

PERCEPTIONS OF PROGRESS IN IMPLEMENTING EMPLOYMENT
EQUITY AT THE UNIVERSITY OF JOHANNESBURG

by

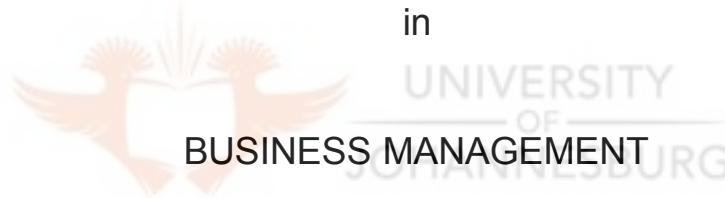
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ABSTRACT

A considerable time has passed since the passing of the Employment Equity Act by the South African parliament in 1998. It is appropriate to evaluate the progress that the different organisations have made in the implementation of the requirements of the Act. This research focuses only on one organisation within the Higher Education sector. The study aims to explore the perceptions of progress in implementing employment equity at the University of Johannesburg (UJ).

As an intended means of transformation, employment equity was hoped to fast track equity in the workplace, redressing the inherent employment disparities and imbalances as a result of a systemic history of discrimination in South Africa (Republic of South Africa, 1998). The objective of the present study was to assess the perceived progress in implementing employment equity at UJ.

To collect data, a self administered questionnaire was electronically distributed to all employees of UJ who have access to the intranet (5100). Findings of the study reveal that the majority of the sample perceived UJ to have made poor progress in implementing employment equity.

Recommendations are furnished to UJ with regard to developing practices that will progress employment equity within the institution.

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CHAPTER 1: INTRODUCTION

1. BACKGROUND TO THE STUDY

The University of Johannesburg (UJ) underwent a merger, effective from the beginning of 2005, becoming one of the new comprehensive institutions, comprising three former institutions of higher education: Rand Afrikaans University (RAU), Vista University (East Rand and Soweto Campuses) and the Technikon Witwatersrand (TWR).

The challenge for UJ was to create a workplace culture that is inclusive, free from harassment and with equitable work practices for all its employees. Leadership needs to create a working environment for employees with fair human resource practices and policies where employees can experience job satisfaction. To achieve the above, management would need to fully integrate the workplace by addressing substantive issues such as consultation with employees, the provision of support systems for employees from the designated groups, and the provision of fair recruitment, selection and promotion opportunities (Thomas, 2003).

According to Bluen, Davies and Human (1999), many senior managers genuinely believe that employment equity is the responsibility of the human resources division of an organisation. When the organisation suffers in the process, they blame affirmative action and employment equity for their plight. Ng and Burke (2004) argue that over and above self-interest and stigmatisation influences, attitudes toward employment equity are also buttressed by an individual's cultural orientation and upbringing.

Vygotsky (in Ng & Burke, 2004) maintains that socio-cultural theory applies when an individual's development is a function of interrelated history, cultural, institutional and communicative processes. This view is supported by Hofstede (in Ng & Burke, 2004), who indicates that national cultures are relevant in

management practices because culture is embedded in an individual's beliefs and attitudes.

Bendix (1996) contends that 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. Whereas Bluen et al. (1999) report that some organisations focus only on the numbers when implementing employment equity, others focus only on the organisational climate.

In essence Bluen et al. (1999) highlight that affirmative action and employment equity need to be managed as strategic objectives. As such, they need to be integrated with other strategic objectives of the organisation and attendant operational objectives. Human (1993) argues that one of the major elements that needs to be addressed when considering employment equity is the involvement of trade unions in the implementation and monitoring of employment equity. In addition to the above, organisations need to consider the formulation and implementation of policies to amend discriminatory and exclusionary human resources and people development policies, practice and procedures.

In order to ensure success when implementing employment equity, Human (1993) is of the opinion that employment equity must be seen as increasing the pool of talent available for development within the organisation. Employment equity, in theory, is a powerful strategy to ensure, among other things, fairness, equity and diversity at all levels in the workplace. The question is whether organisations are taking advantage of the employment equity prospects or are still operating according to past practices and mindsets.

Mathur-Helm (2005) asserts that after its democratic elections in 1994, South Africa implemented equal opportunity and affirmative action legislation as a system of national strategy meant to redress the past imbalances created by the apartheid laws. The apartheid laws were systemic in nature especially in the work place. According to Agocs (2002: 257), systemic discrimination consists of "those patterns of organisational behavior that are part of the social and administrative

structure and culture and decision-making processes of the workplace, and that creates or perpetuate relative disadvantage for members of some groups and privilege for members of other groups”.

Odom and Green (2002) note that many of the laws impacting the employee-employer relationship are an attempt to bridge the gap between what actually occurs and what ought to occur in the workplace. The foregoing view is demonstrated by Kloot (2004) when referring to the gender inequity in Australia as being a fact of life in the Australian private and public sectors. For example Kloot (2004) argues that in the Australian private sector, only 8.8 percent of executive managers are women compared to 15.7 percent in the USA and only 50.9 percent of Australian companies have women executive managers compared to 86.0 percent in the USA. In trying to bridge the gap between what actually occurs and what ought to occur in the workplace, Strachan, Burgess and Henderson (2007) indicate that the past 50 years have seen a transition from the state of discriminatory policies and practices against female workers to policies that embrace positive social attitudes and support equity in the workplace.

Srikanthan and Dalrymple (2007) declare that a contemporary challenge for higher education emanates from the demands of political leaders for access to education for greater share of the country's population to meet the demands of the new economy. This requires equity in the workplace. It should be noted that UJ, as a comprehensive institution undergoing transformation, has particular complexities with regard to employment equity. The effects of the merger resulted in staff turnover; new posts were created in some areas and restructuring of some divisions occurred. The degree of the impact of the merger process varies from division to division. The perception of the degree of the impact of the merger on employment equity and the progress made by the UJ in implementing employment equity, will also vary.

2. PROBLEM STATEMENT

South Africa, as a nation, is faced with a complex task of transformation, social cohesion and the elimination all forms of unfair discrimination. This task poses serious challenges to various institutions such as Higher Education which, among other things, is charged with a responsibility to play a critical role in ensuring equitable access to resources, opportunities and skills.

The perception of employees at UJ regarding the progress made in implementing employment equity is not known. This study was undertaken to establish employees' perceptions about the progress made by UJ in implementing employment equity.

In line with transformation agenda of the South African government the Employment Equity Act was promulgated in 1998. The Employment Equity Act (Republic of South Africa, 1998) seeks to promote equal opportunity in the workplace by eliminating all forms of unfair discrimination. This research is undertaken to establish employees' perceptions about the progress made by the UJ in implementing employment equity.

3. RESEARCH OBJECTIVE

The primary objective of the study is to establish employees' perceptions of the progress made by UJ in implementing employment equity.

4. PURPOSE OF THE STUDY

The purpose of the study was to gain an indication of the knowledge of employees of the purpose of employment equity and their understanding of the progress made in implementing employment equity at UJ.

5. IMPORTANCE OF THE STUDY

Employees' perceptions regarding the progress made by the organisation, in implementing employment equity will assist the UJ leadership going forward, in addressing issues that may emerge, so as to create a balance between equity in the workplace and achieving organisational objectives. Thus, the study will serve to guide the practical implementation of employment equity at UJ.

6. CHAPTER OUTLINE

Chapter Two highlights the literature base upon which the present study is founded. It cover areas such as: the purpose of employment equity, employment equity and human resources policies and practices, the Commission for Employment Equity (CEE) reports and a statement of the research questions that emanate from the literature review.

Chapter Three focuses on the research design with special attention being given to the choice of methodology and its rationale, the research population, the sampling methodology, the sample size, the research instrument, data collection, data analysis, validity and reliability and ethical considerations.

Chapter Four details the findings of the study. Chapter Five discusses the findings, linking them to literature as cited in literature review. The findings are linked back to the research question and the limitations of the study are stated.

Chapter Six includes a brief summary of the research objective and major findings. Recommendations to UJ and suggestions for further research are made.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

According to Selby and Sutherland (2006), the vision of a transformed South Africa has inspired a wide variety of policies. These policies informed strategies and programmes aimed at transforming structural ills of the past. The said changes were aimed at, among other things, redressing racial discrimination, promoting equity, economic development, employment creation and poverty eradication.

The role of leaders and top management teams and the nature and the level of power which they possess, perform an important role in negotiating organisational change (McGuire & Hutchings, 2006). McMillan-Capehart (2005) highlights two components which form part of organisational justice, namely, procedural justice and distributive justice.

Procedural justice refers to the perceived fairness of the means used to determine organisational outcomes, whereas distributive justice is related to the perceived fairness of outcomes. Distributive justice has been found to affect individuals' perception of fairness with regard to satisfaction, commitment, promotions and pay raises (Mc Millan-Capehart, 2005).

Horwitz, Jain and Mbabane (2005) maintain that while statutory based racial discrimination has systematically been abolished since 1980 and significant labour law reforms have occurred since then, the apartheid labour market has left the majority of the economically active population of South Africa inadequately trained and economically disempowered with the attendant effects of historical discrimination still evident today. Littrell and Nkomo (2005) argue that the advent of democratisation has led to an increase in the racial and gender diversity of leadership in the South African workplace. Thomas (2002) concurs by

maintaining that the South African workplace is becoming more diverse but notes the fact that such diversification of the workplace may not be occurring rapidly enough.

Humphries and Grice (1995) comment that concerns about fairness in employment have long driven researchers to explain and examine occupational segregation seemingly based on gender, race or other human characteristics. Morris, Yaacob, Mara and Wood (2004) argue that, along with a sound strategy and a strong financial position, the commitment of staff is a major factor in determining the future success of an organisation.

2.1.1. The need for Employment Equity

The South African history of systemic racial discrimination experienced by members from the designated groups created a need to redress the imbalances of the past, especially in the workplace. This meant that certain transformation initiatives by the South African government had to be undertaken. These initiatives culminated to the Labour Relations Act (Republic of South Africa, 1995), the Constitution of the Republic of South Africa (Republic of South Africa, 1996), the Basic Conditions of Employment Act (Republic of South Africa, 1997), Employment Equity Act (Republic of South Africa, 1998a) and the Skills Development Act (Republic of South Africa, 1998b).

Culture, processes and people are the important factors driving the change from traditional organisations to learning organisations and they need to occur in an environment that ensures their success (Randeree, 2006). The same is true for the successful implementation of employment equity taking cognisance of the fact that employment equity, in itself, is a change process. Thus, the organisational culture must support the spirit and intentions of Employment Equity Act (Republic of South Africa, 1998a) by being inclusive. Selby and Sutherland (2006) confirm the foregoing view when pointing out that workplace transformation for employment equity purposes is no different to any other major organisational change initiative and hence change theories need to be considered when

implementing employment equity. Krings, Tschan and Bettex (2007) argue about the critical role played by the attitudes towards the beneficiaries of affirmative action programmes. Therefore it is crucial that people change their attitudes from being negative about employment equity to being positive. Employees need to embrace and support the implementation of employment equity. Mindful of the fact that not everybody will support the employment equity initiative, the South African government introduced employment equity legislation in an attempt to fast track the implementation process.

McMillan-Capehart (2005) mentions that the dilemma of providing equal opportunity to women and minority members without promoting a system of new inequalities has become critical issue in the United States as a result of the implementation of affirmative action. According to Krings et al. (2007), affirmative action programmes for women and minorities have been the subject of heated debates. The proponents of affirmative action consider them necessary measures to redress past discrimination whereas the opponents of affirmative action argue that affirmative action measures are inherently unfair and unjust because of preferential treatment based on race and colour (Krings et al., 2007).

The challenges relating to the successful implementation of affirmation action are not limited to the United States. The difference between the United States and South Africa is that in the United States affirmative action addresses minority issues whereas in South Africa affirmative action, in the main, addresses matters that affect the majority members of society. Thus, as we learn from the experiences from the United States and other countries, it is important to note that the dynamics are different. Walbrugh and Roodt (2003) point out that the legislative intervention such as affirmative action policies were introduced in various countries across the globe to address the issues about fairness and discrimination. Since the early 1960's there is evidence that government employment laws have been enacted prohibiting workplace discrimination based on age, colour, disability, national origin, race, religion and sexual orientation (Walbrugh & Roodt, 2003).

Krings et al. (2007) declare that affirmative action programmes can be classified on a continuum that ranges from soft to hard measures. The soft measures include issues such as the elimination of discrimination and the opportunity of development with a specific focus on individual merit as a criterion. On the other hand, the hard measures include preferential selection and quotas with a primary focus on demographic status as the primary criterion (Krings et al., 2007). Horwitz, Jain and Sloane (2003) point out that strategies to achieve employment equity are meant to give advantage to those who have been most discriminated against historically.

According to Van Rensburg and Roodt (2005), given the changes that the transformation legislation seeks to implement, such changes do not only affect the organisations but have an impact on individuals. The reaction of individuals on the impact of such changes may lead to mixed feelings. Nonetheless, irrespective of how individuals may feel, the Employment Equity Act (Republic of South Africa, 1998a) makes it clear that unfair discrimination in any employment policy or practice is to be eliminated and that no person may be directly or indirectly discriminated against (Maharaj, Ortlepp & Stacey, 2008).

According to Cilliers and Stone (2005), seven years after the introduction of the Employment Equity Act (Republic of South Africa, 1998a), there is evidence to suggest that there is constructive movement in organisations towards the implementation of employment equity programmes, the embracing and valuing of diversity and the active development of equitable work environment. To ensure that there is equality in the workplace, legislative and other measures must be designed to protect or advance persons previously disadvantaged by unfair discrimination (Republic of South Africa, 1996).

Kim (2005) points out that there are three dominant reasons that provide a philosophical rationale for affirmative action programmes. Firstly, there is a remedial rationale which argues that affirmative action provides one form of compensation for the injuries caused by the years of systematic exclusion by taking affirmative action steps to open up opportunities for disadvantaged

population. Secondly, the redistributive view advocates a more egalitarian distribution of society's resources with a focus on rectifying racial disparities which emanate from income differences, segregated communities, schools and other forms of social capital disparities. Finally, the derivative argument states that affirmative action policies generate benefits not only for the disadvantaged population but also for the society as a whole with a belief that students who are exposed to diversity of ideas become better workers and citizens (Kim, 2005).

Booyesen (2007) argues that while statutory based racial discrimination has systematically been abolished in South Africa, equally there has been a number of significant law reforms in the past 12 years. All these law reforms seek to redress the imbalances of the past by ensuring that there is equity in the workplace (Booyesen, 2007). The purpose of Employment Equity Act (Republic of South Africa, 1998a:5) is to achieve equity in the workplace by "promoting equal opportunity and fair treatment in employment through elimination of unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups to ensure their equitable representation in the workplace".

2.2. EMPLOYMENT EQUITY IN SOUTH AFRICA

According to Commission for Employment Equity (CEE) (2007), during the course of 2006 and early 2007 there were reviews conducted by the Director General (DG) on six companies listed on the Johannesburg Securities Exchange (JSE). None of the selected companies complied with the full requirements of the employment equity act (CEE, 2007). The companies did not consult with employees, did not conduct analyses of their workplaces, did not prepare and implement employment equity plans and did not submit progress reports to the Department of Labour using the prescribed forms (CEE, 2007).

According to the Department of Labour (Republic of South Africa, 2005), there are three critical phases through which employers should embark when implementing employment equity. These phases can be distinguished as, Part A,

commencing employment; Part B, during employment; Part C, termination of employment and exit interviews. The designated employer is required to collect information, conduct an analysis of its empowerment policies, practices and procedures and working environment in order to identify employment equity barriers (Republic of South Africa, 1998a).

Horwitz et al. (2005) maintain that inasmuch as the designated employers are required to enter into consultation about the formulation and implementation of employment equity plan with representatives of trade unions, the Employment Equity Act (Republic of South Africa, 1998a) does not define the content of the duty to consult. Instead it requires a designated employer to take reasonable steps to consult and attempt to reach agreement with a representative trade union representing members at the workplace and its employees or representatives nominated by them (Republic of South Africa, 1998a).

Horwitz et al. (2005) view consultation as a process where unions/employees are provided with sufficient information in order to understand the proposed plans and actions; where appropriate contributions to the consultation process are permitted; where free and open discussions take place and where there is a clear indication that the employer gave careful consideration to the feedback provided by unions/employees.

According to the Employment Equity Act (Republic of South Africa, 1998a), when a designated employer engages in consultation, the employer must disclose to the consulting parties all relevant information that will allow the parties to consult effectively. Sing and Govender (2006) point out that the Employment Equity Act (Republic of South Africa, 1998a) introduced legislative provisions to address disability equity and made provisions for non-discrimination, affirmative action and employment equity policies and procedures intended to ensure that people with disabilities are treated equitably.

2.2.1. **Employment Equity and Human Resource Policies and Practices**

Wessels (2005) asserts that there is no doubt of the importance of equality and the notion of equal employment in the discourse of workforce transformation. Four criteria have been identified to assess all interventions in this regard, namely equity, justice, merit and representativeness. These four criteria provide guidelines and guard against reverse discrimination by ensuring that the process seeks to achieve equity, that it is just, is based on merit and, in the end, that the workplace is representative of the demographics of the economically active population of South African society (Wessels, 2005).

Lemons and Jones (2001) maintain that to ensure the level of organisational commitment, managers should be transparent in implementing employment equity especially as it relates to human resource practices. Ogilvie and Stork (2003) discuss that in many organisations, management is able to speak with a single voice in comparison to employees. As long as that single voice of management is in support of the transformation initiatives and their deeds confirm it, such a voice should be appreciated (Ogilvie & Stork, 2003). Therefore human resources, when implementing employment equity plans, need to assist in the fair management of the process for all the employees.

According to Horwitz et al. (2003), equality of opportunity, employment equity and related affirmative action policies that increasingly create diverse workforces have also become critical challenges for the both public and private sector policy makers and managers. This is something that is to be expected considering that discrimination in the workplace happened both in the public and the private sector (Horwitz et al., 2003).

According to Smith and Roodt (2003), companies are confronted with the dilemma of effective and reliable measurement of their progress in order to determine the extent of adherence to employment equity legislation. Horwitz, Bowmaker-Falconer and Searll (1996) argue that implementing employment equity within the broader context of human resource planning will not only ensure

compliance with the legislative requirements but will improve the overall effectiveness of the organisation in meeting its strategic objectives. In the context of challenges of a diverse global economy, employers are increasingly becoming aware that having racial, gender and disability diversity is the key to business growth and development (Republic of South Africa, 2005).

Selby and Sutherland (2006) note that human resource practices are important for achieving employment equity, including holding line managers accountable for achieving targets, making employment equity part of their key performance areas, setting targets for each level of the organisation and determining strict timelines for achieving them. Smith and Roodt (2003) point out that it is important for employers to undertake a workforce analysis when implementing employment equity. Thus, the results of such a workforce analysis will enable companies to assess whether the required policies, practices and procedures exist and to what extent they are being enforced.

In order to effectively determine the extent of adherence of human resource policies and practices to employment equity, employers need to focus their attention on job analysis, job specification, job design, human resources planning, recruitment, selection, pre-employment assessment, appointment and induction (Smith & Roodt, 2003). Once the employer is satisfied that the above comply with the intentions and spirit of the Employment Equity Act (Republic of South Africa, 1998a), strategies to retain and motivate employees should be developed in order to ensure that both personal and organisational goals are achieved. Smith and Roodt (2003) point out that these strategies should include training and development of employees with a primary focus on employee skills and management development. These training opportunities should be accessible to all employees particularly the designated groups, based on their relevant training needs.

Selby and Sutherland (2006) concur with Smith and Roodt (2003) when asserting that organisations should establish strategies and draw up plans of actions to address projected shortages or surpluses in line with human resource objectives

and employment equity targets. Smith and Roodt (2003) argue that equitable practices in all human resource functions pertaining to employment equity strategies should be enforced in accordance with relevant legislation. Such enforcement will ensure that there is no discrimination against employees and that designated employees are managed in an equitable fashion and not excluded from opportunities. These strategies should include performance appraisals, remuneration, terms of employment, promotions and termination of employment. As a part of the change management process, effective implementation of employment equity needs a vision and strategy, planning with short term wins in sight, the creation of a sense of urgency, monitoring and reporting on progress regularly, anchoring the new approach in culture and building a guiding coalition (Selby & Sutherland, 2006).

Netswera, Rankhumise and Mavundla (2005) state that in order to have a positive effect on retaining employees, there has to be open communication about how each employee adds value to the company vision and mission, a climate of trust has to be developed and there has to be an emphasis on skills development. According to Smith and Roodt (2003), affirmative action measures should be in place and visibly demonstrate the company's intentions to redress disadvantages in employment. Horwitz et al. (2003) believe that this could be achieved by ensuring that employers focus on members of all designated groups, encouraging a greater number of employers to devise new and innovative measures to proactively recruit, promote and train people from designated groups.

Smith and Roodt (2003) highlight that human resource functions may not discriminate against any employee with regard to training and development on the grounds identified by the relevant legislation. Some of these grounds may include health education programmes, career management and skills training. Booysen (2007) maintains that there is a need to integrate employment equity with skills development planning to ensure that these initiatives support one another to facilitate workforce diversity management processes in South Africa.

According to McMillan-Capehart (2005), in order for organisations to benefit from a diverse workforce they should consider the fairness perceptions of their employees and potential employees. French and Maconachie (2004) point out that equity management has been identified as providing a structural means of achieving parity between groups as well as a procedural means for addressing the disparity. McMillan-Capehart (2005) claims that while it is necessary in some cases to use affirmative action programmes, such programmes should be used with some caution as justification for hiring decisions. The four criteria by Wessels (2005), namely equity, justice, merit and representativeness should be the fair criteria for hiring decisions and is in line with the spirit of the Employment Equity Act (Republic of South Africa, 1998a).

Wessels (2005) declares that merit is closely related to equal opportunities as an end. This means that in order to employ merit as a criterion in appointments and promotions, equity and justice need to be in place. Thus, although the designated groups are defined as blacks, women and disabled persons, it seems crucial, from an equity and justice perspective, that the individuals in the designated groups must be suitably qualified.

2.2.2. Best Practices in Employment Equity

Aghazadeh (2004) is of the opinion that workforce diversity is a present day necessity for future clarity and efficiency of all organisations. The Department of Labour (2005) provides guidelines on how organisations can integrate the Code of Good Practice and employment equity into human resource policies and practices. The Code of Good Practice mirrors the life cycle of an employee in employment, and deals with the possible barriers and unfair discrimination that could occur at each phase, from the beginning of employment through to termination. It also describes affirmative action measures that could be used at each phase to advance the objectives of employment equity (Department of Labour, 2005).

Thomas (2003) has identified the following as best practices for achieving employment equity success, namely: consultation and communication between employees and management, transparency, an inclusive organisational culture, fair recruitment, selection, promotion and performance appraisal procedures, equitable opportunity for training and development, and management commitment to a fair and equitable workplace.

French and Maconachie (2004) concur with foregoing authors by noting the following as important in employment equity management: management commitment and support systems, organisational commitment to anti discrimination, affirmative action and equal employment opportunity, and consultation with employees. According to Walbrugh and Roodt (2003), the following are domains that are regarded as pre-requisite for effective and integrated employment equity, training and human resources strategy. The first domain is strategic alignment, when employment equity is identified as a key strategic issue and is managed as such. The second is staff and people management. The third is managing diversity, where the belief in basic equality and dignity of all people is entrenched (Walbrugh & Roodt, 2003).

Organisations need to empower individual employees so that they can embrace diversity. This can be achieved by ensuring that there are demographic changes in the workforce, that there are visible role models, that there are indicators of an open and inclusive environment, that there are positive employee perceptions of the culture and that managerial competency around diversity exists (Kilian, Hukai & McCarty, 2005).

Booyesen (2007) argues that organisations should ensure an inclusive organisational culture in which diversity is valued, develop a shared understanding of employment equity, translate management commitment into visible actions and ensure the effective and consistent implementation of employment equity. In addition, it is important to address white male concerns and fears and to have an integrated human resources strategy for attracting, developing and retaining people from designated groups (Booyesen, 2007).

2.3. PROGRESS OF EMPLOYMENT EQUITY IN SOUTH AFRICA

The CEE (2007) provides evidence of the progress of employment equity in South Africa in its seventh annual report covering the period 2000-2006. The Commission's report presents a trend analysis which provides an overview of the changes in the top three occupational levels for the years 2000, 2002, 2004 and 2006.

Table 2.1 indicates a drop of 6104 (47 percent) in the number of reports received from employers, from 12 980 in the year 2000 to 6876 in the year 2006. The CEE (2007) notes that there are number of factors that can be attributed to these variations, including mergers, liquidations and changes in the designated status.

Table 2.1: Reporting on employment equity progress for the years 200, 2002, 2004 and 2006

| Year | Reports received | Reports excluded | Reports included in analysis | % Change in the number of reports analysed |
|------|------------------|------------------|------------------------------|--|
| 2000 | 12 980 | 4730 | 8250 | N/A |
| 2002 | 6990 | 0 | 6990 | -15.2% |
| 2004 | 9389 | 3835 | 5554 | -20.5% |
| 2006 | 6876 | 2482 | 4394 | -20.8% |

Source: Commission for Employment Equity (2007:47)

As can be seen in Table 2.2, black representation in all top management positions increased by 1.1 percent from 21.0 percent in 2004 to 22.2 percent in 2006 and increased by 9.5 percent from 12.7 percent in 2000 to 22.2 percent in 2006. The percentage change for females at the top management level increased by 6.5 percent from 15.1 percent in 2004 to 21.6 percent in 2006 and increased by 9.2 percent from 12.4 percent in 2000 to 21.6 percent in 2006. White female representation increased by 4.0 percent from 10.7 percent in 2004 to 14.7 percent in 2006 and by 4.5 percent from 10.2 percent in 2000 to 14.7 percent in 2006.

Table 2.2: Comparative demographic changes at the top management level from 2000 to 2006

| Race | Top management 2000% | Top management 2002% | Top management 2004 | Top management 2006% | % Change 2004-2006 | Total% change 2000-2006 |
|------------------------|-----------------------------|-----------------------------|----------------------------|-----------------------------|---------------------------|--------------------------------|
| Blacks | 12.7 | 18.4 | 21.1 | 22.2 | 1.1 | 9.5 |
| Whites | 87.5 | 81.5 | 78.9 | 74.9 | -4 | 12.6 |
| Africans | 6.2 | 10.0 | 11.8 | 11.3 | -0.5 | 5.1 |
| Coloureds | 2.7 | 3.4 | 3.7 | 4.7 | 1 | 2 |
| Indians | 3.8 | 5.0 | 5.6 | 6.2 | 0.6 | 2.4 |
| Gender | | | | | | |
| Female | 12.4 | 13.8 | 15.1 | 21.6 | 6.5 | 9.2 |
| Male | 87.6 | 86.2 | 84.9 | 78.4 | -6.5 | -9.2 |
| Black female | 2.4 | 3.3 | 4.4 | 6.6 | 2.2 | 4.2 |
| African female | 1.2 | 2.0 | 2.8 | 2.9 | 0.1 | 1.7 |
| Coloured female | 0.7 | 0.7 | 0.8 | 2 | 1.2 | 1.3 |
| Indian female | 0.5 | 0.6 | 0.8 | 1.7 | 0.9 | 1.2 |
| White female | 10.2 | 10.4 | 10.7 | 14.7 | 4.0 | 4.5 |
| Black male | 10.3 | 15.1 | 16.7 | 15.6 | -1.1 | 5.3 |
| African male | 5.0 | 8.0 | 9.0 | 8.4 | -0.6 | 3.4 |
| Coloured male | 2.0 | 2.7 | 2.9 | 2.7 | -0.2 | -0.7 |
| Indian male | 3.3 | 4.4 | 4.8 | 4.5 | -0.3 | 1.2 |
| White male | 77.3 | 71.1 | 68.2 | 60.2 | -8.0 | -17.1 |

Source: Commission for Employment Equity (2007:48)

Table 2.3: Comparative demographic changes at the senior management level from 2000 to 2006

| Race | Senior | Senior | Senior | Senior | % Change | Total% |
|-------------|---------------|---------------|---------------|---------------|-----------------|---------------|
|-------------|---------------|---------------|---------------|---------------|-----------------|---------------|

| | management 2000% | management 2002% | management 2004 | management 2006% | 2004-2006 | change 2000-2006 |
|------------------------|---------------------|---------------------|--------------------|---------------------|-----------|---------------------|
| Blacks | 18.5 | 22.2 | 25.7 | 26.9 | 1.2 | 8.4 |
| Whites | 81.6 | 77.9 | 74.4 | 70.9 | -3.5 | -10.7 |
| Africans | 8.7 | 10.8 | 13.1 | 13.4 | 0.3 | 4.7 |
| Coloureds | 4.9 | 5.1 | 5.4 | 5.8 | 0.4 | 0.9 |
| Indians | 4.9 | 6.3 | 7.2 | 7.7 | 0.5 | 2.8 |
| Gender | | | | | | |
| Female | 21 | 21.6 | 23.7 | 27.4 | 3.7 | 6.4 |
| Male | 79.1 | 78.5 | 76.4 | 72.4 | -4 | -6.7 |
| Black female | 4.3 | 5.3 | 6.6 | 8 | 1.4 | 3.7 |
| African female | 2 | 2.6 | 3.5 | 3.6 | 0.1 | 1.6 |
| Coloured female | 1.4 | 1.4 | 1.6 | 2.1 | 0.5 | 0.7 |
| Indian female | 0.9 | 1.3 | 1.5 | 2.3 | 0.8 | 1.4 |
| White female | 16.7 | 16.3 | 17.1 | 19 | 1.9 | 2.3 |
| Black male | 14.2 | 16.9 | 19.1 | 18.9 | -0.2 | 4.7 |
| African male | 6.7 | 8.2 | 9.6 | 9.8 | 0.2 | 3.1 |
| Coloured male | 3.5 | 3.7 | 3.8 | 3.7 | -0.1 | 0.2 |
| Indian male | 4 | 5 | 5.7 | 5.4 | -0.3 | -1 |
| White male | 64.9 | 61.6 | 57.3 | 51.9 | -5.4 | -13 |

Source: Commission for Employment Equity (2007:50)

Table 2.3 highlights that black representation in all senior management positions increased by 1.2 percent from 25.7 percent in 2004 to 26.9 percent in 2006 and increased by 8.4 percent from 18.5 percent in 2000 to 26.9 percent in 2006. The percentage change for females at the same level increased by 3.7 percent from 23.7 percent in 2004 to 27.4 percent in 2006 and increased by 6.4 percent from 21.0 percent in 2000 to 27.4 percent in 2006. White female representation

increased by 1.9 percent from 17.1 percent in 2004 to 19.0 percent in 2006 and by 2.3 percent from 16.7 percent in 2000 to 19.0 percent in 2006.

2.3.1. Employment Equity Challenges

2.3.1.1. Disability

According to Gida and Ortlepp (2007), while the employment of people with disabilities has received considerable attention in labour legislation, such attention has not been translated into equity in the workplace as it relates to people with disabilities. Instead the challenges for people with disabilities persists. One of the serious challenges facing the implementation of employment equity is the advancement of the people with disabilities in the workplace.

The CEE (2007) confirms this when arguing that there has been a decrease of people with disabilities in the workforce over the years from one percent to 0.7 percent. Managers should be aware of the possible negative attitudes that may result when they do not consider offering acceptable support for people with disabilities. Attitudes toward people with disabilities are among the biggest challenges to overcome. The other challenge is to find people with disabilities with the right skills for the job. One of the key challenges facing organisations in the global economy is the attraction and retention of talented employees (Gida & Ortlepp, 2007).

Unger, Rumrill and Hennessey (2005) maintain that despite the progressive laws that are designed to break down barriers to employment for people with disabilities, the labour force participation of people with disabilities continues to lag behind that of the general population. In a country characterised by historical discrimination, employment equity legislation offers the possibility of helping to redress such unfair discrimination (Horwitz et al., 2003). According to Gida and Ortlepp (2007), recruitment and selection have received considerable attention for people with disabilities. Such attention to the recruitment drive for many of the organisations is to ensure compliance with employment equity targets as

opposed to being part of the transformation agenda concerning people with disabilities in the workplace.

Van Zyl and Roodt (2003) argue that inequality still persists in organisations and Lemons and Jones (2001) state that many firms continue to have problems with employees who perceive unfair treatment in employment practices regardless of the millions of dollars spent each year in attempts to comply with fair employment laws. Gida and Ortlepp (2007) maintain that although most organisations indicate that people with disabilities occupy positions across the different levels in the organisation, most of these employees are in lower level jobs. The only time that line managers take an interest in the integration of people with disabilities into the workplace is when they have targets set for them to achieve and these are included in their performance agreements (Gida & Ortlepp, 2007). It seems that the employment of people with disabilities remains a challenge for some organisations.

Sing and Govender (2006) point out that the South African Constitution lays the foundation for the creation of a legacy for the prevention of unfair discrimination against disabled persons and for the promotion of disability equity in South African workplaces. The Code of Good Practice (Republic of South Africa, 2005) makes it unfair to discriminate against people with disabilities on the unsubstantiated assumptions about abilities and performance through the use of selection tests and criteria which discriminate against them (Sing & Govender, 2006).

Gida and Ortlepp (2007) argue that diversity workshops appear to be the most frequent type of intervention introduced to accommodate people with disabilities. However, these workshops focus on diversity in general, not specifically targeting disability because disability is viewed and treated as part of diversity. According to Sing and Govender (2006), the South African Public Service report on employment equity indicated that the Employment Equity Act (Republic of South Africa, 1998a) was not effective in addressing the plight of people with disabilities.

This is supported by the fact that most people with disabilities occupy positions at junior levels within organisations (Sing & Govender, 2006).

2.3.1.2. Workplace Consultation

Horwitz et al (2005) maintain that the unions argue that in most cases, employers unilaterally draft employment equity plans. It also appears to be that employers and trade unions have different understanding of certain pertinent terms.

Regarding consultative structures, employees do not understand the policy and philosophy of the union and thus, do not advance the union interests. Employers, during consultation, tend to group together all issues including skills development, training, employment equity and gender issues (Horwitz et al., 2005).

While several organisations have various forms of employment equity plans and programmes in place, documented evidence of union involvement in employment equity issues in the form of consultation or collaboration in joint employment equity committees is almost non-existent (Horwitz et al., 2005). The reasons for this almost non-existent collaboration could be attributed to the fact that the requirements to consult with employee representatives on issues related to employment equity, do not specify the level of consultation. Trade unions usually do not have a role to play in the recruitment and selection processes (Horwitz et al., 2005).

Strachan, Burgess and Sullivan (2004) contend that organisations are required to undergo an organisational analysis. Such an analysis should deal with employment equity policies and human resources practices. Special attention should be given to recruitment procedures and selection criteria for the appointment of employees as well as promotion, training and development. It is important that employees are consulted prior, during and after the said analysis so that they take ownership of the process and its outcome.

2.3.1.3. Culture

Agocs (2002) argues that the challenge for organisations is to look at the numerical representation of employees throughout the organisation, the removal of discriminatory barriers in decision making processes and the creation of a workplace culture that is inclusive and free from harassment, with equitable pay grades. Booysen (2007) declares that a white male dominated organisational culture that continues to exclude black recruits who are selected as tokens and who are not fully integrated into companies, continues to be one of the major barriers to the effective implementation of employment equity.

According to Selby and Sutherland (2006), barriers to achieving employment equity include a lack of visible leadership, fragmented human resource practices, a Eurocentric organisational culture, a lack of moral conviction, no structured change management processes and a lack of diversity management competencies on the part of line managers. The obligations under the Employment Equity Act (Republic of South Africa, 1998a) seem to be imposed only on the employer to create an organisational culture that is inclusive (Selby & Sutherland, 2006).

Booyesen (2007) points out specific organisational culture issues that are barriers to employment equity, these being a white male dominated organisational culture, racial fault lines in power structures and labour, perceived tokenism, low leadership commitment to and inconsistency in employment equity implementation, white fears that lead to resistance, insufficient focus, a lack of coordination and integration of existing implementation processes and a general lack of talent management. Agocs and Burr (1996) highlight the challenges of systemic cultural discrimination that perpetuates a position of relative disadvantage for members of the designated groups, on the basis of their group identity.

Mathur-Helm (2005) proclaims that the social and cultural assumptions used as management strategies persistently create barriers to the employment of women,

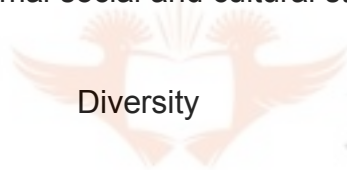
as well as the growth and development. In the same vein, such assumptions create barriers in integrating women into mainstream management.

Boxer (2005) maintains that social order could provide a discursive way of defining and thinking about culture of the organisation. Thus, in the case of change such as the implementation of employment equity, various stakeholders engage with one another to express their views of issues in terms of an alternate discourses and attempt to modify the views of other stakeholders.

Agocs (2002) points out that the employment equity policy in Canada contains no provisions that directly addresses issues of workplace culture, apart from the requirement to explain the purpose employment equity to employees. Thus, the persistence of inequality on the basis of gender and race may be strongly linked to patterns of exclusion, marginalisation and harassment that are embedded in the informal social and cultural structures of an organisation.

2.3.1.4.

Diversity



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Denton and Vloeberghs (2003) argue that the barriers to successful implementation of employment equity may include the recruitment and selection processes, advertising for jobs, language barriers and the evaluation process. Selby and Sutherland (2006) maintain that while diversity management is seen as the ideal end state of a transformed workplace, evidence suggests that most organisations are still focused on evolutionary strategies to create equal employment opportunities and, as such, maintain the status quo. Booysen (2007) argues that diversity is not simply a repackaging of equal employment opportunities. As a result, an organisation that emphasises quota filling as a major part of its diversity effort will undermine the true intent of valuing diversity. Thus, emphasis should be put on accelerated training and development of the previously disadvantaged groups to equip them with competencies that will enable effective performance (Booyesen, 2007) and result in their diversity being used for competitive advantage.

2.3.1.5. Progress

According to Booysen (2007), the retention rate for black recruits has fallen and many South African firms are losing black people as fast as they recruit them. Such a high turnover rate can be attributable to slow employment equity progress at management level and inconsistent progress across departments in organisations, a lack of systematic development of black staff, a low commitment to employment equity from top management with lip service by leadership about the need for employment equity. According to Horwitz et al. (2005), the labour inspectors focus their attention on procedural issues rather than substantive issues when measuring the progress made in implementing employment equity.

According to Booysen (2007), one of the challenges facing the implementation of employment equity is fear experienced by white employees. This fear determines the level of meaningful engagement by whites particularly white males in the employment equity process. Such fears play a pivotal role, considering that in many instances it is the white males who must drive employment equity initiatives. This situation presents a paradox for white managers which inevitably may culminate in the ineffective implementation of employment equity strategies and, in some instances, even to the sustenance of an exclusionary organisational culture (Booyesen, 2007).

Agocs and Burr (1996) argue that one of the reasons for the slow progress in Canada when implementing employment equity is that the 1986 employment equity legislation paid little attention to the identification and change of discriminatory organisational policies and practices. Instead the focus was placed only on the submission of reports by employers showing numerical representation. Kloot (2004) declares that women are not well represented in leadership positions, due to institutional discrimination and as a result of the perceived differences between men and women.

Kandola (2004) suggests that there are two types of barriers namely, individual and organisational barriers. Individual barriers entail factors such as stereotyping,

interpersonal dynamics and networking, while organisational barriers include organisational culture, organisational systems and procedures, poor human resources criteria and tokenism.

2.3.1.6. Mentors

Booyesen (2007) argues that there is a lack of black mentors and role models, as well as ineffective consultation and communication around employment equity progress and implementation. In addition there is a lack of cultural sensitivity where new recruits are expected to assimilate into the current organisational culture, a lack of cultural awareness programmes and organisational cultures where diversity is not valued (Booyesen, 2007).

Kilian et al. (2005) maintain that the primary barriers to the advancement of black employees include a lack of mentors and role models, exclusion from informal networks of communication, stereotyping and misinformed perceptions of roles and abilities and a lack of significant line management experience in mentoring.

Swanson (2002) points out that some of the challenges facing the successful implementation of affirmative action are lack of mentoring, lack of career planning, poor performance reviews and a lack of training for managers with regard to managing diversity.

2.3.2. **Employment Equity Challenges in Higher Education**

Portnoi (2003) mentions that although higher education institutions may, in principle, support employment equity, drafting an employment equity policy is extremely challenging. According to Martin and Marion (2005), problems which face higher education executives include, bureaucracy, lack of accountability and shared governance that leaves nobody in charge. Chen, Yang, Shiau and Wang (2006) state that the objectives of higher education are to provide in depth knowledge, promote academic development, educate students and coordinate national development demands.

The Employment Equity Act (Republic of South Africa, 1998a) was designed for the traditional business employer, such as a company or factory. As the university is a particular type of employer, the challenges and constraints it faces are not, in many cases, comparable to those of standard business and industry employers (Portnoi, 2003). Organisational change challenges the status quo as a result, individuals experience uncertainty and start fearing potential failure in coping with the new situation (Vakola & Nikolaou, 2005).

Strikanthan and Dalrymple (2007) claim that there is a lack of leadership, in all aspects of governance, in higher education and that the challenge is to build activities on campuses to reaffirm the common purpose. Mathur-Helm (2005) contends that there are rapid socio-political changes in South Africa but changes in its patterns of education, recruitment, employment, training and advancement are relatively slow. According to Portnoi (2003), higher education institutions in any country are characterised by many organisational elements, such as the function, management style and products which are different from business organisations. In addition, the core business of higher education institutions requires high levels of skills, specialisation and qualifications for a majority of positions, both academic and technical or administrative (Portnoi, 2003).

Burke (2005) argues that not all the employees in universities support the notion of a level playing field in the workplace. Boxer (2005) asserts that leaders in academic communities can ensure that those with personal agendas are challenged in order to keep the objectives of the organisation in mind and that necessary changes are undertaken in the way required by the organisation, as opposed to personal preference. McGuire and Hutchings (2006) refer to reward and discipline as tools for achieving organisational change. These tools can be used to generate and leverage change by valuing specific outputs, behaviours and values required to deliver the organisation's strategy, promote the desired culture and motivate employees to embrace change (McGuire & Hutchings, 2006).

Portnoi (2003) points out specific challenges set universities apart from other business employers, namely higher education legislation and policy developments. According to Portnoi (2003), though employment equity affects all employers, universities, in addition, must also grapple with new laws and policy developments in the higher education sector, the lack of qualified applicants and the poor educational background of most members of the designated group.

According to Velazquez, Munguia and Sanchez (2005), there are barriers and obstacles which may have an impact on the progress of sustainability initiatives such as employment equity, depending on the context and circumstances of the university at which they are being implemented.

Rationalisation and declining governmental funding available to most universities adds an additional constraints, which is generally not experienced by business employers (Velazquez et al., 2005). Higher education is faced with a challenge of merging western cultures with African cultures within a context and environment characterised by continued change, diversity and elements of silent intolerance and conflict (King, Kruger & Pretorius, 2007).

According to Portnoi (2003), the racial basis of all higher education institutions that were created in the former racist regimes in South Africa, skews the current situation of each institution in relation to employment equity and sets them apart from traditional business employers. Though businesses were also racialised, both informally and in terms of job reservation legislation, they were not starkly segregated along the racial lines (Portnoi, 2003).

Despite waves of backlash, many institutions of higher education continue to support affirmative action in one form or another (Kim, 2005). Morris et al. (2004) advocate that pay and promotion could be one of the serious challenges facing higher education when implementing employment equity. Faced with globalisation the higher education sector has also to deal with increased mobility of staff and rapid technological changes. This scenario poses universities with serious challenges pertaining to competition for highly qualified staff and a skilled

workforce. Rewards are part of the exchange when workers exert effort to help in the advancement of organisational objectives. Accordingly, universities need to retain high qualified and skilled employees from the designated groups if they are to meet their employment equity targets (Morris et al., 2004).

2.4. RESEARCH QUESTION

The literature has indicated that the purpose of the Employment Equity Act (Republic of South Africa, 1998a) is to achieve equity in the workplace. Emanating from the literature review, the following question is posed: “What are employees’ perceptions of progress in implementing employment equity at the University of Johannesburg?”

2.5 CONCLUSION

The Employment Equity Act (Republic of South Africa, 1998a:5) indicates that its purpose is to achieve equity in the workplace by “promoting equal opportunity and fair treatment in the employment through elimination of unfair discrimination”.

Apartheid laws created an unjust and unfair system in South Africa. These laws were based on discrimination on the basis of colour, race, and gender. The advent of democracy created possibilities to redress the imbalances of the past with the national elections taking place in 1994 and the adoption of the national Constitution in 1996, placing everyone equal before the law with equal protection and benefit of the law (Republic of South Africa, 1996). In line with spirit of the Constitution, employment equity legislation was enacted in 1998.

The literature review indicates that the implementation of employment equity has not come without any challenges. This has resulted in slow progress. Some of these challenges are lack or insufficient planning, lack or insufficient consultation, a lack or an insufficient workforce analysis, incorrect employment equity plans and usage of wrong forms when submitting reports to the Department of Labour (Horwitz et al., 2005; CEE, 2007). In spite of the challenges progress has been

made, with some areas doing better than the others (Thomas, 2002; Booysen, 2007; Gida & Ortlepp, 2007).

From the literature, the research question emerges: “What are employees’ perceptions of progress in implementing employment equity at the University of Johannesburg?”



CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter focuses on research design with special attention to the choice of methodology and its rationale. In addition, the researcher notes the research population, sampling methodology, sample size, research instruments, data collection and data analysis procedures, validity and reliability and ethical considerations.

3.2 RESEARCH DESIGN

According to Bless and Smith (1995), a research design can be viewed as the planning of any scientific research from the first to the last step. Furthermore, it is a specification of the most adequate operations to be performed in order to test a specific hypothesis under a given condition. The researcher used a quantitative approach by means of a survey to gather the data.

3.3 RESEARCH POPULATION

Zikmund (2003:373) notes that “once the decision to sample has been made, the first question related to sampling concerns identifying the target population that is the complete group of specific population elements relevant to the research project”. The population of the present study consisted of 5723 staff members who are employed by the UJ in permanent, contract and temporary academic and non academic positions. According to Babbie and Mouton (2006:173), “a population is the theoretically specified aggregation of study of elements”.

3.4 SAMPLE

“The process of sampling involves any procedure using a small number of items or parts of a larger population to make conclusions about the whole population” (Zikmund, 2003:369). Babbie and Mouton (2006:174) argue that “a sampling unit is that element or set of elements considered for selection in some stage of sampling”.

3.4.1 Sampling methodology

The researcher selected all UJ employees who are employed permanently, in contract and temporary positions, who have access to the intranet.

Accordingly, from the population of 5723 staff members, the sample consisted of 5100 employees (i.e. those who have access to the UJ intranet). One hundred and thirty employees responded with six respondents being excluded due to incomplete questionnaires. Therefore 124 respondents properly completed the questionnaire which constituted two percent of the sample. As some of 124 respondents did not complete all sections of the survey, responses have necessarily been analysed according to the number of completed responses for each question (i.e. according to those who answered the respective questions fully). The Statistical Package for the Social Sciences (SPSS) was used in the analysis.

Of the total of 124 useable responses, the following is the demographic profile of the sample: African 45, White 61, Coloured 12, Indian five, and Chinese one.

Thirty seven academic employees and 87 support services employees participated in the study. Of the 124 respondents, 14 had matric, 37 had post-matric diploma certificates, 14 had BA degrees and 60 had post graduate degrees.

3.5 PROCEDURE

The Human Resources Information Systems unit provided figures of the number of employees employed by UJ (in permanent, contract and temporary academic and non academic positions) (5723). The Information Technology department provided the researcher with the figures of employees who have access to the intranet (5100).

According to Bless and Smith (1995), a questionnaire must be presented to each respondent in exactly the same way to minimise the role and influence of the interviewer and to enable a more objective comparison of the results.

To collect data, a self administered questionnaire was electronically distributed to all 5100 employees of UJ who have access to the intranet. A five point Likert scale was used for the questions that dealt with awareness of the purpose of employment equity with 1 representing strongly disagree and 5 representing strongly agree. The questions focused into two areas: employer's responsibility and fairness.

In the questions that dealt with the employer's responsibility in implementing employment equity, the responses of those respondents who strongly disagreed, disagreed and neutral were grouped together to represent awareness of the purpose of employment equity. The responses of those who agreed and strongly agreed were also grouped together to represent lack of awareness of the purpose of employment equity.

In the questions that tapped fairness in implementing employment equity, the responses of the respondents who strongly disagreed, disagreed and were neutral were grouped together to represent lack of awareness of the purpose of employment equity. The responses of those who agreed and strongly agreed were also grouped together to represent awareness of the purpose of employment equity.

3.6 RESEARCH INSTRUMENT

Bless and Smith (1995) contend that the purpose of research is to gain insight into a situation, phenomenon, community or person. "A survey is a method of gathering primary data based on communication with a representative sample of individuals" (Zikmund, 2003:175).

Bless and Smith (1995) argue that there are many possible ways of gathering information directly from participants. One of the methods is a questionnaire. Questionnaires can be used without direct personal contact with respondents, that is, without the help of an interviewer. Self-administered questionnaires can be distributed and collected after they have been completed or mailed to respondents with a request to send them back once completed (Bless & Smith, 1995).

This study utilised a questionnaire (refer to appendix A) to gain an indication of the knowledge of employees of employment equity and their perception of the progress made in implementing employment equity at UJ. STATKON, a division within UJ, assisted the researcher in developing the questionnaire and collecting the data electronically.

3.7 DATA ANALYSIS

Zikmund (2003) indicates that the process of analysis begins after the data have been collected. According to Babbie and Mouton (2006), multivariate analysis is a method of analysing the simultaneous relationships among several variables and may be used to understand the relationship between two variables more fully. Zikmund (2003) maintains that when problems are multidimensional and three or more variables are involved, multivariate analysis is the better approach to utilise, because multivariate statistical methods allow the effects of more than one variable to be considered at one time.

According to Elliot and Woodward (2007), there are three types of t-tests. The first test is one-sample t-test, which is used to compare a single mean to a fixed

number or gold standard. The second test is two-sample t-test, which is used to compare two population means based on independent samples from two populations or groups. The third test is a paired t-test, which is used to compare two means based on samples that are paired in some way.

Descriptive data was obtained. In addition, the data was analysed using the two sample t-test. The sample was divided into two groups namely those who were aware of the purpose of employment equity and those who were unaware of the purpose of employment equity. A cross tabulation of means of the foregoing groups was conducted to determine their perceptions (whether good or poor) of progress in implementing employment equity at UJ. A further analysis was performed to examine if there was any relationship between the awareness of the purpose of employment equity and the perception about the progress (poor or good) made by UJ in implementing employment equity.

3.8 VALIDITY AND RELIABILITY

The instrument was not pretested on the study population and, therefore, cannot be deemed to have met the requirements of validity and reliability.

3.9 ETHICAL CONSIDERATIONS

The researcher maintained ethical standards for the duration of the study. A high level of objectivity, integrity, sensitivity, anonymity of participants and confidentiality of information (where applicable) were maintained during the course of the study. Respondents were assured that their answers would be kept confidential as the results were electronically collated.

The questionnaire was approved by the Higher Degrees Committee of the Faculty of Management. Permission to undertake the study and ethical clearance to circulate the questionnaires, was gained from UJ.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1. Descriptive Data: Awareness of Employment Equity

The questions for this section were divided into two. The one set of questions (i.e. 2, 3, 7 and 8) focused on employer's responsibility and the other set of questions (i.e. 1, 4, 5 and 9) focused on fairness in implementing employment equity. Question six was excluded because the majority of respondents did not complete this question. The questionnaire tapped the following eight areas with regard to awareness of employment equity:

4.1.1. Consultation with the stakeholders is important when implementing employment equity.

Of 109 respondents, 90 percent were aware of the purpose of employment equity.

4.1.2. Obligation of management to communicate with employees when implementing employment equity.

Of 109 respondents, 89 percent were aware of the purpose of employment equity regarding management's obligation to communicate with employees.

4.1.3. Recruitment and selection practices as part of employment equity measures.

Ninety two percent of 108 respondents were aware that recruitment and selection practices form part of employment equity.

4.1.4. Fair promotion practices.

Of 108 respondents, 89 percent were aware that fair promotion practices ensure equity in the workplace.

4.1.5. The Employment Equity committee as one of the critical tools when implementing employment equity.

Seventy five percent of 104 respondents were aware that an employment equity committee is one of the tools to use when implementing employment equity.

4.1.6. Employment of a manager responsible for implementing employment equity.

Of 107 respondents, 81 percent were aware that a manager responsible for employment equity is important.

4.1.7. Necessity for an employment equity plan.

Ninety percent of 105 respondents believe that an employment equity plan is necessary when implementing employment equity.

4.1.8. Purpose of employment equity.

Of 107 respondents, 85 percent were aware that the purpose of employment equity is to ensure equity in the workplace.

Of the 124 sample, 102 answered this section of the questionnaire fully which constitutes 82 percent of the sample. Of this group only five respondents appear to be unaware of the purpose of employment equity. Ninety seven respondents appear to have knowledge of the purpose of employment equity.

Thus, the difference in perception between the aware and unaware groups is of no practical significance. The important issue to note is the fact that the overwhelming majority of the respondents were aware of the purpose of employment equity.

4.2. Descriptive Data: Perception of Progress

A five point Likert scale was used with 1 representing strongly disagree and 5 representing strongly agree. The responses of those respondents who strongly disagreed, disagreed and were neutral were grouped together to represent poor progress. The responses of those respondents who agreed and strongly agreed were also grouped together to represent good progress.

The questionnaire tapped the following 16 areas regarding perception of progress made by UJ when implementing employment equity:

4.2.1. Fair recruitment and selection procedures at UJ.

A total of 107 respondents answered this question. Sixty one percent did not believe that UJ promotes fair recruitment and selection procedures.

4.2.2. Fair policy at UJ.

Of 108 respondents, 76 percent did not support the view that UJ's promotion policy is fair.

4.2.3. Management commitment to training and developing staff equitably.

Fifty eight percent of 107 respondents did not think that management is committed to equitable training and development of staff.

4.2.4. Management creation of an inclusive UJ culture.

Fifty nine percent of 107 respondents did not perceive management to be working hard to create an inclusive UJ culture.

4.2.5 Fair treatment of employees by UJ.

Of 108 respondents, 68 percent did not accept the assertion that UJ treats its employees fairly.

4.2.6. Promotion of equal opportunity at UJ.

Of 105 respondents, 70 percent of respondents did not agree that UJ promotes equal opportunity.

4.2.7. Equitable representation of departmental staff.

Seventy percent of 108 respondents did not perceive their department as having equitable representation.

4.2.8. Fair recruitment and selection practices at UJ.

Sixty six percent of 107 respondents did not identify with the view that recruitment and selection practices that UJ uses in selecting new employees are fair.

4.2.9. Special measures taken to recruit people with disabilities at UJ.

Of 108 respondents, 75 percent did not notice any special measures that have been introduced by the UJ to recruit people with disabilities.

4.2.10. Accessibility of physical structure to people with disabilities.

Fifty seven percent of the 107 respondents did not rate the UJ's physical structure to be accessible to people with disabilities.

4.2.11. Regular performance appraisals.

Of 107 respondents, 91 percent felt that performance appraisals are not regularly undertaken by the UJ.

4.2.12. Union involvement in driving employment equity.

Seventy six percent of 108 respondents thought that unions were not involved in driving employment equity.

4.2.13. Workforce analysis to identify over and/or under representation of certain categories of staff.

Of the total of 107 respondents, 79 percent believe that UJ did not undertake a workforce analysis to establish if there was any over or under representation of certain category of staff.

4.2.14. Development of a long term plan to ensure equitable representation of staff in all occupational levels.

Eighty percent of 108 respondents did not believe that UJ has developed a long term plan with the intention of ensuring equitable representation of staff in all occupational levels.

4.2.15. Provision of regular information about progress in implementing employment equity.

Of 107 respondents, 90 percent of the respondents did not receive regular information from UJ about the progress it has made in implementing employment equity.

4.2.16. Training and development philosophy.

Sixty seven percent of 106 respondents are of the opinion that UJ training and development philosophy does not promote employment equity.

4.3. Comparison of awareness of Employment Equity and Perception of Progress

Perceptions of the aware group of respondents of the purpose of employment equity were compared against those of the unaware group. From, Table 4.1 it can be seen that, of the 102 respondents, five respondents were unaware of the purpose of employment equity and 97 respondents were aware of the purpose of employment equity.

Of the five respondents who were unaware of the purpose of employment equity, four respondents perceived poor progress which constitutes 80 percent of the unaware group. Only one respondent perceived good progress.

As a result of the unequal group sizes, the difference in perception of progress of employment equity between the aware and unaware groups is of no practical significance.

Table 4.1 Awareness-Perception Cross Tabulation

| | | Perception | | Total | |
|-----------|---------------------------------|---------------------------------|---------------|----------|--------|
| | | Poor progress | Good progress | Progress | |
| Awareness | Unaware | Count | 4 | 1 | 5 |
| | | % within unaware group | 80.0% | 20.0% | 100.0% |
| | | % within perception of progress | 6.3% | 2.6% | 4.9% |
| | Aware | Count | 59 | 38 | 97 |
| | | % within aware group | 60.8% | 39.2% | 100.0% |
| | | % within perception of progress | 93.7% | 97.4% | 95.1% |
| Total | Count | 63 | 39 | 102 | |
| | % within awareness group | 61.8% | 38.2% | 100.0% | |
| | % within perception of progress | 100.0% | 100.0% | 100.0% | |

Ninety seven respondents were aware of the purpose of employment equity. Of the 97 respondents, 59 respondents perceived poor progress which constitutes 61 percent of the aware group whereas 38 respondents perceived good progress which constitutes 39 percent (see Table 4.1).

Table 4.1 indicates that 63 respondents perceived poor progress whereas 39 respondents perceived good progress in implementing employment equity. Of the 63 respondents, 59 respondents were aware of the purpose of employment equity and only four respondents were unaware. Of the 39 respondents, 38 respondents were aware of the purpose of employment equity and only one respondent was unaware of the purpose of employment equity.

Comparing the average awareness of groups perceiving good progress (\bar{x} =4.2814, SD=0.5564) and poor progress (\bar{x} =4.0631, SD=0.481) respectively, the test of significance shows that the average awareness differs between the two groups (see Table 4.2).

A t-test was performed to ascertain whether the aforementioned means differ significantly. The t-test results revealed that the *p*-value for the difference

between means, assuming equal variances, is 0.045. Since this p -value is less than 0.05, there is a significant statistical difference between the two means.

Table 4.2 Perception of progress

| Perception of progress | N | Mean | Std. Deviation |
|------------------------|----|---------|----------------|
| Poor progress | 63 | 4.28141 | .556403 |
| Good progress | 39 | 4.06310 | .481014 |

In the final analysis, the level of awareness between the groups that perceived poor progress and good progress respectively is of statistical significance. However, as it can be seen both means in Table 4.2 are above average and only differ by 0.2, which is negligible on a 5 point Likert scale and therefore of no practical significance.



CHAPTER 5: INTERPRETATION OF FINDINGS

5.1. Summary of findings

In this study, the majority of respondents were found to have been aware of the purpose of employment equity. Thus, their perceptions were viewed to have been informed and therefore justifiable. According to Smith and Roodt (2003), affirmative action measures should be in place and visibly demonstrate the company's intentions to redress disadvantages in employment. Employees perceived a lack of translation of policy and strategy into action plans. Selby and Sutherland (2006) assert that organisations should establish strategies and draw up plans of actions to address projected shortages or surpluses in line with human resource objectives and employment equity targets.

It appears that, as a result of the perceived lack of translation of policy and strategy into action plans, a perception has developed in the respondents' minds that, although UJ may be making some progress in implementing employment equity, such progress is at a very slow pace. Thomas (2002) concurs by pointing out that the South African workplace is becoming more diverse but notes the fact that such diversification of the workplace may not be occurring rapidly enough.

These findings suggest that UJ is failing to provide equal opportunities to the designated groups or that respondents are unaware of such practices. Selby and Sutherland (2006), argue that the human resource practices are important for achieving employment equity including holding line managers accountable for achieving targets, making employment equity part of their key performance areas, setting targets for each level of the organisation and determining strict timelines for achieving them. In simple terms, while UJ may be compliant with the legislative requirements pertaining to employment equity, the substantive issues

are perceived by respondents to have remained unchanged. According to 76 percent of respondents, the human resources practices have not improved significantly when it comes to promotions, salary, conditions of service and organisational culture.

Systemic discrimination may arise as disturbing tendencies of behaviour may form part of the organisation culture and continue to prejudice members from the designated groups (Agocs & Burr, 1999). Many organisations continue to have problems with employees who perceive unfair treatment in employment practices and that inequality still persists in organisations (Lemons & Jones, 2001; Van Zyl & Roodt, 2003).

Regarding the progress made in implementing employment equity, 90 percent of respondents are of the view that UJ did not provide information regularly about the progress it has made in implementing employment equity. While several organisations have various forms of employment equity plans and programmes in place, documented evidence of union involvement in employment equity issues in the form of consultation is almost non-existent (Horwitz et al., 2005). Thomas (2003) has identified consultation and communication between employees and management as the best practices for achieving employment equity success.

UJ is seen by 60 percent of respondents as not promoting fair recruitment and selection procedures which could be attributed to lack regular updates in areas or departments where fair principles and practices have been employed when recruiting and selecting new employees. Booysen (2007) maintains that ineffective consultation and communication around employment equity progress and implementation has led to the difficulties experienced by organisations in retaining black recruits.

Management's commitment to the equitable training and development of staff is questionable according to 58 percent of respondents. Sixty seven percent of respondents did not view the training and development of UJ as promoting equity. In equity management, the following are important for its success: namely

management commitment, support systems, consultation with employees, recruitment, selection, promotion, conditions of service, training and development (French & Maconachie, 2004).

Regular provision of information is critical considering that employees may not be aware of the skills development target of the employer or may not have a bigger picture pertaining to training and development. Seventy six percent of respondents thought that the promotion policy of UJ is not fair. Fifty nine percent of respondents feel that UJ culture is not inclusive and 68 percent of respondents believe that the university generally does not treat its employees fairly. Booyesen (2007) maintains that organisations should ensure an inclusive organisational culture in which diversity is valued and translate management commitment into visible actions. Wessels (2005) declares that the importance of equality and the notion of equal opportunity cannot be overemphasised in the discourse of workforce transformation.

Seventy five percent of respondents thought that no special measures have been introduced by UJ to recruit people with disabilities and 57 percent of respondents felt that the physical structure of UJ is not accessible to people with disabilities. It is unfair to discriminate against people with disabilities by excluding them unnecessarily, through the use of criteria that discriminate against them such as inaccessible workplaces (Sing & Govender, 2006). According to Gida and Ortlepp (2007), the recruitment of people with disabilities for many organisations is only to ensure compliance with employment equity targets as opposed to the full integration of people with disabilities.

UJ is seen by 79 percent of respondents as not having undertaken a workforce analysis to identify over and/or under representation of certain categories of staff. Seventy six percent of respondents believed that unions are not involved in the implementation of employment equity. The designated employer is required to conduct a workforce analysis of the working environment in order to identify employment equity barriers (Republic of South Africa, 1998a). According to 70 percent of respondents the departments in which they work are not equitably

represented and 91 percent of respondents argued that performance appraisals are not regularly undertaken.

Organisations need to create a conducive environment for diversity by ensuring that there are demographic changes in the workforce and that there are positive employee perceptions of managerial competency around diversity (Kilian et al, 2005). Most of the respondents' perceptions may be attributed to the lack of shared understanding of and lack of regular information about the progress made in implementing employment equity. In order to have a positive effect on retaining employees, there has to be open and regular communication, a climate of trust has to be developed between employees and management, and there has to be an emphasis on skills development (Netswera et al., 2005).

5.2. **Implications of findings**

It is unfortunate to note that 58 percent of respondents perceived UJ not to be committed to enhancing their skills and providing continuous learning opportunities for them. The net effect of this perception may place UJ in a very difficult position regarding the creation of a work environment where employees experience job satisfaction. Creating a work environment where employees experience job satisfaction through fair employment equity practices, while achieving company objectives is a serious challenge in implementing employment equity (Booyesen, 2007).

Kilian et al. (2005) and Booyesen (2007) also maintain that one of the most important barriers to retaining black employees within corporate organisations is a lack of effective talent management, which includes aspects of growth, development, career pathing, succession planning and mentoring programmes. This view implies that the employer could have difficulties regarding the attraction and retention of people from the designated groups, a view that resonates with Morris et al. (2004). This may create a state of uncertainty, lack of trust and induce low moral to the employees who hold this view. If designated employees of UJ hold this view, the greater the chances will be that they will leave their

employment should the opportunity present itself. The effect of this will be the inability of UJ to meet its employment equity targets and the loss of staff who could contribute to the achievement of UJ objectives. This scenario poses universities with serious challenges pertaining to competition for highly qualified and skilled people.

Even though UJ may have made some progress in implementing employment equity, of the 102 respondents, 63 respondents (61 percent) perceived such progress to be poor. This finding is congruent with the CEE report (2007) and affirms research by Thomas (2002), Van Zyl and Roodt (2003), Unger, Rumrill and Hennessey (2005), Sing and Govender (2006), Booysen (2007), Gida and Ortlepp (2007), which indicates slow progress in the implementation of employment equity in organisations. It also confirms Kilian et al's. (2005) assertion that inequality in the organisations still prevail..

UJ, according to 76 percent of respondents, seems not to be consulting with the unions regarding the implementation of employment equity. There is a lack of consultation by employers with unions and once the employment equity plans are sent to the Department of Labour, many employers believe that they do not need to do anything further (Horwitz et al., 2005). Therefore, generally, employees will remain in the dark concerning any developments about implementing employment equity. Lemons and Jones (2001) maintain that to ensure the level of organisational commitment, managers should be transparent in implementing employment equity especially as it relates to human resource practices. Thomas (2004) and Netswera et al. (2005) point out the significance of ongoing consultation, transparent communication and feedback through different media, especially face to face between employees and management at all levels. The significance of regular and open communication cannot be overemphasised because it has been identified as one of the best practices in implementing employment equity (Agocs, 2002; Thomas, 2003; French & Maconachie, 2004; & Booysen, 2007).

According to Horwitz et al. (2005), there seems to be lack of full and consistent communication on the employers' side in terms of the process, progress and people responsible for the actual implementation of employment equity in their organisations. The apparent failure to provide regular information by the employers could explain the fact that 79 percent of respondents perceived UJ as having not undertaken any workforce analysis. Eighty percent of respondents felt that UJ has not developed any long term plans in order to ensure equitable representation of staff in all occupational levels. According to the Employment Equity Act (Republic of South Africa, 1998a), employers should collect information and conduct an analysis of their employment policies, practices, procedures and the working environment in order to identify equity barriers and to ensure workplace diversity. The results of the workplace analysis enable companies to assess whether employment equity policies and strategies are enforced (Smith & Roodt, 2003; Strachan et al., 2004; Selby & Sutherland; 2006). The workplace analysis would necessitate employees' participation for it to be effective with the results of the analysis communicated to them to ensure some level of transparency. Nonetheless, the respondents' perception suggests that they may have not been aware of any workplace analysis. Such perception indicates that if UJ did undertake the workplace analysis, such a process may have not been communicated widely enough to reach 79 percent of respondents who had this perception.

The Employment Equity Act (Republic of South Africa, 1998a) states that employers have a duty to disclose all relevant information that will allow the parties to consult effectively (Republic of South Africa, 1998a). Managers should be transparent in implementing employment equity especially as it relates to human resource practices (Lemons & Jones, 2001). It is unfortunate that trade union participation in employment equity planning and implementation appears to be limited to an information giving-session by the employer, where the union may be asked for its inputs but the employer takes the decision (Horwitz et al., 2005). As a result in some instances consultation in joint employment equity committee is almost non-existent (Horwitz et al., 2005).

Booyesen (2007) points out specific organisational culture issues that are barriers to employment equity, these being white male dominated organisational cultures, racial fault lines in power structures and labour, perceived tokenism, low leadership commitment to and inconsistency in employment equity implementation, white fears, insufficient focus, coordination and integration of existing implementation processes and general lack of talent management.

Fifty nine percent of respondents perceived the UJ organisational culture not to be inclusive. This may be as a result of cultural insensitivity according to Booyesen (2007). Some discriminatory behaviour undertones embedded in the culture of the workplace that perpetuates inequality for some members of the designated groups on the basis of their group identity may still exist (Agocs & Burr, 1999). The lack of translation between employment equity policies and implementation seems to be due mainly to a resistant organisational culture change (Booyesen, 2007). Such resistance should be expected because not everyone supports the notion of a level playing field in the workplace (Burke, 2005). Nonetheless, this could prove to be one of the critical areas, essential for the success of employment equity initiatives. Organisational culture is said to be the glue that holds the employees together. As such, just to tolerate the employees from the designated groups is not enough. These tendencies may provide possible reasons for the turnover rate by the people from the designated groups. The lack of black mentors, role models and a lack of cultural sensitivity where people from the designated groups are expected to adopt the current organisational culture without any cultural awareness and diversity management programmes (Kilian et al., 2005; Booyesen, 2007).

Fifty nine percent of respondents who perceived UJ culture not to be inclusive, seem to suggest that the organisational culture at UJ lacks sensitivity for people from designated groups. This lack of sensitivity may be experienced on formal or informal organisational levels. This may lead to a feeling of being excluded from critical organisational networks. The reflection of the current demographics of the workforce may give an impression that the division of labour remains along racial lines, where strategic senior management positions are still predominantly white,

diluted only by white females. This reflection reinforces the perceived stereotypes and decreases chances for any progress in implementing employment equity. Affirmative action measures should visibly demonstrate the organisation's intentions to redress disadvantages in employment equity (Smith & Roodt, 2003). People who have a choice will leave if they are generally dissatisfied with their organisational climate, especially if their inputs are not valued and appreciated.

Black employees may not be fully empowered because they may be perceived as incompetent by some of their white colleagues. Kilian et al. (2005) found that discrimination based on racial stereotypes is still a barrier to retention and advancement. Horwitz et al. (2005), Selby and Sutherland (2006) and Booysen (2007) also affirm this view in arguing that black people feel marginalised and alienated from the current existing white corporate cultures as these monocultural values fail to consider workforce diversity which culminates in black flight from the organisations. Franke (2005) resonates with the foregoing authors when noting that patterns of exclusion, marginalisation and harassment are embedded in the informal social relations of the organisation. It is regrettable that evidence of discrimination and silent intolerance can be more difficult to find (Franke, 2005; King et al., 2007).

The perception of poor progress by 61 percent of respondents may suggest that leadership efforts are fragmented pertaining to the implementation of employment equity. This may be evident in the seemingly resistant corporate culture to any substantive changes necessary to make massive improvements towards the implementation of employment equity. As a result of the fragmented tendencies there seems to be insufficient focus, coordination, integration and alignment of the existing employment equity programme which is important for the successful implementation of employment equity. This view is in concurrence with that of Booysen (2007) who found that a perception exists that managers were only responding to legal imperatives with little commitment to integrated and coordinated employment equity strategies and related human resource practices. Selby and Sutherland (2006) affirm the fragmentation problem by leadership when arguing the lack of progress in implementing employment equity is as a

result of no visible leadership, fragmented human resource practices, Eurocentric organisational culture, lack of moral conviction, no structured change management process and lack of diversity management competencies on the part of line managers.

French and Maconachie (2004), McMillan-Capehart (2005) and Selby and Sutherland (2006) maintain that organisations can establish strategies in line with human resource objectives and employment equity targets. However, it is important for the organisations to take heed of the perceptions of their employees and potential employees as they diversify the workforce. In the end, organisations should successfully provide structural means of achieving parity between groups. Human resources practices are important for achieving employment equity including holding line managers accountable for achieving the employment equity targets, making employment equity part of their key performance areas and attaining of targets for each level of the organisation (Selby and Sutherland, 2006). Organisations need to develop a vision and strategies for employment equity which should create a sense of urgency for transformation with specific monitoring mechanisms and unambiguous reporting of the progress made (Walbrugh & Roodt, 2003; Selby & Sutherland, 2006).

According to McMillan-Capehart (2005), it is of paramount significance to consider fairness perceptions of employees and potential employees when implementing employment equity.

5.3. **Limitations of the study**

The following limitations of the study are stated:

1. The sample is not truly representative of the employees of UJ, considering that it only constitutes two percent of the population as such, the findings cannot be generalised to the population;
2. The fact that only 102 people responded to the survey, may indicate that these respondents feel deeply about the issue, more so than those who did

not respond. Accordingly, no generalisations can be inferred to the study population;

3. The small number of respondents in some of the cells, rendered statistical comparisons meaningless.



CHAPTER 6: CONCLUSION

6.1. Research objective and major findings

The primary objective the study was to establish employees' perceptions of the progress made by UJ in implementing employment equity. The study explored these perceptions using a questionnaire, which provided insight into employees' perceptions of employment equity progress at UJ.

The study found that of 102 respondents, 63 respondents (61 percent) perceived UJ to have made poor progress in implementing employment equity. Ninety five percent of the respondents were aware of the purpose of employment equity. Thus, the perceptions of the respondents can be accepted as justifiable.

The study concurs with existing research findings by Agocs (2002), Thomas (2003), French & Maconachie (2004) and Booysen (2007) who claim that barriers to the effective implementation of employment equity include, among other things a the lack of communication and shared understanding of employment equity.

6.2. Recommendations to the University of Johannesburg

This study highlights the challenges and shortfalls that still exist in the implementation of employment equity. These shortfalls and challenges, if not overcome, will undermine every intention and effort to ensure equity at UJ. The poor perceptions of 61 percent of respondents about the progress made at UJ in implementing employment equity demonstrate a dire need to action the policies and strategies that UJ may have already developed.

- 6.2.1. The findings regarding perceptions of poor progress in implementing employment equity pose a serious challenge to the senior leadership of UJ who must ensure that the implementation of employment equity is effective. In order to accelerate the rate of transformation, employment equity strategies need to be decisive. The recruitment and selection procedures need to be seen to be fair, the promotion

policy should be seen to be fair and management should visibly demonstrate its commitment to equitable training and development of employees (Horwitz et al., 2003; Thomas, 2003; Horwitz et al., 2005; Booysen, 2007). The findings indicate that 61 percent of respondents do not believe that UJ promotes fair recruitment and selection procedures, whilst, 76 percent of respondents did not think that UJ's promotion policy is fair. Fifty eight percent of respondents did not feel that management is committed to equitable training and development of staff.

- 6.2.2. For the implementation of employment equity to be effective, strategies must be translated into practices, to become part of the fiber of UJ culture with visible leadership commitment to the implementation of employment equity. Regular communication with employees about the progress made, challenges faced and necessary areas for improvements is of critical importance. This view is in line with that of Horwitz et al., (2003), Thomas (2003), Horwitz et al. (2005) and Booysen (2007) when arguing that the best practices for the implementation of employment are effective two way communication between management, union and employees, inclusive organisational culture, fair employment practices which should include attraction, development and retention strategy for employees from designated groups, visible management commitment, responsible and accountable leadership from senior management down to line management and effective talent management.
- 6.2.3. UJ needs to create a shared vision and common direction for the achievement of equity in the workplace. The majority of the respondents did not perceive their departments as having equitable representation. Accordingly, this strategy should include how best to ensure that employment equity targets are met in the short-term, medium term and long term without alienating white employees with the resultant unnecessary loss of organisational memory, skills and moral.
- 6.2.4. Once the vision and strategy have been developed by leadership, a communications strategy, specifically about employment equity, should be developed and communicated down through line management. All the available communication media should be used by the executive management to reinforce

the communication by line managers. The employment equity success stories should be published and aggressively marketed.

The findings indicated that the majority of the respondents did not receive regular information from UJ about the progress it has made in implementing employment equity. Thus, employees should be invited to express their views and concerns about the progress and/or lack of it and should further be encouraged to make recommendations on how best to implement employment equity.

6.2.5. A culture change intervention is proposed as 59 percent of respondents perceived the UJ culture not to be inclusive. Such lack of cultural inclusivity could be interpreted as resistance to change. The culture change initiative should succeed if the business case for employment equity is stated clearly and sold enthusiastically by the leadership to employees. Such enthusiasm and clarity of purpose should ensure the elevation of employment equity from legislative compliance to a strategic imperative. Certain activities should be identified which could unite UJ employees in their diversity as an attempt to develop an inclusive culture. These activities should be identified with employees' values, ethics and morals.

6.2.6. Implementation of employment equity is facilitated by the human resources department from advertisement to resignation, retirement and/or expulsion. Therefore, human resources practices have the power to fast track or frustrate the implementation of employment equity.

Thus, it is of paramount importance that the human resource practices should reflect the renewed and revitalised case for UJ about the implementation of employment equity. Through the human resources division, specific efforts should be undertaken to reprioritise the implementation of employment equity. All the human resources policies and practices should be reviewed for the purposes of making them relevant with the letter and spirit of employment equity, especially when the majority of the respondents did not believe that recruitment and selection practices that UJ uses in selecting new employees are fair.

As a part of that reprioritisation of the implementation of employment equity, from line managers to executive management, systematic coordination should be initiated. The responsible managers should consistently report on the progress and underperforming managers should be held accountable. Non compliance and underperformance should not be tolerated.

- 6.2.7. Leadership should be vocal, enthusiastic and publicly active in the implementation of employment equity and, in turn, should not accept anything less from any of the employees of UJ. Management should be critical and vocal about any mediocre results and arbitrary human resources practices which seek to undermine the purpose of employment equity. Leadership should make it uncomfortable and difficult for selection committees and managers not to implement employment equity.

The findings indicated that 59 percent of the respondents did not perceive management to be working hard to create an inclusive UJ culture. In addition, majority of the respondents did not believe that UJ has developed a long term plan with the intention of ensuring equitable representation of staff in all occupational levels. Accordingly, senior management need to ensure that there is a sustainable training, development and reward programmes, especially for the people from the designated groups (Maharaj et al, 2008). This should include a sound change management practices and an effective employment equity strategy focusing, among other things on the values and culture of the organisation. These should be in line with the purpose of Employment Equity Act (Republic of South Africa, 1998) and the overall organisational objectives.

Discussion groups, workshops and Vice Chancellor visits should be used to demonstrate management commitment to the effectiveness and consistent implementation of employment equity. Leadership teams and networks should be established to advance the employment equity agenda. When certain targets are met management should celebrate the achievements so as to inculcate a sense of pride, inspiration and urgency.

6.3. Recommendations for future research

Thomas (2002) and Marthur-Helm (2005) indicate that though there has been progress in the implementation of employment equity, such progress has been minimal. The progress for implementing employment equity has been disappointing because organisations tend to focus only on complying with the minimal requirements of the Act such as employing people from designated groups without any substantial changes in the organisational culture and human resource practices (Gida & Ortlepp, 2007).

Further research is needed to investigate what progress is required to constitute meaningful progress in implementing employment equity. The effectiveness of the Department of Labour as the only monitoring body of the progress made in implementing employment equity needs to be investigated. A possibility of reducing a certain percentage of the subsidy given by government to universities, who do not comply with employment equity requirements, needs to be researched to assess whether this is feasible. Such future research needs to explore the effectiveness of the current tools that are used to measure and monitor the successful implementation of employment equity.

According to Thomas (2003), the following are best practices for achieving employment equity success, namely: consultation and communication between employees and management, transparency, an inclusive organisational culture, fair recruitment, selection, promotion and performance appraisal procedures, equitable opportunity for training and development, and management commitment to a fair and equitable workplace.

Further research is needed to explore the viability of increasing the number and capacity of labour inspectors. The increased capacity of labour inspectors should enable them to monitor and assess substantive issues such as those cited by Thomas (2003). Such research should also look at utilising employment equity audits after the organisations have submitted their employment equity reports.

The purpose of the employment equity audits will be to establish from employees if their employers have employed the best practices in implementing employment equity. Once the audits are finalised and audit reports concluded a better and balanced picture could be painted rather than the current system of reporting which measures employment equity progress based on employers' reports without proof that the subtle aspects of organisational culture and practices are being implemented.



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APPENDIX A



Employment Equity at UJ

Section A - Background information

This section of the questionnaire refers to background or biographical information. Although I am aware of the sensitivity of the questions in this section, the information will allow me to compare groups of respondents. Once again, I assure you that your response will remain confidential. Your co-operation is appreciated.

1. Gender

Male
Female

2. Age group

18-29
30-39
40-49
50-59
60-69
70 and older

3. Ethnicity

Black
White
Coloured
Indian
Other, please specify

4. Your highest educational qualification

Grade 12
Post-matric Diploma or Certificate
Baccalaureate Degree(s)
Post- Graduate Degree(s)

5. Faculty

Academic
Support services

6. If support service, please specify which support service?

Academic support
Organisational support

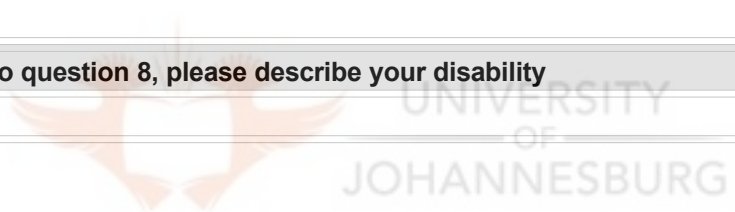
7. Campus

SWC
DFC
APB
APK
ERC

8. Are you a person with a disability?

No
Yes

9. If yes to question 8, please describe your disability





Section B

This section of the questionnaire explores your awareness of the purpose of the Employment Equity Act (EEA).

10. To what extent does each of the following statements represent the principles of the EEA?

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 10.1 Consultation with the stakeholders is important when implementing EE. | | | | | |
| 10.2 Management is under no obligation to communicate with employees when implementing EE. | | | | | |
| 10.3 Recruitment and selection practices do not form part of EE measures. | | | | | |
| 10.4 Promotion practices must be fair to ensure equity in the workplace. | | | | | |
| 10.5 Employment Equity Committee is one of the critical tools when implementing EE. | | | | | |
| 10.6 It is unnecessary to eliminate unfair discrimination in human resources policies and practices when implementing EE as long as everybody is represented in all occupational levels. | | | | | |
| 10.7 Employing a manager responsible for implementing EE is a waste of money. | | | | | |
| 10.8 EE plan is optional when implementing EE | | | | | |
| 10.9 The purpose of EE is to ensure equity in the workplace. | | | | | |



Section C

This section explores your perceptions regarding the progress made by UJ in implementing EE.

11. To what extent do you agree with each of the following statements?

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 11.1 The UJ promotes fair recruitment and selection procedures. | | | | | |
| 11.2 The UJ promotion policy is fair. | | | | | |
| 11.3 Management is committed to training and developing staff equitably. | | | | | |
| 11.4 Management is working hard to create a UJ culture that is inclusive. | | | | | |
| 11.5 The UJ treats its employees fairly. | | | | | |
| 11.6 The UJ promotes equal opportunity. | | | | | |
| 11.7 The staff in my department are equitably represented. | | | | | |
| 11.8 Special measures have been introduced by the UJ to recruit people with disabilities. | | | | | |
| 11.9 The physical structure of the UJ is accessible to people with disabilities. | | | | | |
| 11.10 Performance appraisals are regularly undertaken by the UJ. | | | | | |
| 11.11 The unions are involved in driving EE. | | | | | |
| 11.12 The UJ has undertaken a workforce analysis to identify over and/or under representation of certain category of staff. | | | | | |
| 11.13 The university has developed a long term plan to ensure equitable representation of staff in all occupational levels. | | | | | |
| 11.14 The university provides information regularly about the progress it has made in implementing EE. | | | | | |
| 11.15 The recruitment and selection practices that UJ uses in selecting new employees are fair. | | | | | |
| 11.16 The training and development philosophy of UJ promotes equity. | | | | | |



12. To what degree do you consider UJ to have made progress in implementing EE?

- To no degree
- To a small degree
- To a moderate degree
- To a large degree
- To a very large degree

