilst cultural differences are a reality, each individual is different irrespective of culture he or she is a unique product of many possible variables and influences.

3.5.7 Facilitators’ Profile

Diversity training is less effective when the diversity profile of the facilitators does not mirror the principle of representativeness. The legacy of racial segregation and the perpetuation of informal separation in the workplace, coupled with the sensitive nature of diversity training, would put an all-black facilitation team or all-white facilitation team in the awkward position of not being able to relate and provide support to group members who are different from them. This principle applies to gender also.

3.5.8 Participant Profile

A diversity training initiative will lack legitimacy if the vast majority of the learners are from one particular racial group. If the majority of participants are white, they are likely to feel that they are seen as a problem and their level of resistance will probably be greater. Black employees will also question the
legitimacy of such training. Conversely, if the majority of the participants are black, the participants will, in all likelihood, see diversity as a “black issue” which can also result in resistance to diversity training. In addition, if the group consists of employees from different departments, these group members are isolated on their return to the workplace and find it difficult to gain support for skills transfer and implementation.

3.5.9 Project Approach

Some companies run diversity workshops which are not integrated in the strategic plan of the organization. There is no clear indication of how diversity training relates to strategic objectives, such as increasing market share or globalization. This creates the impression that diversity training is a “soft” programme which does not contribute to the bottom-line of the business. Furthermore, the interrelationship between affirmative action, employment equity and diversity is not clear, which creates further confusion and an unnecessary duplication of programmes and activities. As a result, the diversity training intervention is seen as a short-term project. The ongoing implementation of a comprehensive and holistic diversity training management strategy is therefore not apparent.

3.5.10 Inadequate Transfer of Learning

If well developed action plans and follow-up activities do not complement the training, skills transfer will not become a reality. The impact of the training will therefore be very limited. A lack of support systems, such as counseling and additional learning opportunities, exacerbates the problem.
3.5.11 Superficial Evaluation

Most diversity training programmes end with a reaction evaluation by the participants of their perceptions of the programme. This form of evaluation merely focuses on learner perception and does not indicate whether learning and behavior changes have occurred as a result of the intervention. Moreover, the most important form of evaluation, namely the impact of the training on the business in terms of return on investment, is neglected.

3.5.12 Lack of Change Management

In many organizations a lack of change management regarding employment equity and diversity is evident and manifests itself at two levels. First, at the facilitator-learner level, the facilitator does not have the necessary knowledge and skills to deal with resistance to change. By actively trying to avoid, discount or break resistance down, more harm than good is achieved. In some cases, by using threats and attempts to induce guilt, they may even evoke more and deeper resistance. Second, at the organization level, diversity training is introduced as a “quick-fix” approach without considering the importance of supporting and managing change from an organization development perspective. Subsequently, diversity does not become part of the culture of the organization.

3.5.13 Consultant Liabilities

Some diversity training lacks the professionalism and thoroughness that a particular situation requires. The trainer’s understanding of business in general or a company in particular may be deficient in some respects. Consequently, they have difficulty in adapting and integrating their views and perspectives with the business needs of the client organization. In addition, they may lack
objectivity, flexibility and balance when they want to introduce and impose a diversity ‘recipe’ in an organization.

3.6 Guidelines for Effective Diversity Training

Although the approach to diversity training may vary from region or even from one company to another, some key elements have emerged that should be integrated into any diversity training initiative (Meyer, 1999). These guidelines provide potential solutions to the problems alluded to above.

3.6.1 Obtain Visible Management Support

Managers must be trained first in order to show all members of the organization that they are committed to the process of creating an environment conducive to diversity. In addition, managers should champion the diversity initiative by showing their visible support in the form of resources allocation, employment equity plans and participation in follow-up programmes and activities.

3.6.2 Diversity Needs Identification

The particular needs of the organization, groups and individuals must be identified in order to tailor diversity training to specific needs and expectations and to the interests of the whole organization. Specific needs analysis instruments, such as diversity audits or focus groups facilitated by qualified facilitators, should be used for this purpose. Broad consultation is needed to ensure proper needs analysis. Special interest groups, such as unions, women’s forums, disability groups, the Black Management Forum, and other groups can be a valuable source in terms of diversity needs identification.
3.6.3 Integrate in Business Strategy

Diversity management must be implemented as a positive and proactive business strategy to enhance organizational performance and productivity. Particular emphasis should be placed on the diverse profile of the company’s customers. The benefits of diversity management should be communicated clearly to all employees and managers. Furthermore, diversity training should form part of a company’s employment equity plan in order to create an environment conducive to diversity and employment equity implementation.

3.6.4 Balanced and objective Approach

All aspects of diversity should be emphasized, that is race, gender, disability, culture, subcultures, sexual orientation, religion, age, and individual differences. However, this approach should be used in an objective and balanced manner to prevent reinforcement of biases and stereotyping. The programme should be presented in such a manner that does not create resentment and cause a backlash.

It is suggested that two or more facilitators are used, provided that they are representative in terms of race and gender. A representative facilitation team is in a better position to model the contents of a diversity programme and to make all groups feel at ease during the training sessions. Guest speakers representing minority groups, such as people with disabilities and homosexuals, could also enrich the diverse nature and perspectives of a diversity programme.
3.6.5 Diverse Participants

It is strongly recommended that natural work groups are used where possible, that is, members of the same work group, so that they have mutual rapport and support when implementing diversity action plans in the workplace. However, participants should, where possible, be representative in terms of gender, race, disability, age, and organizational level in order to enhance the diversity learning value.

3.6.6 Change Management

In addition to diversity training, a comprehensive diversity change management strategy must be developed in collaboration with an HRD or organization development practitioner. The change strategy needs to be well-integrated, ensuring that changes occur at personal, interpersonal and organizational levels. This strategy should be inclusive, which requires that all stakeholders be consulted and that the necessary support and information system be implemented. As far as the facilitator team interface is concerned, diversity facilitators must be equipped with the necessary knowledge, skills and values to identify, acknowledge and constructively deal with all forms of resistance in a positive and sensitive manner.

3.6.7 Consultant Co-ordination

Time and effort should be put into screening and selecting potential consultants for suitability. It is also essential to check references of past work, approach, methodology, successes, problems and integrity. Once the consultant is selected, a productive working relationship needs to be established. The specific responsibilities of both consultant and the organization should be clarified. Measures for evaluation success must be
outlined. Periodic review meetings should be scheduled to monitor progress, problems and performance.

3.6.8 Compile Action Plans

At the diversity session, participants should be encouraged to develop action plans in order to ensure the transfer of learning to the workplace. These action plans should be very specific in terms of planned activities and how the plans can be maintained, reinforced, monitored and evaluated.

3.6.9 Provide Support Structures

The formation of support structures, such as diversity committees, employee assistance programmes, regular follow-up, networking and activities should be instituted to ensure that diversity filters through the organization. In addition, if diversity management is incorporated into the performance management system, ongoing support, reinforcement and accountability will ensure that employment equity and diversity management is entrenched in the organizational culture and overall business strategy of the company.

3.6.10 Monitoring and Evaluation

The diversity training strategy should be monitored on a continuous basis in order to identify successes, shortcomings and areas for improvement and modification. Any changes to the training should be the result of consultation with all stakeholders and should be communicated to all employees. The most important form of evaluation is the quantifiable impact the diversity strategy has on the company in terms of business performance and results.
3.7 Diversity Training Process

Diversity training forms part of Human Resources Development. However, diversity training in itself must be well-managed to ensure that the objectives of diversity training are achieved. As is the case with other organization development interventions, a process approach is essential to ensure effective management and co-ordination.

3.7.1 Diversity Needs Assessment

A company cannot embark on a diversity training initiative if the particular needs of the employees and the organization at large have not been determined. It is therefore essential to assess the organization’s diversity climate right from the start. Different types of needs assessment techniques can be used to ascertain the extent and scope of the required diversity intervention. The most common diversity training needs assessment techniques are as follows:

- **Focus groups**

Focus groups are small groups of employees, representative of the organization’s total population. If homogeneous groups are used, people will tend to be more open and honest about their true feelings and perceptions. For example, focus groups can be conducted for the following groups: white male managers, white female managers, black men, black women, white males, and white females and so on. The focus groups should be facilitated by someone with sound facilitation skills who is perceived as neutral by all members of the particular focus groups. In order to ensure an open discussion on sensitive diversity issues, it is recommended that the facilitators of particular focus group be representative of that group, for example, a black man facilitating a focus group consisting of black men, and a white female facilitating a focus group of
white females. This will put the focus group members at ease when discussing sensitive diversity issues.

• **Personal Interviews**

Interviews can be conducted to determine the perception of individuals in the organization. However, it is essential to ensure that the principle of representatively is adhered to; in other words, individuals of all diversity groups should be interviewed. Once again, to prevent social desirability and political correctness in response, it is suggested that a person from a particular diversity group interview members of the same group.

• **Survey Questionnaire**

Diversity audits in the form of questionnaires can also be used. These questionnaires must be very well planned and structured. Particular emphasis should be placed on the design of the questionnaire to prevent social desirability in response.

• **Human Resource Practices Data**

A well-developed system of human resource practices information may indicate the need for diversity training, for instance, grievance related diversity, incidents of racial tension, gender discrimination or other forms of diversity problems. In addition, a high labor turnover in certain segments of the workforce, for example, females, blacks or whites may indicate a need for diversity training.
• **Market Information**

Changing population demographics in the marketplace, for example, an increasing number of Africans, Coloureds or females in the company’s market may necessitate diversity training to prepare staff to focus on particular market segments. In addition, companies are also challenged on how to deal with business partners effectively across multinational boundaries, whether they live in the United States of America, United Kingdom, Zambia, Germany, Japan or Botswana. It is therefore essential that managers should first obtain as much information as is necessary on the cultural preference of international business partners. Failure to do so could result in the loss of millions of rands if sound relationships cannot be established and maintained across cultures.

• **Special Interest Groups**

Special interest groups, such as unions, disability groups, black management forums and other groups can be valuable resources in terms of diversity needs identification. Often such groups have been in place for some time and know the particular diversity issues they have been confronted with. Another important role-player is the company’s employment equity viewpoint.

3.8 Diversity Training Design

The design and development of a diversity training programme will depend on the size and nature of the organization, as well as the needs identified during the process of diversity needs analysis. Whilst all these factors are important, the most crucial aspects to the success of a diversity training intervention is to establish a direct link between the needs analysis and training design. Moreover, a broad level of consultation and involvement is of utmost importance. Line managers, employees, unions, the human resource department and the external consultant should decide collectively on the
appropriate design of the diversity training intervention. The following steps should be followed when designing diversity training interventions.

3.8.1 Identify Goals and Objectives

The goals and techniques of diversity training should be directly linked to the reasons why organizations conduct diversity training, in other words, what the company wants to achieve by conducting diversity training. For instance, the overall goal of diversity training at a particular company may be to equip staff with the necessary knowledge and skills to serve its diverse customers in order to improve productivity and business competitiveness.

The objectives of diversity training are more specific and focus on the short and medium term. Examples of these objectives are:

- To make staff aware of stereotypes and biases
- To sensitize staff to cultural and other differences
- To equip managers with skills to manage
- To develop behavioural action plans to appreciate and enhance diversity in the work and marketplace.

3.8.2 Select Diverse Facilitators

A very important decision to make is whether a company should use internal facilitators or external consultants to conduct the diversity training. The advantage of using internal facilitators is that they know the culture of the organization, the people, the history and the company regulations better than an external consultant. They are also on-site to follow-up and provide additional support, information, coaching and follow-up if needed. The advantage of using an external facilitator is that such a person has the expert knowledge and experience gained at other organizations. The person is also likely to have a broader and more objective viewpoint. Consultants can challenge the organization culture and rules with less risk than an internal staff
member. Another alternative is to initially use an external consultant to pilot a diversity programme and then contract with the consultant to train internal facilitators to continue with the process.

3.8.3 Develop Learning Material

The next step is to develop learning material to achieve the diversity training objectives. A research project by the *Conference Board* (1994) indicates that diversity training interventions can be categorized into the following three types of training:

- **Awareness training**: This training focuses on creating an understanding of the need for diversity management in the workplace. The aim is to make participants aware of diversity issues such as prejudice, stereotyping and intercultural communication.

- **Skills training**: This training focuses on skills to handle diversity in the workplace. Its aim is to train participants on cultural and other differences so that they know how to respond to differences in the workplace and the external market. Language courses, especially African languages and also English as a second-language in the case of a global requirement, can also be conducted as part of skills training interventions.

- **Integrated training**: This type of training occurs when diversity concepts are incorporated in existing learning programmes such as employee orientation or management development programmes.

The content of a diversity training programme depends on the objectives of the diversity management initiative. It is, however, important to develop a balanced diversity content which addresses a wide variety of diversity issues. This means that diversity training should not only focus on racism and sexism, but should also include aspects such as age, religion, culture and sexual
orientation and language. Most of these issues have been formally verbalized in South African organizations before.

The content of a typical diversity training programme will be based on the knowledge, skills and values related to diversity which an individual needs in order to function effectively in an organization. These competencies are depicted below and it forms a basis for OBE as far as employment equity and diversity training is concerned.

**3.8.4 Select training techniques**

Once the goals and objectives have been identified, decisions must be made regarding the most appropriate training techniques. A variety of techniques are used by companies in educating and training employees about diversity. Most of these techniques are standard training tools which are adapted to suit the objectives and approaches of diversity training. These techniques are as follows:

- **Lecturers:** A lecturer is a training technique used to present and explain facts, concepts, principles and other forms of information in a formal way. A lecturer can be a useful diversity training technique when it is used to provide information and facts on issues, such as changing demographics and client profiles, the benefits of diversity training and the requirements of the Employment Equity Act. Due to the sensitive nature of diversity training, lecturers should be used sparingly, as participant involvement and open discussions are key components of successful diversity training interventions.

- **Conferences, seminars and workshops:** These techniques are very useful diversity training tools because individuals get the opportunity to learn from experts in the field of diversity management. Not only is existing
knowledge pooled, but individuals can learn from the experiences of colleagues in other departments and organizations.

- **Discussions:** Research conducted by the Conference Board (1994:23) in the United States of America indicated that 87% of diversity training participants rated participative discussions as an effective diversity training technique. This technique received the highest effectiveness rating of all the diversity training techniques. By participating in discussions and sharing experiences and feelings, participants learn from each other in an open and very direct way.

- **Videos:** One of the most frequently used tools in diversity training is videos. It has the potential of reaching a large number of people as it can be used in many training sessions. Videos should, however, be used in conjunction with some of the other techniques. In addition, an overreliance on American videos of which the content is not necessarily related to the South African situation, may lead to resistance on the part of the learners.

- **Role-plays:** A role-play is a popular diversity training technique where participants get the opportunity to interact with a person of another diverse group as part of an exercise. The learning value is usually very high. However, some people are not comfortable with role-plays.

- **Case studies:** according to Van Dyk et al (1997:323), a case study is an in-depth group study of a simulated real life or fictitious situation. This can be very useful in diversity training when learners are given problem situations which they must resolve, for example, cases on racial and gender stereotyping discrimination in the work-and marketplace.
• **Training games:** Research by the Conference Board (1994) indicates that training games are an effective method of diversity training. This technique is very participative and participants learn while they are having fun and are being entertained. It is especially effective as an icebreaker after a serious and intense discussion about a sensitive topic, such as racial discrimination.

• **Handouts:** Handouts can be given to learners in order to address the problem of limited training time and provide them with additional information and learning opportunities. Handouts can be used in three ways:
  - **Pre-work:** Handouts can be given to learners prior to the training session so that they are better prepared when they come to the training session.
  - **Coursework:** Handouts can be used as part of the learning programme to supplement the session with additional information.
  - **Post-work:** In order to maintain the impact of the training, and the transfer of knowledge and skills to the workplace, handouts can also be useful resources for participants after training.

• **Industrial theatre:** The use of industrial theatre as a diversity training technique is new in South Africa, but it does have a lot of potential as an educational method for diversity training. Not only does it lessen the tension in a very entertaining way, it can also be used as an awareness technique for people at all levels of an organization. It is, however, essential that the actors customize their approach for the particular company. The plays should be integrated with the organizational culture and the specific needs of the company.

### 3.8.5 Compile Training Plan

The diversity training plan should specify the objectives of the programme and all the other logistical aspects pertaining to the programme, for example, the production of learning guides and handouts, the selection of participants,
course administration and the acquisition of all the necessary resources needed to present the programme.

Apart from a particular diversity training programme, Human Resources Development managers should also redesign other training courses to ensure that the principles of diversity permeate throughout the training department and the rest of the organization. Some actions that can be taken are as follows:
- Check all course materials for language that reflects diversity
- Scrutinize illustrations and graphics of course material to ensure that one particular group does not dominate the material
- Modify learning support material such as videos and case studies that exclusively reflect male, white and western scenarios
- Orientate all facilitators so that they correctly pronounce ethnic names
- Provide all religious dietary restrictions when planning course meals and refreshments
- Take religious holidays into account when scheduling training courses.

3.8.6 Facilitation

Facilitating a diversity training workshop requires considerable skill and commitment to diversity management. It is therefore crucial that diversity facilitators exhibit the knowledge, skill and values highlighted in table 4.3.4. These facilitators must be very open-minded and realize that they need the following characteristics, as suggested by LaMountain and Abrahams (1993), when facilitating a diversity session:
- Awareness of their values, comfort with diversity and feelings
- Acceptance of their own limitations and those of others
- Willingness to learn more about diversity since it is impossible to know everything about diversity, especially in such a diverse country such as South Africa
- Flexibility in dealing with unexpected reactions and resistance by
participants
-Willingness to disclose personal information about themselves and their culture.

3.8.7 Support and Reinforcement

A typical diversity training session will take from half a day to three days. It is very unlikely that participants will have mastered all the skills needed to handle diversity in the workplace in such a short period of time. However, for diversity training to be successful, reinforcement and support for positive changes in behavior is imperative. Moreover, if the organization does not reward those who effectively manage diversity, the training will have limited impact. In fact, the commitment of management is crucial in clarifying the role of diversity training and providing the necessary resources for follow-up and reinforcement strategies, such as diversity social functions.

3.8.8 Programme Evaluation

One of the most important challenges in diversity training is to evaluate the effectiveness of the intervention. It is not always easy to identify a direct cause-effect relationship relating to diversity training, primarily because there are so many variables which could have an impact on it. It is, however, essential to put a lot of emphasis on evaluation for the following reasons:
- Evaluation can determine whether the goals and objectives of diversity training have been met;
- The evaluation of diversity training is an essential managerial requirement in justifying the cost incurred by diversity training
- Evaluation can help to determine shortcomings and improvement areas in the process and content of diversity training
Kirkpatrick (1998) developed the most widely used framework for the evaluation of a training programme. His four levels of evaluation can be applied to diversity training as follows:

**Level 1: Reaction Evaluation**

According to Van Dyk et al (1997:367), reaction evaluation indicates how well the learners liked a particular programme by measuring the feelings of the participants. As far as diversity training is concerned, a number of reaction evaluation techniques can be used, such as:

- Focus groups in which the perceptions of participants about the quality of the diversity training can be ascertained.
- Open discussion about the training at the end of the programme.
- Reaction evaluation questionnaires can be used to measure the perceptions of participants on the quality of training, the facilitators and the learners' value. Various dimensions can be analyzed by tabulating and quantifying the results.
- Spontaneous evaluation. Diversity training often elicits spontaneous reaction on the part of the participants, for example, memorandums and electronic mail discussions. These reactions should be consolidated and used in the evaluation process.

**Level 2: Learning Evaluation**

This form of evaluation seeks to determine whether learning did take place. Two methods can be used to ascertain the extent of the learning:

- Pre-and post-learning exercise. Pre-testing can be used in the form of a checklist at the beginning of the diversity training programme to test the competency level of participants at the commencement of the training session. Post-testing can be used at the end in order to determine whether participants learnt and improved their knowledge of diversity.
• Projects and case studies can be used during the diversity training session so that the facilitator can determine whether participants can apply diversity principles in given situations.

**Level 3: Behaviour Evaluation**

Van Dyk et al (1997:370) refer to behavior evaluation as assessing a change in behavior in the work situation. This implies that reaction evaluation and learning evaluation do not necessarily indicate that the participants will apply their knowledge, skills and values related to diversity when they return to the workplace. They may be unable or unwilling to apply diversity, or the work environment may not be conducive to diversity implementation. For example, if the participants’ supervisors do not support employment equity and diversity management, the chances are not good that participants will apply their knowledge in the job situation. The following behavior evaluation techniques can thus be used:

- An analysis should be done to compare before and after performance of participants
- A control group can be used with which to compare the results and achievements
- Diversity performance assessment by supervisors, subordinates, colleagues and clients
- Self-assessment by the participant.

**Level 4: Results Evaluation**

Here the results achieved in terms of organizational effectiveness are determined. Measures must be quantifiable, for example, reduced labour turnover, reduced cost, improved productivity, reduced grievances related to diversity or an increase in market related to diverse customer profiles. (Marius Meyer 2002:238).
3.9. Diversity and Human Resource Development

Human Resource Development (HRD) is concerned with the processes whereby the citizens of a nation acquire the knowledge and skills necessary to perform both specific occupational tasks and other social, cultural, intellectual and political roles in a society. Organizationally, this requires an integrated approach which considers HRD as:

-Overcoming labour market segregation through addressing past inequalities based on race, gender and class;
-Linked to human resource objectives which are, in turn, functions of organizational strategy;
-Organizational and not as a cost.

The agenda associated with Human Resources Planning, as part of the strategic business process, represents an area of increasing co-operation between management and labour in South Africa. Involving workers in decision-making may facilitate a shift towards co-operative relations, necessary for institution building. However, a mature corporate culture of people development does not yet exist in most South African organizations. It is estimated that 2% of the corporate private sectors’ salary bill is invested in education and training each year as compared with 6-8% in leading industrial nations. The National Productivity Institute of South Africa estimates the national average, which includes large, medium and small organizations to be 0.5%. The effective implementation of Affirmative Action in South Africa requires a robust strategy with a planned and holistic set of objectives to enhance skills capacity and provide real job responsibility.

However, South African organizations remain too focused on the development of black managers only. The term Affirmative Action is subject to varying interpretations (Jain and Sloane, 1983). It may be taken to mean a
comprehensive process adopted by an employer to; identify and remove
discrimination in employment policies and practices; remedy effects of past
discrimination; and ensure appropriate representation of target groups
throughout the organization. (Thomas, 1990).

Affirmative action is based on the following premises: first, white men make up
the business mainstream; second, a growing economy third, blacks, women
and other groups acute awareness of common characteristics should be
integrated into organizations as a matter of public and ethical policy; fourth,
pervasive ethnic, racial and gender prejudice is at the root of social and
occupational exclusion; and, finally, legal and social measures are necessary
to bring about institution building. Managing diversity may in this context be
understood to mean having an acute awareness of characteristics common to
a culture, race, gender, age, or sexual preference while at the same time
managing employees as individuals (Overman, 1991). Calls by emergent black
managers for an Afrocentric, rather than Eurocentric organizational culture are
gaining support (Khoza, 1994; Mbigi, 1993; Motshabi, 1994). These arguments
suggest that limited and mono-cultural organizational values fail to consider
diversity in organizations. This prevents the development of individual
potential. The thrust of this debate does not view culture as a simple either or
choice, but as seeking synergy from diversity.

Managing or valuing diversity encompasses a range of activities aimed at
making managers more aware or mindful that women and members of their
cultures or subgroups, due to their upbringing, may espouse different values
and assumptions which can affect the way they co-operate, compete,
communicate, plan, organize and are motivated (Langer, 1989). Thus the goal
in valuing diversity is to capitalize on the strengths of each individual or
subgroup to ensure that the whole is greater than the sum of the parts (Tung,
1995).
Managing diversity, as an organizational activity, can be classified into two broad categories: cross-national and international (Tung, 1995). The former refers to managing the interface between people of two countries, and the latter to managing an increasingly diverse workforce in a given country. In the South African context, the current focus is on the latter. South African society is diverse, and organizations are multicultural in their workforce composition. Managing such diversity requires skillful, informed and extensive managerial training in interpersonal skills, appropriate systems and an understanding of both ethnic and corporate cultures.

Valuing diversity extends beyond understanding and co-operation and should, as an end goal seek to improve organizational effectiveness. It should aim to build capacity. A failure to understand cultural and other differences can lead to misguided assumptions, poor working relations, underperformance and discrimination. Performance, level of contribution and personal growth are partly a function of how people fit into and are treated in the work environment.

Some South African companies have instituted multicultural value sharing workshops. Whether the management of diversity approach is something different from, or additional to, the real need to develop specific technical and managerial job competences and to advance black people and women remains to be seen. It might be regarded as a deflection away from a failure in most organizations to address successfully the issues of development and advancement. This could result in exactly the opposite of what is intended. Educative workshops, conferences and awareness training programmes are necessary, but not sufficient for addressing structural inequalities, technical and skills inequalities and reward differentiation.

Human and Bowmaker-Falconer (1992) question the current human resource preoccupation with managing diversity as a “way of avoiding the real issues in empowerment, and risk entrenching existing stereotypes”. Lakhani (1994)
similarly argues that it is dangerous to consider diversity and multi-culturalism as largely a race issue, as it tends to address people as types. Ramphele (1993) asserts that changing institutional culture to reflect a more inclusive ethos should be central to equity programmes. She also stresses the need to address a skewed skills distribution in South African as a priority for Human Resources Development. Clearly, South African organizations appear to confuse institutional culture with ethnicity. This is the legacy of the apartheid distortion of the multi-cultural concept to divide rather than unite people.

Attributes of success in African management development programmes have been the subject of research (Hofmeyr, 1989; Safavi and Tweddle, 1991). Safavi and Tweddle (1991) identify attributes found in cross-cultural settings in Ethiopia, Kenya and South Africa. Hofmeyr (1989), Human (1991) and Kiggundu (1991) argue that necessary attributes for HRD and advancement programmes include: training and attitude change for senior cadres; clarification of values and corporate philosophy; consultation in policy formulation and performance improvement; line management ownership and accountability to facilitate learning transfer; development targets, two-way communication; non-discriminatory practices; and monitoring and follow-up. These reflect a relevant information and measurement of Human Resources Development and diversity management. Information is important for gauging the impact of such activities on the organization.

3.10. Benefits of Diversity in the Workplace

Diversity is beneficial to both associates and employers. Although associates are interdependent in the workplace, respecting individual differences can increase productivity. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image (Esty, et al., 1995). In an era when flexibility and creativity are keys to
competiveness, diversity is crucial for an organization’s success. Also, the consequences (loss of time and money) should not be overlooked.

3.11. Challenges of Diversity in the Workplace

There are challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with loses in personnel and work productivity due to prejudice and discrimination and complaints and legal actions against the organization (Devoe, 1990).

Negative attitudes and behaviours can be barriers to organizational diversity because they can harm working relationships and damage morale and work productivity (Esty, et al., 1995). Negative attitudes and behaviour in the workplace include prejudice, stereotyping, and discrimination, which should never be used by management for hiring, retention, and termination practices (could lead to costly litigation).

3.12. Required Tools for Managing Diversity

Effective managers are aware that certain skills are necessary for creating a successful, diverse workforce. First, managers must understand discrimination and its consequences. Second, managers must recognize their own cultural biases and prejudices (Koonce, 2001). Diversity is not about differences among groups, but rather about differences among individuals. Each individual is unique and does not represent or speak for a particular group. Finally, managers must be willing to change the organization if necessary (Koonce, 2001). Organization needs to manage diversity in the workplace to be successful in the future (Flagg, 2002).
Unfortunately, there is no single recipe for success. It mainly depends on the manager’s ability to understand what is best for the organization based on teamwork and the dynamics of the work. According to Roosevelt (2001), managing diversity is a comprehensive process for creating a work environment that includes everyone. When creating a successful diverse workforce, an effective manager should focus on personal awareness. Both managers and associates need to be aware of their personal biases. Therefore, organizations need to develop, implement, and maintain ongoing training because a one-day session of training will not change people’s behaviors (Koonce’ 2001). Managers must also understand that fairness is not necessarily equality. There are always exceptions to the rule.

Managing diversity is about more than equal employment opportunity and affirmative action (Losyk, 1996). Managers should expect change to be slow, while at the same time encouraging change (Koonce, 2001).

Another vital requirement when dealing with diversity is to promote a “safe” place for associates to communicate (Koonce, 2001). Social gatherings and business meetings, where every member must listen and have the chance to speak, are good ways to create dialogue. Managers should implement policies such as mentoring programs to provide associates access to information and opportunities. Also, associates should never be denied necessary, constructive, critical feedback for learning about mistakes and successes (Flagg, 2002).

3.12. Conclusion

A diverse workforce is a reflection of a changing world and marketplace. Diverse work teams bring high value to organizations. Respecting individuals differences will benefit the workplace by creating a competitive edge and increasing work productivity. Diversity management benefits associates by
creating a fair and safe environment where everyone has access to opportunities and challenges. Management tools in a diverse workforce should be used to educate everyone about diversity and its issues, including laws and regulations. Most workplaces are made up of diverse cultures, so organizations need to learn to adapt to be successful.
CHAPTER FOUR

AFFIRMATIVE ACTION

4.1 Introduction

When the term “affirmative action” or “black advancement”, is used in South Africa, it evokes numerous reactions from various quarters. Fears are expressed such as the lowering of standards, new kinds of discrimination, and the general misconception that able whites will have to make away for less able blacks. These, in turn, (it is feared), will lead to the dwindling of the bottom line, the loss of work ethic, and the ultimate decline of the economy. Although Affirmative Action is a frightening concept and resembles reverse discrimination for some people, for others, it has positive connotations.

The term “Affirmative Action” is used in many different ways and it is not readily apparent what a person means when employing the term. It may indeed being that it is the context in which the words are chosen to will determine what the speaker may mean. To add to the confusion, many alternative terms are used, such as “black advancement”, “transformation”, or “restructuring”.

In this chapter the meaning of Affirmative Action, as intended by legislation, will be discussed. An overview of the origin and development of Affirmative Action will be provided and the main objectives thereof explained. South Africa faces many challenges in the successful implementation of Affirmative Action, hence the need to outline the key issues and obstacles facing organizations. In order to justify Affirmative Action and clarify the need for it, the discussion will indicate how principles of equality and justice are related to the fairness of Affirmative Action programmes.
4.2 The origin and development of affirmative action

The United States of America is generally regarded as the country of origin of Affirmative Action. The concept of Affirmative Action was first used in the context of race discrimination and became part of legislation in 1961. The Civil Rights Act of 1964 followed and, as amended in the following year, provided that discrimination on the bases of race, sex, colour, religion or national origin was illegal (Viljoen, 1997).

In South Africa, Affirmative Action was a response to identified inadequacies in antidiscrimination legislation. The question of discrimination was originally addressed in the definition of an Unfair Labour Practice and later discussed in greater detail with the promulgation of the Employment Equity Act 55 of 1998 which has both an antidiscrimination legislation and affirmative action legislation. Chapter 3 of the Employment Equity Act deals with Affirmative Action. It obliges every designated employer to put measures groups are in place to ensure that suitably qualified persons from designated groups are afforded equal employment opportunities and are equitably represented in all occupational categories and levels of the workforce. These measures include the elimination of barriers, the furthering of diversity, making reasonable accommodation for persons from designated groups, training and the establishment of numerical targets, but do not include the establishment of an absolute barrier to designated groups. The designated groups include the disabled, women and blacks, with “blacks” being used as a generic term to include all coloureds, Asians and Africans (Bendix, 2001).

Since the early 1990’s employers have attempted through programmes of affirmative, action to include people from historically disadvantaged backgrounds in management structures. While some progress has been made in this area, management structures are still the domain of white males.
According to reports submitted to the Dept of Labour, blacks comprise 13% of senior management positions in SA Companies, of which 1, 2 % are black women (Employment Equity Report, 2001). An analysis of the workforce profile according to sector indicates that Blacks are best represented in the government sector (86%) and least represented in the academic sector (47%). According to the Dept of Labour, various forms of discrimination, such as the following, still occur in the SA labour market.

- Whites earn a 104% wage premium over blacks.
- Mean earn 43% higher than similarly qualified women.
- Black women in the lower educational categories earn a 10% lower Salary than their white male counterparts.

4.3 Review of the Development of Affirmative Action in South Africa

Leonard (2005; 63-92) offers a useful overview of the historical developments leading to the current black economic empowerment approach in South Africa. In this regard, Leonard (2005) identifies six phases which she terms “human capital development areas in South African history” these are:

(i) Paternalism
(ii) Equal Opportunities
(iii) Black Advancement
(iv) Affirmative Action
(v) Top-down Affirmative action

Leonard’s phases are covered below as a general overview of the field. It is argued later that the categories used by Leonard (2005) and even some of the terms and language usages are not necessarily the most appropriate. Her conceptual framework is considered useful however, as a basic guide. Later it is also submitted that affirmative action and equal opportunities, in the traditional sense of the terms are not the most appropriate domains for
discourse on Black Economic Empowerment. The human capital development approach, which is linked to economic development, is posited as a more useful paradigm. Nevertheless, Leonard (2005) attempts a useful overview.

(i) Paternalism (1652-mid-1970’s)

Leonard (2005; 64) refers to literature by De Beer (1998;#11) and Van der Walt (1994;21-24), which describes the paternalistic approach as resulting from the feudal system of the Middle Ages when workers (serfs) had to work for landowners. The primary belief was that such workers were not able to function independently and therefore needed someone who ‘knew best’ (De 1998:3; Van Der Walt 1994:21-24) 9all cited in Leonard, 2005; 64). According to Leonard (2005;64) government’s migrant labour policies strengthened the perception that “non-white” employees were only acceptable as temporary in a ‘white environment’. During the paternalistic era employee participation for both white and black employees was minimal, while the latter were never expected to be involved in decision-making (De Beer, 1998; 1998;9-10). Upliftment of the ‘poor whites’ was the focus of government business. During this era, organizations rarely involved themselves in upliftment since the raison d’etre was business and not society (De Beer, 1998; 110. According to De Beer (1998) government developed infra-structure for self-development in the black homelands. However, this did not lead to the same degree of development in education, job creation and housing as was the case in white areas where “vast amounts of money were spent” (De Beer, 1998: 11).

(ii) Equal Opportunities (late 1970’s to early 1980’s)

According to Leonard (2005:65) the underlying philosophy of the equal opportunities approach originated from an increased awareness of community leaders about the moral right of all humans to be treated equally. This phase is traced to the Wiehahn Commission Report of 1979, which formalized the
principle that all employees are equal before the law (Madi, 1993:4; Van Jaarsveld, 2000:17-17). This phase included the introduction of the labour Relations Act and the abolition of legislation pertaining to work restriction. This signaled improvements in human rights. According to Leonard (2005:66) the equal opportunities era was also characterized by resistance to what she terms “special development programmes” for “non-whites”. The resistance was three-fold; training was seen as unrelated to the “business of business”; white managers feared a backlash and both white and “non-white” employees resented the notion of being singled out for such training or development efforts (De Beer, 1998; 15; De Beer and Radley, 2000:28-40). According to Leonard this approach has also been referred to as the ‘peacock approach” since black appointees were more often than not appointed in client services; community relations; industrial relations and public affairs positions during this era. According to De Beer (1998:19) frustration about the limiting effects of apartheid laws regarding involvement in “non-white” communities forced business to lobby with government to lift these laws.

(iii) Black Advancement (Early 1980’s to Late 1980’s)

The development from the equal opportunity approach was brought about three factors; politicians’ realization that the political and economic futures of all races are “interwomen”, enormous international pressure through economic sanctions and the realization that organizations should take responsibility for remedial and development programmes, rather than government. According to De Beer (1998; 21) most of the legislation that separated the races in the workplace was abolished by now.

However, notes Leonard (2005:67), ‘non-white’ employees therefore reached a glass ceiling relatively quickly. During this era, “nonwhite” appointees were very often sent on one development course after another without a clear career path that would usually be associated with training and development. On the
other hand, compared to the previous approaches, inputs from “non-white” employees were actively sought for decision making within the black advancement paradigm (Leonard, 2005:68). According to Leonard, participative management was introduced to South African organizations, but this failed in the majority of instances. De Beer (1998:5) ascribes this failure to the fact that too few managers were prepared to deal with these changed dynamics.

Middle and lower level management often also misunderstood this approach and “manipulated employees to improve their productivity” (De Beer, 1998:35). Leonard also points out that Madi (1993:4) describes the mentorship programme of this era as being aimed at “taking the township out of the assigned protégés”. It was also during the “Black Advancement Period”, that the concept of social responsibility was replaced by social investment. According to Leonard (2005:69) investment was understood as investment in the future. De Beer (1998:36) argues that most organizations came to the realization that they had to became directly involved with their dependent communities and improve the quality of life.

(iv) Affirmative Action (1994-beyond)

Leonard (2005:71), points out, with reference to De Beer (1998:40) that compared to the previous three development approaches, organizations were now aggressively implementing policies aimed at the advancement of blacks. Leonard notes that these policies encompassed two components, the elimination of forms of overt, indirect or direct discrimination against disadvantaged employees and the accelerated development of scholastic and work skills for both high and low potential black employees. According to De Beer (1998:41-43), two types of Affirmative Action measures became prevalent. The first entailed short term preferential policies that focused on the recruitment and promotion of black employees as compared to white
employees with equal potential and ability for a limited period of time. According to De Beer (1998:45-46) this was the escalator mode - black employees are promoted to managerial positions when white employees are promoted, retire, resign or when organizations expand naturally.

The second measure entailed short term output policies that aimed to reflect the population composition of a specific region in an organization's employee profile within a specific time limit (Leonard, 2005:71). All was not yet well, however, under this approach. According to De Beer (1998, 42; cited in Leonard (2005:72), “Afro-centric values were tolerated as long as these did not have a negative impact on organizational objectives and productivity; preference was thus still given to black individuals who adopted a strict Western modern work ethic”. On the other hand, organizations also learnt that Affirmative Action could only succeed if and when the “white male” value system was not the dominating system (Leonard, 2005:72). Leonard also points out that resistance within organizations during this era took the form of malicious compliance and outright sabotage; “Underground resistance”, notes Leonard (2005:72) became a way of life in organizations. On the other hand, various means of consultation between managerial and non-managerial levels of staff took place. According to De Beer (1998:43) black employees were no longer merely individuals who had to be “developed”, but they were viewed as partners whose personal attributes and decisions were instrumental in modernization. Participation in decision-making, profit-sharing and challenges to traditional leadership control through unionized strike actions characterized this era in South Africa (De Beer, 1998:46; cited in Leonard (2005:72)

(v) **Top-down Affirmative Action (Emerging from 1994)**

practice”. Citing De Beer (1998:47), Leonard argues that the rationale for what she terms the “top-down” approach was that organizations would not empower sufficient numbers of black employees, of their own free will. Leonard (2005:74) also alleges (with reference to De Beer, 1998:53-54) that the “top-down approach”, as the terms it, “would have an unpredictable influence on corporate culture and place the focus on modernization.”

Leonard (2005:75) also makes reference to resistance, that she claims would emanate from a range of sources, to this approach. Among others Leonard (2005:75), refers to Edigheji (1999:2) who alleges that resistance toward this approach also came from the so-called “previously disadvantaged ranks”. Leonard (2005:75) seems to equate what she terms the “top-down approach” with a “minimalist approach”. In this regard, she asserts that a minimalist approach to Affirmative Action often enabled the creation of a filthy rich black business class without addressing the extreme poverty of the majority of the black population (with reference to Edigheji (1992:2). Leonard then calls for a “maximalist” approach, which she purports, is made necessary by the concerns that she refers to. According to Leonard (2005:75) such a maximalist approach should focus on the collective empowerment of the majority of the black community. Leonard (2005:75) asserts that the black empowerment approach is viewed as potentially more successful than the previous approaches (with reference to Edigheji, 1999, inter alia)

The foregoing overview helps to put the evolution of the employment equity and Black Economic Empowerment policy in some perspective. As will be argued next, the literature in South Africa on the various “domains of equality”, as Schunk (2002) terms them, does not assist in either explaining the relationship between employment equity or empowerment and organizational growth or performance, nor in creating an economic case for empowerment in general or black economic empowerment in particular. The foregoing overview can also be challenged on a number of fronts.
4.4 Affirmative Action Concepts

Affirmative Action refers to specific steps, beyond ending discriminatory practices that are taken to promote equal opportunity and to ensure that discrimination will not recur. The goal of affirmative action is to eliminate non-legal barriers to equal employment opportunity.

Affirmative action refers to the purposeful and planned placement or development of competent or potentially competent persons in positions from which they were debarred in the past, in an attempt to redress past disadvantages and to render the workforce more representative of the population, on a local and national level.

4.5 Two Major Paradigms of Affirmative Action

There are two major paradigms in the equality and affirmative action arena. At one end of the spectrum are individualistic approaches, which provide that an individual victim be compensated by the person at fault (Fredman, 2001). At the other end is a group-oriented approach, which moves away from individual merit and individual fault and instead aims to remove discriminatory barriers regardless of who or what has been responsible for causing the problem (Fredman, 2001).

Schuck (2002) distinguishes affirmative action from the more passive practice of non-discrimination in which the motive principle is simply to refrain from treating people differently on the basis of their race or other protected characteristics. Fundamental in the common approaches to equality is the distinction between two types of discrimination, direct discrimination and indirect discrimination (Fredman, 2001:161). Indirect discrimination is often characterized as reflecting a results-based principle of equality, based on the important recognition that apparently equal treatment can have disparate
impact as a result of past or institutional discrimination. Indirect discrimination has an individualistic form as well as a group form.

According to Fredman (2001:161) the individualistic form focuses on the effect to the group and not necessarily the individual. The group-based form on the other hand does not look at the equality of results. It focuses on diagnosing discrimination, whereby an under-representation of one group is taken as prima facie evidence that a discriminatory obstacle is probably in place (Fredman 2001:161).

The above approaches to discrimination have been challenged on the basis that the "effect" approach eventually "individualizes" discrimination (Bernard & Hepple, 2001:568). They remain individualistic in that the individual is still required to bring the case and the remedy is by way of individual compensation. Fredman (2001) argues that individual-based approaches to discrimination and their limitations mean that indirect discrimination as a concept will inevitably play a minor role in bringing about change. She then argues that proactive approaches represent the only genuine focus on equality of results and this is where we should be looking if real change is to be brought about (Fredman 2001:163).

**4.6 Objectives of Affirmative Action**

South Africa is a land of contrasts, First World prosperity rubs shoulders with Third World poverty; picturesque landscapes are plighted by overcrowded squatter camps; peace and violence; immense wealth in natural resources contrasting with impoverishment in terms of the development and utilization of the potential of people. This is entirely characteristic of a society in the throes of change, and can be resolved through the process of Affirmative Action. Through AA programmes, inequalities between individuals and groups are bridged and a win/win situation develops for individuals, organizations and the country as a whole (Hicks-Clarke & Iles, 2000).
The mission statements of South African organizations often refer to employment equity and phrases such as “equal employment employer” and “our human resources are our greatest asset” are common. However, one of the most difficult challenges facing any person in a leadership position is the ability to translate intention into action. Before an organization can take any action to implement Affirmative Action, it has to know what it wishes to achieve and therefore clear objectives need to be set. In South Africa, the Black Management Forum plays a prominent role in the implementation of Affirmative Action and it regards the following as the primary objectives of Affirmative Action.

4.7 Black Management Forum’s viewpoints

According to the Black Management Forum, as quoted by Vjoen (1997), AA should:

- Reverse the prevailing situation of disadvantage of the majority;
- Represent an affirmation of all the human rights which were historically violated by institutionalized discrimination;

- Create opportunities for education, training and development in the workplace which result in the demonstrable economic empowerment of those who will benefit from them;

- Bring about complete transformation of the racist and sexist attitudes and practices that have been at the core of organization in the past - it must help to develop a new organizational ethos and an innovative set of policies and procedures for the empowerment of all staff.

- Reach certain targets in order to reflect the demographic profile of the South African population at a given time
It is interesting to note that although the Black Management Forum regards an organization as the primary beneficiary of Affirmative Action, this is not reflected as such in its list of objectives. According to the objectives listed above, it is the Affirmative Action candidate who mainly benefits from Affirmative Action. However, even though they may be indirect, the benefits of Affirmative Action do also help the organization.

4.8 Benefits of Affirmative Action

According to Charlton and Van Niekerk (1994), Affirmative Action will benefit the beneficiaries of Affirmative Action in the following ways:

- Economic empowerment (improved education and the creation of employment opportunities);
- Access to resources (transport and social welfare);
- The meeting of basic needs (security, food and housing);
- Political rights;
- Psychological growth (improving quality of life, restoring human dignity, boosting confidence and promoting a sense of coreponsibility for the country’s prosperity)

It can not be denied that, in the past, the vast majority of the population of South Africa was denied access to all resources economic, political, social and psychological. Consequently, proactive change which constructively redresses the inhumanity of the past in all these spheres of human activity is needed. However, while this change has a moral perspective, it has also become an economic necessity. The critical ingredient for success is human competence. The better people are equipped to unleash their potential and that of the people around them, the sooner everybody will be able to contribute to the success of organizations and the country as a whole. Affirmative action, however, serves no purpose if it is based on handouts such as money, material
resources and glamorous jobs instead of empowerment, the restoration of
human dignity and the development and utilization of people’s skills and
abilities. To ignore the human spirit as part of Affirmative Action is economic
suicide. Indeed, action with out the correct attitude will simply result in short-
term change, without long-term growth.

4.9 Obstacle or Challenges to Affirmative Action Success

Affirmative Action strategies are challenged by the fact that these initiatives
occur against the background of South Africa’s long history of entrenched
racism. Changing the way things are done and re-examining concepts
internalized over many years can be a difficult process, facing strong
resistance.

People hold strong views on Affirmative Action: at one extreme is a positive
view which denies that white people had the right to exclude blacks and
women from leadership positions, power and opportunities in the past. This
view stresses the need to remove obstacles to advancement as well as the
need for extra support and resources for people traditionally excluded.

The negative arguments are equally persuasive. Critics of Affirmative Action
ask how anyone who believes in equality can agree to a policy of special
treatment for specific categories of people (reverse discrimination). Another
position questions the economic sense of Affirmative Action, claiming that it
undermines the basic principles of free enterprise which state that rewards
follow from merit and those decisions should be made by applying the equity
rule.

In order to meet the arguments of Affirmative Action critics, exponents of
Affirmative Action need to show how the methods they choose will contribute to
excellence- as opposed to those forms of Affirmative Action which look good
but are distractive and wasteful in the long run. Similarly, those who are concerned with productivity and organizational effectiveness should be convinced that social equality brings out the best and most sustainable development of a society.

One of the main obstacles to the successful implementation of Affirmative Action programmes is the lack of underlying sincerity or fundamental commitment to meaningful change through Affirmative Action. Accusations of window-dressing are being flung around in organizations that positions as part of cosmetic change and offer new appointees shiny offices and impressive titles without concomitant responsibility and accountability. The implementation of Affirmative Action at all costs to achieve employment equity may cause a loss in efficiency and reduce the advantages of Affirmative Action hence employers are not expected to appoint or promote people who do not posses the required qualifications or abilities. However, they are expected to implement programmes which develop the employees’ potential and enable them to look for better opportunities. At present, most Affirmative Action policies are deemed to be based on a trial and error basis.

4.10 Implementation Problems

Most of the controversies and problems surrounding affirmative action arise not from the principle as such but from the manner in which affirmative action is implemented. Wrong implementation occurs because organizations see affirmative action as a political imperative with which they have to comply, and not as a business objective which is needed to be sustainable within the framework of the organizational objectives one of which would have as effective and competent a workforce as possible. Consequently, persons are appointed in ‘affirmative action positions’ or imposed on the organization merely to window-dress or to fill quotas, usually without due consideration of suitability for the position or the possibility of support and development. Such
arbitrary appointments leave other employees dissatisfied and are unfair to the appointees themselves, since they are either in meaningless positions or cannot handle their specified tasks, thus perpetuating the myth that affirmative action appointees are ‘no good’. Unless affirmative action is tied to valid selection procedures which test relevant competencies or potential and are accompanied, where necessary, by a developmental programme, the myth becomes reality.

Another problem with affirmative action, especially where higher level jobs are concerned, is the fact that the available pool of previously disadvantaged persons able to fulfill the requirements is extremely small. For example, in organizations where a need has been identified for greater representation of Africans at managerial level and where one of the requirements is a tertiary qualification, the selectors are most certain to encounter problems. The 1994 statistics show that just over one percent of the black African population had, at the time, a tertiary qualification. The result is that there develops a small, highly sought after group of elite candidates who, as has already been proved, are continually ‘poached’ by one organization from another. Thus only this elite group advances, while the rest of the black African population remains where it was before.

Van Jaarsveld (2000) contends that the problems with Affirmative Action do arise, not from the principles as such but from the manner in which it is implemented. Affirmative action is implemented incorrectly when organizations view employment equity as a political imperative that has to be complied with, and not as a business objective to have as effective and competent a workforce as possible. In such instances, Affirmative Action leads to the following:

- People are appointed in Affirmative Action positions to fill quotas or to window-dress without taking into account their ability or suitability for the position;
- Reverse discrimination occurs;
- An elite group of Affirmative Action candidates is advanced while the rest of the population stays where they are;  
- The “revolving door” syndrome develops. Organizations often appoint a few black faces at the right levels in the organization to make the organization appear politically correct. The Affirmative Action appointees, on the other hand, enter the organization with high expectations and the need to develop and achieve success. Unfortunately nothing is done about the organization’s culture and related systems and the needs of Affirmative Action appointees are therefore overlooked. This makes appointees feel excluded, frustrated and disillusioned and ultimately compels them to seek employment elsewhere. This situation reinforces management’s belief that blacks and women do not have the ability to cope with the demands of the corporate world and that Affirmative Action initiatives have no benefit to offer organizations. When this happens, the organization does nothing further to address any inequalities until another crisis in the form of pressure from trade unions or government compells it to make Affirmative Action appointments and the whole cycle starts again.

- For proof of this one need only look at America where, after twenty or more years of affirmative action, it is now admitted that the process has failed- and where inner city ghettos are populated by groups who still have not been advantaged by affirmative action. The problem here is, firstly, that employers are looking for ‘ready made products’ instead of the possibility of developing persons upward in the organization; and secondly, that too great an emphasis is placed on quotas and paper qualifications instead of identifying competencies, experience levels and potential. It also points to education and training, both inside and outside the organization, as the cornerstone of affirmative action programmes. Whereas many organizations concentrate on affirmative action initiatives only on certain areas (and particularly in top, highly prominent positions), the greater part of affirmative action should concentrate on career planning, training and development or support for external education
and training programmes, this is why there is a definite link between affirmative action and skills development.

-The most prevalent accusation directed at affirmative action initiatives is that they constitute reverse discrimination. Especially employees who have given long service and were expecting promotion are dissatisfied when an affirmative action appointee, usually from the outside, is given the position which they believed they deserved. Affirmative action will become unfair and discriminatory only if a previously disadvantaged person is appointed ‘at all costs’ and without granting other persons the opportunity to compete.

Discrimination occurs only when one party is intentionally disadvantaged. This would happen if an applicant or employee other than an affirmative action candidate) who is competent to do the job is deliberately disregarded. All candidates have to be granted the opportunity to compete and to be assessed in terms of pre-established criteria; but an additional weighting, which should not be disproportionate to the other criteria, can be placed on affirmative action aspects. By this means the affirmative action candidate is given a slight, but not unreasonable, edge over the other candidates. It ensures relative fairness and also satisfies the employer’s need to appoint competent persons (Sonia Bendix, 2000, p 435-437).

If the process above is to operate effectively, the use of appropriate selection techniques and suitable test or assessment material becomes imperative.

At an operational level, the following problems appear to have surfaced in the fledgling stage of the introduction of affirmative action strategies in South Africa (Thomas, 1996)

-In the quest to appear acceptable in terms of race and gender, token appointments of people lacking the necessary skills have been made. This has
led to a decline in service levels, people being given meaningless jobs and the attendant costs to business.

-There is a prevalence of negative expectations about candidates from designated groups, heightened scrutiny of them, fears and resentments on the part of those who stand to lose promotional opportunities and the resultant overt and covert sabotage of the process, for example, by the withholding of information and by the exclusion of members of designated groups from formal and informal networks and systems that assist in job progress.

-Employment equity and affirmative action have not been regarded as strategic business issues and accordingly, there has been lack of management commitment to this process at all levels in companies. Rather, the task of achieving employment equity has been delegated to the human resource departments of large corporations that seldom have the authority or necessary mechanisms to ensure progress.

-No business imperative has been identified by management with regard to the competitive advantage that a diverse workforce can afford. Rather the diversity creating strategies to achieve employment equity has been regarded as a response to moral or legal compliance issues and, accordingly, as a "necessary evil" with which business has to contend.

-Performance management, as a means to train and develop people from designated groups to become fully productive employees, has been poor, especially in the areas of managerial commitment to performance management, the recognition of potential and non-traditional skills, mentoring and coaching and career planning.
Informal networks, functional in promotions and advancement, exist in the South African workplace, coupled to which new recruits are expected to assimilate to prevailing corporate cultures.

Race and Gender

It is perceived by some that equity can be achieved by appointing mainly black males or, on the other hand, mainly white females. This does not reflect the true spirit of the equity legislation. A balance should be sought between racial and gender representation.

Suitably Qualified

The Employment Equity Act provides that the decision as to whether a candidate is suitably qualified can be based on one of the following: formal qualifications, relevant experience, or the potential to perform the job within a reasonable time.

The problem arises, firstly, of assessing potential and, secondly, as to what is ‘a reasonable time’.

The measurement of potential is made more difficult by the care which has to be exercised in using psychological testing or similar forms of assessment. However, as indicated previously, this problem is not insurmountable. What is necessary is to decide beforehand on the indicators of potential, to use a proven instrument directed at assessing that potential and to be about clear on the time available to develop such potential. When immediate performance at a particular level is required, it would hardly be feasible to consider the aspect of potential. On the other hand, when the opportunity to develop exists, consideration of potential becomes important. The interpretation of ‘a reasonable time’ therefore depends on the position and the needs of the organization.
• **Internal Recruitment**

When internal recruitment has been an accepted practice, employers may wish to continue this practice; alternatively, a deviation from the practice may be questioned by employee representatives. Internal recruitment will be acceptable when existing employees from the designated groups are able to fill promotion posts and when such recruitment results in the rectification of demographic imbalances. When an organization does not have enough potential candidates from designated groups in its own ranks, an internal recruitment policy cannot be used as an excuse for perpetuating imbalances.

• **Candidates-in-waiting and Contract Employees**

Persons already employed may have had their career paths mapped out for them. Equally, employees in contract posts may expect that they will receive preference should a permanent position become available. Neither group can be assured of future promotion or employment. Existing employees should be sensitized to the need of adjustment to the demographics and some other solution to their situation sought. On the other hand, they should also know that they are not debarred for competing for advancement and that, should they prove to be the most suitable, even after affirmative action weightings and considerations, they may be appointed. The contract of the fixed-term employees need to spell out the conditions a priori, namely that the offer of the contract does not entitle the incumbent to a permanent position should one be created or become vacant, and that, in the selection for such position, regard will be had to the organization’s equity plan. However, they too should know that they will be able to compete for the position (Sonia Benix, 2006, 447)
• Retrenchments and the Last In Fast Out Principle (LIFO)

Because, in many organizations, Affirmative Action initiatives are recent in nature, these appointees may be the first to be nominated when retrenchees are selected in terms of the LIFO principle. This could railroad the equity initiative and it is therefore necessary to ascertain whether the proposed retrenchments will create further demographic imbalances. In that case, a certain quota of designated employees needs to be excluded from the retrenchment exercise (Sonia Bendix, 2006, 4470)

• Employing the Disabled

Often the nature of the work performed is such that it cannot be undertaken by disabled persons, nor can the work or workplace always be modified to cater for such persons. It is suggested that the organization considers whether it can outsource certain tasks to institutions for the disabled where the work can be performed in more conductive surroundings. (Industrial Relations, Sonia Bendix, 2006, pg 447)

4.11 The Legislation of Affirmative Action in South Africa

• Strategic concerns

According to Thomas (2002), the Affirmative Action legislation in South Africa has led to the following strategic concerns:

- Overregulation of the labour market results in a decrease in overseas investments and entrepreneurial initiatives
- Heavy administration costs relating to compliance with the legislation impact on organizational growth
The shortage of skills in some sectors makes black skills more expensive and unaffordable for smaller organizations, thus providing disincentives for investment and expansion.

The shifting of employees from some employers to others hinders the creation of new jobs for new entrants to the labour market.

The African National Congress sees the future of employment equity in special investment in rural infrastructure such as roads, schools and water.

In addition to the aforementioned problems, the South African workplace is characterized by adversarial relationships, a lack of trust and communication between individuals and groups, poor teamwork, the apparent absence of employee commitment to and motivation to achieve organizational goals, high staff turnover (especially amongst those from designated groups), industrial conflict and low levels of productivity, profitability, quality and customer service (Thomas, 2002). A recent South African study has highlighted that, while black managers may leave organizations for higher salaries and related perks, issues relating to not fitting into historically established corporate cultures also seem to impact on what has become derogatorily known as “job hopping” (Thomas, 2002).

- **Organizational concerns**

Thomas (2002:237-239) regards the following as problems at an organizational level with the introduction of Affirmative Action strategies in South Africa:

- In an attempt to appear acceptable in terms of race and gender, token appointments of people lacking the necessary skills have been. This has led to a decline in service levels and people being given meaningless jobs.

- There is a prevalence of negative expectations about candidates from designated groups, a heightened scrutiny of them, fears and resentments on
the part of those who stand to lose promotional opportunities and a resultant sabotage of the process, by, say, the withholding of information and the exclusion of members of designated groups from formal and informal networks and systems that foster their job progress.

- The increase in indirect and opportunity costs as a result of, say, poor hiring decisions (to achieve employee targets), and the declining morale of white employees.

- The heightening of race classification and “reverse discrimination” will lead to decrease in employee loyalty and the non-retention of skilled employees.

- People from designated groups who still require training and development will have unrealistic short-term expectations and may expect secure positions and adopt a culture of entitlement.

- Employment equity measures have not been regarded as strategic business issues and accordingly there has been a lack of management commitment to this process.

- No business imperative has been identified by management with regard to the competitive advantage that a diverse workforce can afford.

- Performance management as a means of training and developing people from designated groups into fully productive employees has been poor.

4.12 The Costs of Affirmative Action

Cox (1993) and Morrison (1992) have noted the economic costs of not fully utilizing all employees in organizations, as evidenced in absenteeism, employee turnover, poor morale, underperformance and poor customer
service. According to Charlton and Van Niekerk (1940), the costs incurred in poor implementation of Affirmative Action programmes include the following:

- High recruitment costs due to the high turnover of Affirmative Action candidates;
- High salaries paid in order to prevent Affirmative Action candidates from being head-hunted by other organizations;
- Indirect costs associated with the dissatisfaction of the current workforce with Affirmative Action programmes;
- Legal costs resulting from the need to terminate employment contracts of Affirmative Action candidates who can not cope with the demands of the positions;
- Additional compensation paid for overtime and contract work due to Affirmative Action employees not being developed or optimally utilized.

4.12.1 Implementation issues

In order to capitalize on the benefits offered by an Affirmative Action programme, the following aspects of implementation warrant ongoing attention:

- The long-term successful redistribution of resources relies on economic growth which, in turn, is dependent upon Affirmative Action in order to develop and utilize a country’s human resources and to ensure political stability (Charlton & van Neikerk, 1994). The uncompetitive nature of South Africa, its low growth rate and high level of unemployment are all factors that militate against the effective implementation of Affirmative Action. The regular strike actions evident in South Africa have also contributed to a lack of economic growth and high crime rates. In an organizational context, the financial position of the organization plays an equally vital role in the success of an Affirmative Action plan. From a financial point of view, organizations can not afford to appoint incompetent people for window-dressing purposes. Not only will this
affect the productivity of the organization negatively, but it will also contribute to unnecessarily high labour costs.

-To a certain extent, South Africa appears to have learned that a multiplicity of legislation dealing with employment equity is confusing and unlikely to be adhered to, because of gaps and loopholes that tend to exist when separate Acts govern different beneficiaries or areas of practice. In an organizational context the Affirmative Action policy should consist of well-defined goals and be simple to understand.

-The South African government did apparently realize the importance of engaging in an active and consultative process with organized business and labour in formulating legislation and policy governing such legislation. While consensus has not prevailed in all aspects of the legislation, this consultative process did achieve greater support for the implementation of legislation than would otherwise have occurred. In an organizational context attempts are made to involve the representatives of all interested parties in the implementation of the employment equity plan.

-A cause for concern has arisen in South Africa where jobs are subtly reserved, in some instances, by African managers, for “friends in the struggle against apartheid” and where business has capitalized upon recruitment of blacks who were trained abroad during the apartheid era. It is common practice in South African organizations to recruit blacks into senior positions in order to secure government or parastatal contracts. Structures need to be set up that will ensure that Affirmative Action does not simply benefit an elite group or result in the practice of tokenism. Organizations have to ensure that policies and structures are in place to prevent the occurrence of tokenism and favouratism.

-Numerical target setting is essential because it is the single best predictor of the subsequent employment of members from designated groups. The South
African Department of labour has legislated that targets negotiated between management and employees are set between one and five years. With regards to numerical target setting, the employment equity plan has to achieve the equitable representation of suitably qualified persons from designated groups within each occupational category and level in the workforce.

-Studies have shown that Affirmative Action must necessarily be embarked upon as a holistic process. There must look beyond numbers to issues relating to training and development, mentoring and coaching. One of the challenges facing South African organizations is retention of Affirmative Action candidates. In order to retain their services, organizations should make special provision for career advancement, accelerated training and development. The aim of the Skills Development Act 97 of 1998 and Skills Development Levies Act of 1999 is to coordinate industrial training in a more structured and purposeful manner.

-It is evident that the success of Affirmative Action depends on the commitment of top management. While legislation can provide a foundation to prevent the occurrence of overt discrimination, the law, per se, without enforced compliance, is not sufficient to remove discrimination. However, compliance is one thing; actual effective utilization of those appointed through Affirmative Action strategies is quite another. It is surprising how few committed efforts to managing diversity and Affirmative Action have been made, even yet fewer appear to have incorporated these kinds of objectives into either their strategic planning process or reward systems (Human, 1996).

4.13 Employment Development as a Strategic Issue

Employee development as a strategic issue refers to the extent to which people development and particularly people from designated groups are regarded as key strategic issues for the organization. In this regard, Affirmative Action should be seen as increasing the pool of talent available for
development. Development must not be viewed simply in terms of providing education and training for the disadvantaged en masse. Managers should be trained in people management skills, identifying training and development needs and managing employees’ careers. As such managers will be evaluated and rewarded in terms of their ability to develop subordinates. The development of employees, however, is not only management’s responsibility, but employees should realize that they too are responsible for their own development.

- **Staffing**

This refers to the way in which people are matched to jobs. It involves a critical analysis of current selection and recruitment procedures, criteria for entry into jobs, selection instruments and organizational culture. Such an analysis should lead to attempts to overcome unfairness and obstacles, to remove the glass ceiling and to eradicate both tokenism and resistance.

- **The Role of Organizational Culture in the Development of People**

Organizational culture refers to the importance attached to the development of people and the norms, values and beliefs that reinforce or discourage people development in general and the advancement of the historically disadvantaged in particular. According to Ivancevich and Mattson (2002), an organizational culture that supports people development is characterized by the following:

- Positive expectations of individuals and their competence
- Open, honest and constructive feedback on performance
- Evaluation of performance based on results achieved in terms of short- and long-term objective.
• The Role of Human Resource Function

The role of the human resource function is to support line management in the appointment and retention of employees. In order to provide effective support, an audit of the organization in terms of workforce composition, policies and procedures and the perceptions of all levels of employees need to be conducted regularly. The development of a workforce profile is crucial before any appointment, promotion or development decisions can be made.

• Management Commitment and Support

Organizations should develop strategies for dealing with Affirmative Action and diversity issues. These strategies should be developed in consultation with trade unions and nonunionized employees. A committee composed of employer; employees and trade union representatives should continuously monitor, evaluate and refine the Affirmative Action strategy. In order to gain support for Affirmative Action interventions, management needs to communicate their Affirmative Action policies clearly and honestly to show how diversity is factored in to staffing and employee development decisions.

South African organizations are compelled to comply with the provisions of the Employment Equity Act. According to Thomas (2002), the three key issues on which organizations should focus in its attempt to comply with Employment Equity targets are: (1) sound monitoring of progress towards employment equity; (2) proactive measures to ensure that the majority of previously disadvantaged groups benefit from the legislation, and (3) the introduction of holistic human resource practices that complement target setting.
4.14 Implementing Affirmative Action

- Selection and appointment of new incumbents

The starting point for the implementation of the Equity plan is the existing and future manpower plan of the organization. If a position is vacant the equity plan is consulted and the demography job category is studied, in conjunction with the demography in that of the organization as a whole. It may then be decided to advertise that preference will be given to a person from a previously disadvantaged group for appointment to this position or even headhunting such a person.

However, this can never be an absolute imperative, since someone from that grouping with the necessary competencies and experience may not be available to fill the position. Thus the inherent requirements of the job remain central to the selection procedure and capable candidates cannot be excluded simply because they are not from the preferred group. In the light both of the fact that certain groups were disadvantaged as regards education and of the fact that educational qualifications are not necessarily indicative of competence, these should not constitute the primary criteria as was the case in the past. Selectors have to identify the competency requirements for the job and to establish methods whereby such competencies can be tested or assessed. Here the HR department plays a major role. A common understanding of the term ‘suitably qualified’ should be engendered, noting that this can be based on formal qualifications, experience or the potential to perform the job within a reasonable time.

Once criteria have been established and assessment techniques developed, it is necessary to attach a weighting to each criterion. This is where the affirmative action candidates can be given an edge, by including membership of a previously disadvantaged group as a criterion and applying a special,
proportionate weighting for this. Should the demographics have proven that particular groups are less represented in the organization or job category, the weighting given, for example to black females, could be heavier than that assigned to white females.

In canvassing candidates for a position it is necessary that advertisements list the competencies and experience level required, and that such advertisements reach as wide an audience as possible. Selectors may actively canvass persons whom they may regard as possible incumbents, but it is not advisable to engage in ‘poaching’ from other organizations as is merely sustains elitism among the already employed. It is preferable to approach persons who may not yet be filling the position at a particular level but who display the potential to grow in the job. These persons, although approached, should know that they will be competing with others for the position.

All interviews should follow a same pattern, with due regard to (but not over-compensation for) differences in personal experience, culture, language. The total score obtained by candidates in tests, assessment and interviews serve as guideline to identify the best candidate. Once this has been done, the selection panel discusses the merits and demerits of each case, bearing in mind the objectives. It should not happen that a mediocre or poor affirmative action candidate is appointed in preference to an outstanding person who was not previously disadvantaged or was previously less disadvantaged.

This would be detrimental both to the organization and to the appointee, who may not be able to prove himself worthy of the position. It was mentioned previously that if the availability of suitable affirmative action candidates is considered, it would seem that the focal point of affirmative action need not necessarily be the higher level jobs in the organization. This does not indicate that concerted efforts should not be made to change the demographies at these levels, nor that a supposed lack of candidates should
be used as an excuse; but an organization should not concentrate merely on such appointments. Unfortunately numerous organizations, intent on displaying their ‘political correctness’, do just that to the detriment of affirmative action in general. Their efforts should be equally directed at future manpower requirements and to developing persons from both inside and outside the organization so that they may eventually fill positions which are bound to be vacated or created.

The developmental aspect of affirmative action is complex. Manpower needs have to be established, and persons with potential identified or appointed. Thereafter a suitable programme has to be developed for these persons. Various problems may arise; for example, persons identified may eventually prove unsuitable, or other employees may be unhappy at not being granted the same opportunity. Therefore, if possible, developmental programmes should be instituted for as wide a group of employees as possible, together with new appointees, and it should be made clear that eventual promotion will be dependent on competencies achieved.

• **Integrating Employees into the Organization**

All new incumbents, and not only affirmative action appointees, should be properly integrated by way of an effective induction programme. However, in the case of affirmative action candidates, there may be circumstances which dictate that their integration be monitored. This should be done in a sensitive and careful manner, as the purpose is not to treat those candidates differently or specially but, to ensure that unnecessary obstacles to their integration are removed. If affirmative action candidates have been properly selected, they will more than likely accomplish their own integration, but it may unfortunately be so that the historical divisions in South African society have left many persons with a deficient sense of self worth. Consequently, quiet counseling and
training in self assertion may be necessary, especially where younger candidates are involved.

**Monitoring and Performance Appraisal**

All new employees, whatever appointed in terms of affirmative action policy or not, may be placed on probation and their performance monitored on an ongoing basis. The labor Relations Act outlines a procedure for this. All the employees need to be informed of the standards required and given regular feedback as regards their performance. Should they not meet expectations, they should be given the necessary assistance and training. Any employee who, having been given all the assistance required, still does not perform satisfactorily may eventually be dismissed.

**Career Planning and Career Development**

In all organizations, one facet of manpower planning is succession planning and career development. If this is properly done, it offers an ideal route for developing previously disadvantaged persons from both inside and outside the organization to fill more important positions in the future. Initiatives in terms of the Skills Development Act further support this development.

As stated, these efforts should embrace as wide a spectrum of persons as possible. To select one or two people and groom those for a future position may prove unsatisfactory. The training provided should be both general and specific, so that candidates who are not eventually selected for the targeted position may apply for their positions. This is a long-term strategy but, if the country is to develop a pool of trained manpower it, constitutes the most important aspect of Affirmative Action.
• **Implementing Further Strategies**

All strategies developed to achieve numerous goals, eliminate barriers, encourage diversity and reasonably accommodate designated groups, should be implemented as planned. When it has been found that few vacancies may occur, it may be necessary to offer voluntary retrenchment to certain persons, but taking care that necessary skills are retained; or, if the organization can afford it, to create role-playing posts for leadership.

• **Support and Education and Training Initiatives**

Education and training is, given the massive backlog in this sphere, the only guarantee for the success of affirmative action initiatives and increased economy prosperity. It becomes, therefore, the responsibility not only of the government but of the entire nation and of the business community. South Africa cannot function without effective human resources, and it cannot continue to draw such resources from a limited pool of educated and trained employees. It is little wonder that the World Competitiveness Report in the past rated South Africa 48th out of 48 countries in terms of the effective use of human resources, particularly if it is revealed that South African companies at that time spent one percent or less of their income on training. Besides the promotion of training and development, business needs to support adult literacy and education programmes, to become actively involved with training institutions and to provide them with input and support.

In measuring an organization’s progress in the sphere of affirmative action, its efforts in education and training should perhaps weigh as heavily as, or even more heavily than, the representativeness of its workforce.
• **Customer information and Sensitization**

Business needs to make its affirmative action policy known to its customers and clientele, not for the purpose of canvassing kudos but to gain support and understanding, particularly when certain employees are being developed into positions. Customers also need to know that management will not tolerate any abusive or discriminatory behavior towards an employee.

• **Continued Sensitization of Existing Employees**

All too often affirmative action initiatives are undermined by other staff members who treat new appointees with distrust and, at times, contempt. A paternalistic calling aside of other employees to caution them serves only to emphasize a supposed ‘difference’. Instead, it is necessary at every opportunity to bring employees into contact with one another, on both business and social level, and to create appreciation of ‘sameness’ as well as understanding of perceived difference in perspectives and approach.

4.15 Justification of Affirmative Action

Justifying Affirmative Action without reference to justice and equality is impossible. Justice consists of a distributive and a procedural component. Distributive justice refers to the perceived fairness of the outcomes or allocations that an individual receives. In an organizational setting, a job offer or a promotion will resemble the outcome or decision. Procedural justice refers to fairness issues concerning the methods, mechanisms, and processes used to make a selection decision or to decide who should be promoted. Equality refers to the principle of similar treatment irrespective of background or ethnicity. But this poses a problem because people are not the same, and treating them as the same actually promotes inequality. True equality will exist only if it is not seen as a removal of social barriers but as a process of
balancing in which differences in all social, cultural and ethnic surroundings are taken into account.

In order to understand why Affirmative Action can be viewed as fair, it is essential to determine how Affirmative Action is related to justice and equality. Inevitably, a certain amount of tension will prevail between the antidiscriminatory and Affirmative Action legs of employment equity. Antidiscrimination measures protect and promote equality by stating clearly that no discrimination may take place with regard to ethnicity, gender, and disability, whereas the Affirmative Action measures allow for such unequal treatment as is deemed to be fair discrimination (Van Wyk, 2002).

Affirmative action is intended to restore diversity in society and in the workplace where previous discrimination practices excluded it hence its association with social justice and fair balances. In South Africa, Affirmative Action is described as a “tool of justice” which could rectify past discrimination practices whilst contributing to the demand for equality. It should in some ways be morally excusable, if one takes past discrimination into consideration. In order to justify Affirmative Action, it is necessary to elaborate on the concepts of social justice and equality.

According to the utilitarian perspective on justice, justice distinguishes between the rights of the individual and of society. Utilitarian justice recognizes an individual’s rights to equal treatment society, while so-called “common-sense” justice demands from society a correction of previous discrimination practices (Rosenfeld, 1991). Affirmative Action does not intentionally exclude a certain group of people, and the unintended exclusion (discrimination) should therefore be perceived as an undesirable side-effect. To obtain justifiable Affirmative Action programmes, preference should be given to deserving individuals, thus balancing the gains of the individual with those of society. Affirmative action, however, can only equal justice if it is applied in favour
of people who have actually been deprived from opportunities. This means that the application of Affirmative Action programmes can result in the discrimination against impoverished white workers because of denial of employment in favour of people from designated groups. A society which agrees that past discrimination needs to be addressed should acknowledge that Affirmative Action based on fairness may be the best solution available. The fairness of Affirmative Action has a moral dimension which is embodied in human character and social life. The acceptance of this kind of fairness would demand a society which accepts a new conception of justice necessary to regulate the structures of life. The justification for Affirmative Action should thus be seen in this new way of thinking (Van jaarveld, 2000).

As mentioned earlier, a goal of Affirmative Action programmes is to put individuals on an equal footing in order to make employment fair and just. This can only be achieved if similar treatment is translated into equal treatment and takes diversity into account. It should be accepted that all Affirmative Action programmes cannot result in absolute fairness and equality. Individual differences in talents and skills will have an influence. Affirmative action does not proclaim to bring forth absolute equality. What it does profess is to address the effects of discrimination through remedial policies. The question regarding how Affirmative Action can have equality as its goal when in practices it discriminates against white workers is thus largely answered by the above explanation of social justice. Although future inequalities may be inevitable, the notions of fairness, reciprocity and justice should be accepted as being part of social reality.

Society has been adamant that equality should be addressed and the victims of discrimination afforded an opportunity to catch up with the rest of society. But how long will it take previously disadvantaged people to catch up? In order to keep the justification for Affirmative Action fair, it is believed that the practice should not exist indefinitely. One of the purposes of Affirmative
Action programmes is to provide members of previously disadvantaged groups with opportunities for advancement, even if this entails elements of discrimination. Neither an organization nor a country, however, can afford to engage in social and community upliftment programmes for an indefinite period of time. At some stage beneficiaries of Affirmative Action programmes should be held accountable for their own development and advancement. When this stage is reached, preferential treatment should become something of the past since everybody will then have been placed on an equal footing. The primary problem of Affirmative Action interventions in the United States of America is its duration of more than 30 years. Let us hope that South Africa does not make the same mistake. By combining training with appointments, Affirmative Action programmes may achieve equality within reasonable period of time (Van Jaarsveld, 2000). Blacks who are already denouncing Affirmative Action as favoritism and white workers who reject it as reverse discrimination have shown that time may not be on the policy’s side.

4.16 Conclusion

It may be fair to suggest that Affirmative Action has yet to make its mark in South Africa. Various opinions exist on the desirability, fairness and future of Affirmative Action. In South Africa the main beneficiaries of Affirmative Action are perceived to be black middle class and professional women of all ages. Affirmative action programmes should, however, have advantages for all concerned if clear goals are set. Whether goals, timetables or quotas should be used to create employment equity is a matter of opinion, since quotas may result in the hiring of unqualified people and timetables may be designed without proper consideration. It is suggested that goals should be used to establish employment equity. According to Van Jaarsveld (2000), progress towards the implementation of Affirmative Action programmes has been made but there is still a discrepancy in the representation of racial groups at
management levels. In the middle-management positions, the number of blacks employed in South Africa has increased from 32 to 45%.

South African organizations are compelled to comply with the provisions of the Employment Equity act. Perhaps lessons from other countries could help South Africa to overcome the major obstacles to the implementation of Affirmative Action. The microeconomic issues are more complex and need government’s attention to ensure that employment equity and the diversity that it creates in organizations work towards the competitiveness of the country and do not create racial and ethnic divisiveness. At operational level, the challenge is to identify sound business reasons for the diversity created by strategies to achieve employment equity. This demands creative vision and the will on the part of management to fully tap into the potential of all employees in the workforce.

Although employment equity is still a relatively new policy area in South Africa, the government does seem to be considering the negative comments directed at its programmes. Since there are more than enough grounds to question the skills of appointed black workers, the government has recognized the importance of training programmes and passed legislation such as the Skills Development Act 97: 1998 and the Skills Development (levies Act 9 of 1999).

In this chapter the meaning of Affirmative Action, as intended by legislation, was discussed. The origin of Affirmative Action and Employment equity, the primary objective of Affirmative Action and the obstacles to achieving employment equity were outlined. This was followed by a discussion of the purpose of Affirmative Action and the obstacles hindering the effective implementation of Affirmative Action programmes and the justification for Affirmative Action in terms of justice and equality in an attempt to understand how Affirmative Action is related to organizational justice and fairness perception.
CHAPTER FIVE

RESEARCH METHODOLOGY

5.1. Introduction

In the previous chapter the literature relating to this study has been reviewed; this encompassed what is known about the implementation of Employment Equity, Affirmative Action and Diversity Management in the workplace from top management to the lower management. In this chapter, the main focus is on the methodology that has been used in the study, the type of research design used, the methods used to collect data, the respondents, and the instruments used to analyze data.

5.2 Research Design

Research design is plan of what data to gather, from whom, how and when to collect the data, and how to analyze the data obtained. It is a systematic plan to coordinate research to ensure the efficient use of resources and to guide the research according to scientific methods, or a plan to be followed to answer the research objectives, the structure, and framework to solve a specific problem (Minnesota, 2004). Again, research design may be referred to as systematic planning of research, usually including the formation of a strategy to resolve a particular question; the collection and the recording of the evidence; the processing and analysis of the data and their interpretation; and the publication of results (Elizabeth, 2000). Furthermore it is a set of logical procedures that if followed enable the researcher to obtain the evidence to determine the degree to which the researcher's hypotheses was right or wrong. A research design was a plan to be followed to realize the research objectives or hypotheses. It represents the master plan that qualifies the methods and procedures for collecting and analyzing the required information (Van Wyk 2005).
A research design designates the logical manner in which individuals or other units are compared and analyzed; it is the basis for making interpretations from the data. The purpose of a design is to ensure that the relation between independent and dependent variables are not subject to alternatives interpretations. It is the glue that holds all of the elements in a research project together (Thompson, 2001). The present research is descriptive therefore a quantitative research design was used. Quantitative research involves identifying characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena. In every case, descriptive research examines a situation as it is, it does not involve changing or modifying the situation, nor is it intended to detect cause and affect relationships (Leedy&Ormrod, 2001:191).

5.3. Population

Population is the total of individuals or objects being analyzed or evaluated (Johann, 2004). It is a collection of items of interest in research. The population represents a group that your research b. Populations are often defined in terms of demography, geography, occupation, time, time requirements, diagnosis, or some combination of the above. It is any group that is the subject of the research interest (Wayne 2001). Population refers to individuals in the universe who posses specific characteristics or a set of entities that presents all the measurements of interest to the practitioner or researcher (Strydom, 2002). Bless and Higson (2000) sees a population as a set of elements that the research focuses on and for which the obtained results should be generalized. Coope, (2003) refers to the population as the sampling frame. Here the population is comprised of employees of the Department of Home Affairs, Transport and Education at King Williams Town in the Eastern Cape Province.
5.4 Sample

In order to solicit adequate data, the population be investigated in this study will be made up of lower management, middle management and top management in the Public Sectors in King Williams Town in the Eastern Cape Province in South Africa.

A sample, to quote Arkava (2002), thus comprises the elements of the population considered for actual inclusion in the study. A sample can be viewed as a subset drawn from a population in which a researcher is interested. We study a sample in an effort to understand the population from which it was drawn. As such, we are interested in describing the sample not primarily as an end in itself, but rather as a means to help us understand some facet of the population.

“Sample” can also refer to a finite part of a statistical population whose properties are studied to gain information about the whole that is a set of population respondents selected from the larger population for the purpose of a survey or experiment. It is a number of individual cases selected from larger population. In reality we actually select the sample cases from what is known as the sampling frame (Soave, 2000). It is a subset of the survey population, consisting of a number of elements which the researcher intends to measure, question or observe, instead of measuring, questioning or observing all the elements in the population. A sample is the probabilistic, systematic, or judgmental selection of a sub-element from a larger population, with the aim of approximating a representative picture of the whole (Minnesota, 2004). It can also refer to a group of units selected from a larger group and it helps to draw valid conclusions about the larger group. One sample consisted of all the employees of the Home Affairs, Transport and Education Department at King Williams Town in the Eastern Cape Province. The population comprised of its employees, both male and female.
5.5. Sampling Procedure

Sampling procedure is the process of selecting a sample from the population to conduct the study upon. The ultimate goal of any sampling procedure is to ensure that a sample is a good representation of the population so as to avoid any bias or negative influence on the findings (Anthony, 2004).

This study used probability sampling because it provides a basis for making objective statistical inferences about the population from which the sample is drawn. With probability sampling, all elements (persons in the population) have some opportunity of being included in the sample. With probability sampling, it is possible to state that a survey has determined that “for example, 10% of the population reports usage of resources and that the estimate is accurate within a margin of plus or minus points percentage of a 90% level of confidence. The sample consisted of 100 employees of the Home Affairs Department, Transport Department and the Education Department at King Williams Town in the Eastern Cape Province. The sample was comprised of only, Top Management, Middle Management and Lower Management employees. The researcher used probability sampling in the form of a random selection technique also because random sampling is the best way to ensure an unbiased representative sample.

5.6. Data Collection

The research identified three variables that were to be studied. These variables were Employment Equity, Affirmative Action and Diversity Management. In this study the data was collected by way of self-administered questionnaires composed of 40 questions. Self-administered questions were used in order to accurately gather the required survey data from selected respondents to meet the researcher’s informational objectives, and to present as positive an image of market research as possible to the respondent such that they would feel
positive toward the survey and would very likely participate in surveys in the future.

5.7. Description of the Tool

For the purpose of this study structured questionnaires were used to collect data. Each questionnaire had four sections, the biographical data section containing questions related to the respondents’ biographical data of interest for assessing the presence of employment equity at Home Affairs at King Williams Town, Eastern Cape Province. The second section asks about the implementation of employment equity at Home Affairs. The third section asked about steps of employment equity. The fourth section asked questions about implementing employment equity in those three departments, King Williams Town. These questions aimed to provide answers to the research questions, which were: (1) Is employment equity being presently implemented in Home Affairs, King Williams Town, Eastern Cape Province? (2) What are the steps being taken in implementing employment equity in three departments, King Williams Town, Eastern Cape Province? (3) What are the challenges that are being faced in implementing employment equity?

5.8. Administration of the tool

The questionnaires were self-administered by the respondents so that they would complete the questions at their own leisure without any distraction.

5.9. Data Analysis

It is the way of analysing the data so as to be meaningful, and descriptive statistics was used to find answers the research questions. The purpose of data analysis was to interpret and draw conclusions from the mass of collected data. It ensures that relevant analysis was undertaken and
provides check on the comprehensive of the analysis. Descriptive data was used in this study so as to summarize the data collected from the sample of participants (employees) taking part in the study.

5.10 Reliability and validity of instruments

In the abstract, reliability is the consistency of a measure. A test is considered reliable if we get the same result repeatedly. For example, if a test is designated to measure a trait (such as introversion), then each time the test is administered to subject, the result should be approximately the same. Unfortunately, it is impossible to calculate reliability exactly, but there are several different ways to estimate reliability (Kendra Van Wagner, about.com). Kendra states that in conventional usage, the term validity refers to the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted.

5.11. Conclusion

After the apartheid era, most people especially blacks had a strong belief without any doubt, that the struggle was over forever, but still there seem to be some gaps that need to be addressed in implementing employment equity, affirmative action and diversity management. The study was therefore conducted to find out how well employment equity, diversity management and affirmative action are implemented in the workplace.

A quantitative method was used for the study Probability sampling was also used to provide a bias for making objectives statistical inferences about the population from which the sample was drawn.
6.1 Introduction

The previous chapter described research methodology and study design. Sampling and population were described. Data collection instruments and their reliability and validity were also outlined. Questionnaires were identified as data collection methods. This chapter presents the data, analyses it and interprets it.

Frequency Table

6.2 Section A: Demographic questionnaire data

The following demographic data was obtained from 98 respondents who completed the questionnaire:
Section A: Demographical Information

Table 1. Responses according to gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68</td>
<td>69.4</td>
<td>69.4</td>
<td>69.4</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>30.6</td>
<td>30.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that, 69.4% of the respondents were male and the remaining 30.6% were female, this indicates that most jobs were held by males.
Table 2.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 30 yrs</td>
<td>31</td>
<td>31.6</td>
<td>31.6</td>
<td>31.6</td>
</tr>
<tr>
<td>31 – 40 yrs</td>
<td>48</td>
<td>49</td>
<td>49</td>
<td>80.6</td>
</tr>
<tr>
<td>41 – 50 yrs</td>
<td>18</td>
<td>18.4</td>
<td>18.4</td>
<td>99</td>
</tr>
<tr>
<td>&gt;= 51</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 2

Table 2, shows that, 31.6% of respondents were in a group of 21-30 years of age, 49% were between the age of 31-40 years, 18.4% were between 41-50 and finally 51 and above constituted 1.0% of the total respondents of which the majority were men, and shows an increasing entry of middle aged persons into management positions.
Table 3.

Distribution of respondents by marital status

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>23</td>
<td>23.5</td>
<td>23.5</td>
<td>23.5</td>
</tr>
<tr>
<td>Married</td>
<td>41</td>
<td>41.8</td>
<td>41.8</td>
<td>65.3</td>
</tr>
<tr>
<td>Divorced</td>
<td>34</td>
<td>34.7</td>
<td>34.7</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that 23.5% of the respondents were single, 41.8% were married, and 34.7% were divorced. This reflects divorce rate in South Africa. It may be assumed that most of the single respondents were still young and probably had less family and child rearing responsibilities.
Table 4.

Race

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Coloured</td>
<td>76</td>
<td>77.6</td>
<td>77.6</td>
<td>78.6</td>
</tr>
<tr>
<td>Indian</td>
<td>21</td>
<td>21.4</td>
<td>21.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 4

Table 4 shows that 76% of the respondents were coloured, 21% were Indian, and 1% were white.
Table 5.
Distribution of respondents by home language

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sotho</td>
<td>10</td>
<td>10.2</td>
<td>10.2</td>
<td>10.2</td>
</tr>
<tr>
<td>Xhosa</td>
<td>68</td>
<td>69.4</td>
<td>69.4</td>
<td>79.6</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>20</td>
<td>20.4</td>
<td>20.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 5

Table 5 shows that 69.4% of the respondents were Xhosa speaking, 20.4% were Afrikaans speaking and 10.2% were Sotho speaking. This simply means that the majority of respondents were Xhosa.
Table 6.

Distribution of respondents by salary per month

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2770 – R3500</td>
<td>26</td>
<td>26.5</td>
<td>26.5</td>
<td>26.5</td>
</tr>
<tr>
<td>R3600 – R4400</td>
<td>19</td>
<td>19.4</td>
<td>19.4</td>
<td>45.9</td>
</tr>
<tr>
<td>&gt;= R4500</td>
<td>53</td>
<td>54.1</td>
<td>54.1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows that 26.5% of respondents were earning between R2700.00-R3000.00, 19.4% were earning between R3600.00- R4400.00 and 54.1% were earning R4500.00 and above. One could say that the level of education and experience is growing in these departments as the majority of employees are earning more money.
Table 7.

Distribution of respondents by their level of education

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculated</td>
<td>11</td>
<td>11.2</td>
<td>11.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>30</td>
<td>30.6</td>
<td>30.6</td>
<td>41.8</td>
</tr>
<tr>
<td>Degree</td>
<td>57</td>
<td>58.2</td>
<td>58.2</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 7

Table 7 shows that 11.2% of respondents matriculated, 30.6% had Diploma and 58.2% had a Degree. It is also interesting seeing the growing number of employees holding degrees and making advances to education management positions.
Table 8.
Distribution of respondents by their employment category

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Worker</td>
<td>57</td>
<td>58.2</td>
<td>58.2</td>
<td>58.2</td>
</tr>
<tr>
<td>Part Time</td>
<td>9</td>
<td>9.2</td>
<td>9.2</td>
<td>63.7</td>
</tr>
<tr>
<td>Contract</td>
<td>32</td>
<td>32.7</td>
<td>32.7</td>
<td>67.3</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 8

Table 8 indicates that 58.8% of respondents were permanent workers, 9.2% were part-time, employees, and 32.7% were on a contract basis. It is interesting to see that most of the workers are permanent.
Table 9.

For how long have you been in your position?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 5 yrs</td>
<td>50</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>6 – 10 yrs</td>
<td>28</td>
<td>28.6</td>
<td>28.6</td>
<td>79.6</td>
</tr>
<tr>
<td>11 – 15 yrs</td>
<td>20</td>
<td>20.4</td>
<td>20.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 9

Table 9 indicates that 51.0% of respondents had worked in the organization between 1-5 years, 28.6% 6-10 years and finally 20.4% have been in the organization 11-15 years. This shows that the employees are happy and satisfied with their jobs and that may lead to good productivity of the company and less turnover.
Section B: Employment Equity

Table 10.
Distribution for "My organisation prepared an employment equity plan"

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>2</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>49</td>
<td>49.4</td>
<td>51.5</td>
</tr>
<tr>
<td>Not Sure</td>
<td>47</td>
<td>48</td>
<td>48.5</td>
<td>100</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that 2.1% of the respondents strongly agree that the organisation prepare an employment equity plan, 49.5% agreed, and 48.5% were not sure. The majority of respondents do agree that there is an employment equity plan within the organisation, but again, more effort has to go into making it effective.

Chart 10
Table 11.

My organisation reports to the director-general of the department of labour on progress made

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
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<tbody>
<tr>
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<td>26</td>
<td>26.5</td>
<td>26.5</td>
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</tr>
<tr>
<td>Agree</td>
<td>61</td>
<td>62.2</td>
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<td>88.8</td>
</tr>
<tr>
<td>Not Sure</td>
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<td>11.2</td>
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<td>100</td>
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<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 11

The above table shows that 26.5% of respondents strongly agree with the statement that their organisation reports to the director-general of the department of labour on progress made, 62.2% agreed and a few employees, constituting only 11.2% disagreed.
Table 12.

Implementation is generally considered as never ending process as a long as there are imbalances

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
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<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>50</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Not Sure</td>
<td>25</td>
<td>25.5</td>
<td>25.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>22.4</td>
<td>22.4</td>
</tr>
</tbody>
</table>

Chart 12

The above table 20 shows that 1.0% of the respondents strongly agree with the above statement, 51% agree, 25.5% were not sure and 22.4% disagreed. There seem to be imbalances of the implementation.
Table 13.

All societies are not homogenous and there bound to be inequalities and under representation

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>32</td>
<td>32.7</td>
<td>32.7</td>
<td>32.7</td>
</tr>
<tr>
<td>Not Sure</td>
<td>48</td>
<td>49</td>
<td>49</td>
<td>81.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>18.3</td>
<td>18.3</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
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</tr>
</tbody>
</table>

Chart 13

The above table 21 shows that 32.7% of respondents agreed that the societies are not homogeneous, 49% were not sure and 18.4% disagreed. Most respondents seem not to be sure about the issue of homogeneity and that may be due to lack of communication wit and among the employees.
Table 14.

To change some HR practices is a very slow process and it can only be accomplished over a long period of time

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>10.2</td>
<td>10.2</td>
</tr>
<tr>
<td>Agree</td>
<td>50</td>
<td>51</td>
<td>51</td>
<td>61.2</td>
</tr>
<tr>
<td>Not Sure</td>
<td>20</td>
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<td>20.4</td>
<td>81.6</td>
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<tr>
<td>Disagree</td>
<td>18</td>
<td>18.4</td>
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<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 14

The above table shows that 10.2% of respondents strongly agree with the statement, 50% agreed, 20.4% not sure, and 18.4% disagree. The highest percentage (50%) does agree that HR practice damage is very slow and needs to be speeded up and implemented effectively and efficiently.
Table 15.
Discomfort expressed by employment equity members about the policy

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>11</td>
<td>11.2</td>
<td>11.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>58</td>
<td>59.9</td>
<td>59.2</td>
<td>70.4</td>
</tr>
<tr>
<td>Not Sure</td>
<td>29</td>
<td>29.6</td>
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<td>100</td>
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<tr>
<td>Total</td>
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<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 15

The above table shows that 11.2% of the respondents strongly agreed, 59.2% agreed, and 29.6% were not sure. The highest percentage shows that the majority of respondents do agree with the fact that there is discomfort expressed by employment equity members about the policy which may have a negative impact in the organisation. Hence the employees need to be involved in decision making and enjoy freedom of speech.
Table 16.

Many employment equity members do not want to be perceived as being favoured

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>26</td>
<td>26.5</td>
<td>26.5</td>
<td>26.5</td>
</tr>
<tr>
<td>Agree</td>
<td>49</td>
<td>50</td>
<td>50</td>
<td>76.5</td>
</tr>
<tr>
<td>Not Sure</td>
<td>22</td>
<td>22.4</td>
<td>22.4</td>
<td>99</td>
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<tr>
<td>Disagree</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 16

The above table indicates that 26.5% of respondents strongly agreed with the statement, 50% agreed, 22.4% were not sure, and 1% disagree. The highest percentage (50%) of respondents do agree with the above mentioned statement and this reflects that most employees do not want to be perceived as being favoured but to be seen on working hard and deserving what they work for.
Table 17.

Employment equity members want to be seen as people who are hired because they are best qualified for the job

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>39.8</td>
<td>39.8</td>
<td>40.8</td>
</tr>
<tr>
<td>Not Sure</td>
<td>37</td>
<td>37.8</td>
<td>37.8</td>
<td>78.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>21</td>
<td>21.4</td>
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<tr>
<td>Total</td>
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<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above indicates that, 1% of the respondents strongly agreed 39.8% agreed, 37.8% were not sure and, 21.4% disagree with the above results. This proves that even though blacks were discriminated against, they worked hard and proved themselves that they can be better people regardless of their race, gender and age; that is, they improved their education standards rapidly.
Table 18
Managers seem to think it is a difficult and costly process

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>13.3</td>
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<tr>
<td>Agree</td>
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<td>40.8</td>
<td>41.5</td>
<td>55.2</td>
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<tr>
<td>Not Sure</td>
<td>43</td>
<td>43.9</td>
<td>44.8</td>
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<tr>
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<td>98</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that 13.5% of the respondents strongly agreed with the above statement, 41.7% agreed and 44.8% were not sure. This reflects that managers are still confused in selecting appropriate candidates who are suitable for certain jobs. Improper placement may occur and negatively affect productivity in the organization.
Table 19.
EMP. Equity reflects a commitment to fair working conditions

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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<td>Agree</td>
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<tr>
<td>Total</td>
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<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the majority of respondents is 72%, do agree that Employment Equity reflects a commitment to fair working conditions, 26% of respondents strongly agreed with the statement. This simply shows that employees are satisfied with their jobs and there seems to be an improvement on working conditions.
Table 20.
EMP Equity removes barriers to employment for previously disadvantaged people

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>12.2</td>
<td>12.2</td>
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<tr>
<td>Agree</td>
<td>50</td>
<td>51</td>
<td>51</td>
<td>63.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>36</td>
<td>36.7</td>
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<td>100</td>
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<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Chart 20

The above results shows that the majority of respondents 50%, believes and agrees that the implementation of EMPE has removed or rather reduced barriers to employment for previously disadvantaged people, and 30% strongly agree while 10% of respondents were not sure.
Table 21.
EMP - Equity ensures that an organisation has equality for all

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
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<tr>
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<td>89.8</td>
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<tr>
<td>Not sure</td>
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<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 21

The highest percentage of respondents, 59.2% does agree that there is equality in the workplace, 30.6% strongly agree and only 10.2% are not sure. These results imply that there has been great improvement in the workplace in terms of good treatment of the employees, and most of the were who respondent not sure are still new in the organizations and not sure how the organization works.
Table 22.
EMP - Equity - Helps employees to access the broadest labour pool

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>11</td>
<td>11.2</td>
<td>11.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>65</td>
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<td>66.3</td>
<td>77.6</td>
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<tr>
<td>Not sure</td>
<td>22</td>
<td>22.4</td>
<td>22.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 22

The highest percentage of respondents is 66.3%, agrees with the above statement, 22.4% not sure and lastly 11.2% strongly agree. This results show that the implementation of employment equity has broad a positive change within the organization in South Africa.
Table 23.
EMP - Equity promotes equal opportunity and fair treatment in employment
Through the elimination of unfairness

<table>
<thead>
<tr>
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<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
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<td>41</td>
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</tr>
<tr>
<td>Not sure</td>
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<td>100</td>
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<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Chart 23

The highest percentage 56% shows that the majority of respondents are not quite sure about the promotion of equal opportunity and fair treatment, 41% of respondents do agree that there is promotion of equal opportunity and satisfactory treatment in the workplace. This shows that even though the employment equity is there is still a need for promotion of equal opportunity and fair treatment in the workplace.
Table 24.

EEP- Equity eliminates unfair treatment and prohibition of psychometric testing

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>58</td>
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<td>59.2</td>
<td>59.2</td>
</tr>
<tr>
<td>Not Sure</td>
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<tr>
<td>Total</td>
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<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 24

The highest percentage 58% of respondents do agree with the statement that employment equity has brought a positive impact in the workplace and the results imply that it is true that equity eliminate unfair treatment, and only 40% were not sure.
Table 25.

My organisation consult with employees

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>32</td>
<td>32.7</td>
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<td>32.7</td>
</tr>
<tr>
<td>Agree</td>
<td>43</td>
<td>43.9</td>
<td>43.9</td>
<td>76.5</td>
</tr>
<tr>
<td>Not Sure</td>
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<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 25

The highest percentage 43% of respondents agree that the employees are also involved in decision making and freedom of speech which is very good because the more they are involved, there will be good productivity, 32% were also strongly agree and only 23% are not sure.
Table 26.
My organisation conduct an analysis

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>12.2</td>
<td>12.2</td>
<td>12.2</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>48</td>
<td>48</td>
<td>60.2</td>
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<tr>
<td>Not Sure</td>
<td>39</td>
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<td>Total</td>
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<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 26

The highest percentage 47% of respondents do agree with the statement that it is true that the organization do conduct an analysis in the workplace, 39% of respondents are not sure and again 12% strongly agreed. This shows that analysis is being done even though there are some employees who are not clear.
Table 27.

Some of the information provided is sometimes inaccurate and misleading particularly for people with disabilities

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>82.7</td>
</tr>
<tr>
<td>Disagree</td>
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<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 27

The highest percentage 60% of respondents are on the edge, that is they are not sure whether the information that the get about the organization is valid or not, that means there is still lack of transparency in the workplace which need to be corrected, 21% of respondents agreed and only 17% of respondents disagreed.
Section C: Affirmative Action

Table 28.

Does my organisation practice affirmative action?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>Strongly Agree</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
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<td>26.5</td>
<td>27.6</td>
</tr>
<tr>
<td>Not Sure</td>
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<td>Total</td>
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<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 28

The highest percentage 71% of respondents seem not to be quite clear about the issue of affirmative action, 26% does agree that affirmative action is being practiced in the workplace, and only 1% strongly agreed.
Table 29.

Has affirmative action played a role shaping in my organization?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<tr>
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<td>10</td>
<td>10.2</td>
<td>10.2</td>
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</tr>
<tr>
<td>Not Sure</td>
<td>60</td>
<td>61.2</td>
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<td>19.4</td>
<td>90.8</td>
</tr>
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<td>Total</td>
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<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 29

The highest percentage 60% of respondents seem not to be sure about the issue of affirmative action of which I believe the organizations need to taught about what exactly is affirmative action and how does it work, 19% of respondents disagree, 10% agree and 9% strongly agree.
Table 30.

Affirmative action is a form of preferential treatment in the workplace

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>48</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Not Sure</td>
<td>31</td>
<td>31.6</td>
<td>31.6</td>
<td>80.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>19.4</td>
<td>19.4</td>
<td>90.8</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 30

The highest percentage 48% of respondents surprisingly unlike other previously affirmative action implementation agreed that affirmative action is a preferential treatment in the workplace, 31% of respondents are not sure and only 19% disagreed.
Table 31.

Establish explicit and focused qualification criteria to be used in selection and promotion decision

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>56</td>
<td>57.1</td>
<td>57.1</td>
<td>57.1</td>
</tr>
<tr>
<td>Agree</td>
<td>27</td>
<td>27.6</td>
<td>27.6</td>
<td>84.7</td>
</tr>
<tr>
<td>Not Sure</td>
<td>15</td>
<td>15.3</td>
<td>15.3</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The highest percentage 56%, strongly agreed the above mentioned statement, this shows that as much as there are some employees who are not sure on how affirmative action works, there are some who understand the criteria of affirmative action, 27% of respondents agreed and only 15% are not sure.
Table 32.

Emphasize the recipient's contributions to the organisation and his or her specific competencies

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>30.6</td>
<td>30.6</td>
<td>30.6</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>30.6</td>
<td>30.6</td>
<td>61.2</td>
</tr>
<tr>
<td>Not Sure</td>
<td>38</td>
<td>38.8</td>
<td>38.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Chart 32

The highest percentage 38% of respondents seem not to be about the specific competencies and skills that are required from employees and this may have a negative impact because people will be wrongly placed and that could lead to poor productivity and turnover, 30% of respondents agreed and strongly agree, that is there is a tally.
Table 33
Inform others of discriminatory barriers operating in the situation

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>39</td>
<td>39.8</td>
<td>39.8</td>
<td>39.8</td>
</tr>
<tr>
<td>Agree</td>
<td>39</td>
<td>39.8</td>
<td>39.8</td>
<td>79.6</td>
</tr>
<tr>
<td>Not sure</td>
<td>20</td>
<td>20.4</td>
<td>20.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 33

The above table shows that there seem to be a tie among the respondents because 39% of respondents strongly agreed and another 39% of respondents agreed with the above mentioned statement, and 20% of respondents seem not to be sure.
Table 34.

Limit the appearance of prejudice and discrimination in the workplace

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Agree</td>
<td>64</td>
<td>65.3</td>
<td>65.3</td>
<td>70.4</td>
</tr>
<tr>
<td>Not sure</td>
<td>29</td>
<td>29.6</td>
<td>29.6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The highest percentage 64% shows that majority of respondents agree with the above statement, 29% of respondents are not sure and only 5% of respondents strongly agree. This results shows that affirmative action do limit the appearance of prejudice and discrimination in the workplace which is quite understandable.
Section D: Diversity Management

Table 35.

Is a Voluntary corporate approach to dealing with increasing demographic diversity in the workplace?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>67</td>
<td>68.4</td>
<td>68.4</td>
<td>68.4</td>
</tr>
<tr>
<td>Not sure</td>
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<td>31.6</td>
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<tr>
<td>Total</td>
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<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The highest percentage in this investigation which is 67% of respondents do agree with the above mentioned statement, and 31% are not sure. This results implies that diversity management has brought change in the organizations in the sense that people from different backgrounds are able work together as a team.
The above table shows that 59% of respondents do agree that diversity management has brought a positive change in the workplace, regardless of individual’s culture, race, religion, when it comes to work they leave their differences behind and work together in harmony, 29% of respondents are not sure and again on the other hand 10% of respondents strongly agree which is a positive outcome as well.
Table 37.

Diversity encourages attitude change

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19</td>
<td>19.4</td>
<td>19.4</td>
<td>19.4</td>
</tr>
<tr>
<td>Agree</td>
<td>60</td>
<td>61.2</td>
<td>61.2</td>
<td>80.6</td>
</tr>
<tr>
<td>Not sure</td>
<td>19</td>
<td>19.4</td>
<td>19.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 37

The highest percentage 60% of respondents seem to be positive about the implementation of diversity management in the workplaces and they do agree that diversity management does encourage attitude change, 19% of respondents also strongly agree and the other 19% of respondents are not sure.
Table 38.

Seeks to create greater inclusions of all individuals into formal company programmes and informal networks

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>48</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Not sure</td>
<td>50</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 38

The table above shows that 50% of respondent even though there is a good implementation of diversity management, there seem to be people who are still not clear about diversity management, 48% of respondents strongly agreed.
Table 39:

Establish and communicate organisation’s commitment to all employees

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>19.4</td>
<td>19.4</td>
<td>19.4</td>
</tr>
<tr>
<td>Not sure</td>
<td>59</td>
<td>60.2</td>
<td>60.2</td>
<td>79.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>20.4</td>
<td>20.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 39

The highest percentage in this investigation which is 59% of respondents show that really there is still need for the people to be taken to workshops and training and be taught about how diversity works especially the lower management, 20% of respondents disagree and 19% of respondents agree,
Table 40.
Understand concepts of homophobia and heterosexist and its factors

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>13</td>
<td>13.3</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>55</td>
<td>56.1</td>
<td>56.1</td>
<td>69.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>33</td>
<td>30.6</td>
<td>30.6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chart 40

The highest percentage 55%, of respondents seems not to differentiate the concept of homophobia and heterosexist. This shows that the top management has to open up and teach the employees about those concepts and how to differentiate them, 30% of respondents disagree and only 13% of respondents agree and understand those concepts.
Table 41.

Create allies in the workplace that is committed to eliminate homophobia and heterosexism

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Not sure</td>
<td>69</td>
<td>70.4</td>
<td>70.4</td>
<td>72.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>27</td>
<td>27</td>
<td>27.6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The highest percentages 69%, of respondents do not have a clear picture about the concept of homophobia and heterosexism. This shows that the organizations teach the employees about those concepts and how to differentiate them, 27% of respondents disagree and only 2% of respondents agree and understand those concepts.
## Correlations

<table>
<thead>
<tr>
<th>Correlation Type</th>
<th>Affirmative Action</th>
<th>Effects of Affirmative Action</th>
<th>Diversity Management</th>
<th>Effects of Diversity Management</th>
<th>Equity Implementation</th>
<th>Understanding of Equity</th>
<th>Effects of Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative Action</strong></td>
<td>Pearson Correlation: 1.000</td>
<td>.479**</td>
<td>.015</td>
<td>.407**</td>
<td>.041</td>
<td>.005**</td>
<td>-.517**</td>
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<tr>
<td>Sig. (2-tailed)</td>
<td>.</td>
<td>.000</td>
<td>.985</td>
<td>.000</td>
<td>.692</td>
<td>.000</td>
<td>.000</td>
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<td>98</td>
<td>97</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td><strong>Effects of Affirmative Action</strong></td>
<td>Pearson Correlation: .479**</td>
<td>1.000</td>
<td>.341**</td>
<td>.552**</td>
<td>.022</td>
<td>.138</td>
<td>-.102</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.001</td>
<td>.000</td>
<td>.000</td>
<td>.033</td>
<td>.178</td>
<td>.322</td>
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<tr>
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<td>98</td>
<td>98</td>
<td>98</td>
<td>97</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td><strong>Diversity Management</strong></td>
<td>Pearson Correlation: .407**</td>
<td>.341**</td>
<td>1.000</td>
<td>.386**</td>
<td>.158</td>
<td>-.128</td>
<td>.042</td>
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<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.012</td>
<td>.212</td>
<td>.682</td>
</tr>
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<td>N</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>97</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td><strong>Effects of Diversity Management</strong></td>
<td>Pearson Correlation: .407**</td>
<td>.552**</td>
<td>.386**</td>
<td>1.000</td>
<td>.012</td>
<td>.225*</td>
<td>-.261*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.906</td>
<td>.026</td>
<td>.010</td>
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<td>97</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td><strong>Equity Implementation</strong></td>
<td>Pearson Correlation: .041</td>
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<td>.158</td>
<td>.012</td>
<td>1.000</td>
<td>.194</td>
<td>-.089</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.692</td>
<td>.833</td>
<td>.122</td>
<td>.906</td>
<td>.058</td>
<td>.389</td>
<td></td>
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<tr>
<td>N</td>
<td>97</td>
<td>97</td>
<td>97</td>
<td>97</td>
<td>97</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td><strong>Understanding of Equity</strong></td>
<td>Pearson Correlation: .405**</td>
<td>.138</td>
<td>-.128</td>
<td>.236*</td>
<td>.194</td>
<td>1.000</td>
<td>-.519**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
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<td>.178</td>
<td>.212</td>
<td>.026</td>
<td>.058</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>97</td>
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<td>97</td>
<td>97</td>
<td>96</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td><strong>Effects of Equity</strong></td>
<td>Pearson Correlation: -.517**</td>
<td>-.102</td>
<td>.042</td>
<td>-.261*</td>
<td>-.089</td>
<td>-519**</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.982</td>
<td>.010</td>
<td>.369</td>
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<td>96</td>
<td>95</td>
<td>95</td>
<td>96</td>
</tr>
</tbody>
</table>

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

*Correlation is significant at the 0.05 level (2-tailed).
CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

The previous chapter presented, analysed and interpreted the data collected. This chapter presents the summary, conclusions and recommendations of the investigation and suggestions advances for future research.

7.2 Summary

The study stressed that even though employment equity, affirmative action and diversity management were introduced and implemented after 1994, there are still some gaps that need to be filled in the workplace especially at lower management levels. The data presented in this study shows that in spite of advances which the government has introduced after the advance of democracy in order to bring fair treatment, and equal rights to all people including blacks, and disabled people. There seem to be some missing elements and uncertain issues that need to be clearly addressed. This study provides an authentic response to the question as to why there are problems in implementing employment equity, affirmative action and diversity management in the workplace mostly, at the lower management. The respondents gave their personal perspective of top management who, by virtue of their positions are well placed to reflect on the role of employment equity, affirmative action and diversity management in the workplace.
7.3 Recommendations

More research is needed to investigate to what extent lower management is aware of the stereotyping they are subjected to in the workplace setting; that is, are people at lower management especially blacks and disabled people aware of the extent to which they are taken less seriously.

Leadership is central to success in management and blacks and disabled people are often seen as lacking in what it takes to excel as leaders. Accordingly, further research should be conducted about the perception of white managerial beliefs about the leadership abilities of black and disabled managers.

The organizations should ensure an increased participation, decision making and freedom of speech for blacks and disabled people by focusing on recruitment and promotion, establishing mentors and networks, implementing friendly initiatives and controlling sexiest language and behavior.
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