

**What factors differentiate an effective employment equity
implementation strategy from an ineffective strategy in South
African organisations and how does this impact on employees'
perceptions of organisational justice?**

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ABSTRACT

The purpose of this study was to identify the factors that differentiate an effective employment equity implementation strategy from an ineffective employment equity implementation strategy within South African organisations.

This study made use of both qualitative and quantitative research methodologies and drew upon existing South African literature around the Employment Equity Act to construct four dimensions which could be used to determine the overall efficacy of an organisation's employment equity strategy. Four South African organisations participated in this study and were measured against the four constructs, which were developed from literature review, to determine whether their employment equity strategy was effective or ineffective. The analysis of organisational justice perceptions of employees within each of the organisations was one of the four constructs examined. The organisations which were identified as having an effective employment equity implementation strategy was then compared with organisations identified as having an ineffective strategy to determine and identify the key areas of differentiation.

The findings indicate that there are clearly identifiable thematic differences between organisations that had an effective employment equity strategy in comparison with organisations that had an ineffective strategy.

KEYWORDS

Employment equity, organisational justice, employment equity implementation strategy

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements of the degree of Master of Business Administration at Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Odette Page

9 November 2015

TABLE OF CONTENTS

CHAPTER ONE: Introduction to the Research Problem.....	1
1.1 Research Rationale	1
1.1.1 Sound systems, procedures, and processes.....	2
1.1.2 Equitable representation within the workplace, specifically within the upper occupational categories.....	2
1.1.3 Diverse and inclusive workplace environment evident in all employment practices ...	2
1.1.4 Implementation of the EEA must be fair	2
1.2 The Research Problem	4
1.2.1 Sound systems, processes and procedures.....	5
1.2.2 Enhanced equitable representation within the upper occupational categories.....	5
1.2.3 Diverse and inclusive workplace environment evident in all employment practices ...	6
1.2.4 Implementation of the EEA must be fair	6
1.3 Research Objective and Scope.....	7
1.4 Research Contribution	9
1.4.1 Contribution to business management.....	9
1.4.2 Contribution to academia.....	10
CHAPTER TWO: Literature Review	11
2.1 Employment equity	11
2.1.1 Key extracts of the Employment Equity Act No. 55 of 1998	11
2.1.2 The Employment Equity Amendment Act, No. 47 of 2013	12
2.1.3 The definition of employment equity and affirmative action	13
2.1.4 International comparisons: employment equity legislation	14
2.1.5 Current South African studies related to the EEA	14
2.2 Sound systems, processes, and procedures within the EEIS.....	16
2.3 Equitable representation in the workplace	22
2.4 Diverse and inclusive workplace environment evident in all employment practices.....	25
2.4.1 The relationship between the EEA and organisational change management theory.	27
2.5 Implementation of the EEA must be fair	32
2.5.1 Distributive justice.....	32
2.5.2 Procedural justice	34

2.5.3	Interactional justice	36
CHAPTER THREE: Research Propositions		41
3.1	Research proposition 1:	42
3.2	Research proposition 2:	42
3.3	Research proposition 3a:	42
3.4	Research proposition 3b:	42
3.5	Research proposition 3c:.....	42
3.6	Research proposition 4a:	42
3.7	Research proposition 4b:	43
3.8	Research proposition 5:	43
CHAPTER FOUR: Research Methodology		47
4.1	Introduction	47
4.2	Research Approach and Design	48
4.2.1	Part one: qualitative method	50
4.2.2	Part two: qualitative method	50
4.2.3	Part three: qualitative method	51
4.2.4	Part four: quantitative method	51
4.2.5	Part five: qualitative method	52
4.3	Definition of the Unit of Analysis.....	52
4.4	Population.....	52
4.5	Sampling Method	52
4.6	Research Instrument.....	52
4.6.1	Qualitative research instrument.....	53
4.6.2	Quantitative research instrument.....	54
4.7	Data collection	55
4.7.1	Qualitative data collection.....	55
4.7.2	Quantitative data collection	56
4.8	Process of data analysis	56
4.8.1	Qualitative data analysis.....	56
4.8.2	Quantitative data analysis	60
4.9	Research limitations	61

CHAPTER FIVE: Research Findings.....	62
5.1 Overview of participating organisations and respondents.....	62
5.2 Part one: EEIS aligned to the DoLCGPEE	63
5.3 Part two: representation of designated groups within the top three occupational categories.....	70
5.3.1 Current levels of equitable representation per organisation.....	71
5.3.2 Research proposition two:.....	75
5.4 Part three: designated groups prioritised for numerical goals, recruitment, promotion and training	80
5.4.1 Research proposition three (a):.....	80
5.4.2 Research proposition three (b).....	84
5.4.3 Research proposition three (c):.....	91
5.5 Part four: organisational justice perceptions.....	95
5.5.1 Description of the sample obtained	95
5.5.2 Results on reliability and validity of the data	96
5.5.3 Statistical results for proposition four (a) and four (b).....	97
5.6 Part five: factors that differentiate an effective EEIS from an ineffective EEIS	105
5.6.1 Research proposition five:.....	105
CHAPTER SIX: Discussion of Results	109
6.1 Introduction	109
6.2 Research proposition one:	109
6.3 Research proposition two:	112
6.3.1 Company A.....	112
6.3.2 Company B.....	113
6.3.3 Company D	114
6.3.4 Company E.....	114
6.3.5 Summary.....	115
6.4 Research proposition three (a):	117
6.4.1 Company A.....	117
6.4.2 Company B.....	118
6.4.3 Company D	118
6.4.4 Company E.....	118

6.5 Research proposition three (b):	119
6.5.1 Company A.....	119
6.5.2 Company B.....	119
6.5.3 Company D	120
6.5.4 Company E.....	120
6.5.5 Summary.....	121
6.6 Research proposition three (c):	122
6.6.1 Company A and B.....	122
6.6.2 Company D and E.....	122
6.7 Research proposition four (a):	123
6.8 Research proposition four (b):	125
6.9 Research proposition five:	126
6.9.1 Company A.....	127
6.9.2 Company B.....	128
6.9.3 Company D	129
6.9.4 Company E.....	130
6.9.5 Frequency of responses.....	131
6.9.6 Key differentiating factors between an effective and ineffective EEIS.	132
CHAPTER SEVEN: Conclusion	135
7.1 Principle findings	135
7.2 Implications for management	137
7.3 Limitations of the research.....	138
7.4 Suggestions for future research.....	139
REFERENCE LIST	140
APPENDICES	145
Appendix one: Turnitin report	145
Appendix two: ethical clearance letter	146
Appendix three: qualitative research instrument	147
Appendix four: quantitative research instrument.....	152
Appendix five: signed informed consent letters	155
Appendix six: interview transcriptions (attached as electronic submission)	159

Appendix seven: interview recordings (attached as electronic submission)	159
Appendix eight: section B, C, D, and E of each organisation’s employment equity report	159
Appendix nine: completed quantitative research instruments (attached as electronic submission).....	172
Appendix ten: statistical results	172

TABLES AND FIGURES

TABLES

Table 1: Summary of key findings – barriers and challenges associated with employment equity in South African organisations.....	15
Table 2: Comparison between the DoLCGPEE and recommendations from previous EEA research	20
Table 3: Summary of theories to mitigate resistance to change initiatives	30
Table 4: Consistency matrix	44
Table 5: National EAP targets.....	58
Table 6: Business sectors of participating organisations	62
Table 7: Organisational titles of respondents.....	63
Table 8: Summary of interview responses and weighting points allocated per company	64
Table 9: Summary of research instruments distributed and responses received	95
Table 10: Summary of findings - research proposition one to four.....	106
Table 11: Frequency of responses to section three of the qualitative research instrument ..	107

FIGURES

Figure 1: Research objectives	8
Figure 2: Workforce profile for all South African employers: 2014-2015.....	13
Figure 3: The three phases of developing an employment equity implementation strategy ..	16
Figure 4: Comparison between employment equity global best practices and the DoLCGPEE	19
Figure 5: Recognized academic organisational change models.....	28
Figure 6: Dimensions of organisational justice	37
Figure 7: Research approach and design aligned to the research propositions	49
Figure 8: Design and structure of the qualitative research instrument.....	54
Figure 9: Design and structure of the quantitative research instrument	55
Figure 10: Part one - purpose and method.....	63
Figure 11: Level of alignment with the DoLCGPEE reflected as a percentage per organisation	69
Figure 12: Part two - purpose and method.....	70
Figure 13: Company A - level of representation by designated groups per occupational category compared with EAP targets – reflected as a percentage.....	71

Figure 14: Company B - level of representation of designated groups per occupational category compared with EAP targets – reflected as a percentage.....	72
Figure 15: Company D - level of representation of designated groups per occupational category compared with EAP targets – reflected as a percentage.....	73
Figure 16: Company E - level of representation of designated groups per occupational category compared with EAP targets – reflected as a percentage.....	74
Figure 17: Company A – the number of employees from designated groups represented within the top three occupational categories over a two-year period.....	75
Figure 18: Company B – the number of employees from designated groups represented within the top three occupational categories over a two-year period.....	76
Figure 19: Company D – the number of employees from designated groups represented within the top three occupational categories over a three-year period	77
Figure 20: Company E – the number of employees from designated groups represented within the top three occupational categories over a three-year period	78
Figure 21: Part three - purpose and method	80
Figure 22: Company A - numerical goals per occupational category	81
Figure 23: Company B - numerical goals per occupational category.....	82
Figure 24: Company E - numerical goals per occupational category.....	83
Figure 25: Company A - total number of recruitment opportunities across all occupational categories and total number of employees from designated groups prioritised for recruitment	84
Figure 26: Company B - total number of recruitment opportunities across all occupational categories and total number of employees from designated groups prioritised for recruitment	86
Figure 27: Company D - total number of recruitment opportunities across all occupational categories and total number of employees from designated groups prioritised for recruitment	87
Figure 28: Company D – total promotions across all occupational categories and total number of employees from designated groups prioritised for promotion.....	87
Figure 29: Company E - total number of recruitment opportunities across all occupational categories and total number of designated groups prioritised for recruitment	89
Figure 30: Company E – total promotions across all occupational categories and total number of employees from designated groups prioritised for promotion.....	90

Figure 31: Company A – total number of training initiatives across all occupational categories and total number of employees from designated groups prioritised for training ...	91
Figure 32: Company D – total number of training initiatives across all occupational categories and total number of employees from designated groups prioritised for training ...	93
Figure 33: Company E – total number of training initiatives across all occupational categories and total number of employees from designated groups prioritised for training ...	94
Figure 34: Part four - purpose and method.....	95
Figure 35: Cronbach's alpha.....	96
Figure 36: Missing value analysis.....	96
Figure 37: Company A - distributive justice variable measured between individuals actively involved with the EEIS and those who are not	97
Figure 38: Company A - procedural justice variable measured between individuals actively involved with the EEIS and those who are not	97
Figure 39: Company A - interactional justice variable measured between individuals actively involved with the EEIS and those who are not	98
Figure 40: Company B- distributive justice variable measured between individuals actively involved with the EEIS and those who are not	98
Figure 41: Company B- procedural justice variable measured between individuals actively involved with the EEIS and those who are not	99
Figure 42: Company B- interactional justice variable measured between individuals actively involved with the EEIS and those who are not	99
Figure 43: Company D- distributive justice variable measured between individuals actively involved with the EEIS and those who are not	100
Figure 44: Company D- procedural justice variable measured between individuals actively involved with the EEIS and those who are not	100
Figure 45: Company D- interactional justice variable measured between individuals actively involved with the EEIS and those who are not	101
Figure 46: Company A: distributive justice variable measured between individuals from designated groups and non-designated groups	101
Figure 47: Company A: procedural justice variable measured between individuals from designated groups and non-designated groups	102
Figure 48: Company A: interactional justice variable measured between individuals from designated groups and non-designated groups	102

Figure 49: Company B: distributive justice variable measured between individuals from designated groups and non-designated groups	103
Figure 50: Company B: procedural justice variable measured between individuals from designated groups and non-designated groups	103
Figure 51: Company B: interactional justice variable measured between individuals from designated groups and non-designated groups	104
Figure 52: Part five - purpose and method	105
Figure 53: Proposed model for determining the efficacy of an EEIS	137

ABBREVIATIONS AND DEFINITIONS

EEA	:	Employment Equity Act No. 55 of 1998
BBBEEA	:	Broad-Based Black Economic Empowerment Act No. 53 of 2003
EEIS	:	Employment Equity Implementation Strategy
DTICPG	:	Department of Trade and Industry Codes of Good Practice
DoLCGPEE	:	Department of Labour Codes of Good Practice for Employment Equity Plans
EAP	:	Economically Active Population
Designated Employers	:	Employers with more than 50 employees or employers who meet the turnover thresholds prescribed by the Act
Designated Groups	:	Black, Indian, Coloured people, women and people with disabilities
Representation	:	Representation of designated groups within the organisation

CHAPTER ONE:

Introduction to the Research Problem

1.1 Research Rationale

The Employment Equity Act No. 55 of 1998 (EEA) seeks to address inequality and transformation within the South African workplace by eliminating unfair discrimination and implementing affirmative action measures. The primary objective of the Act is to achieve a diverse workforce that is representative of the South African population, thereby promoting economic development within the country at an organisational level (Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Snyman, Ferreira & Deas, 2015; South Africa, 1998).

This study aims to contribute towards existing EEA literature and research by examining the employment equity implementation strategy (EEIS) within four South African organisations with the purpose of defining the key thematic differences between an effective EEIS in comparison with an ineffective EEIS, using four measurement constructs derived from existing South African literature around the EEA. The question that is immediately raised is; what constitutes an effective EEIS; and what needs to be measured to ascertain whether or not the EEIS is effective? The examination of the objectives of the EEA provides a departure point for the areas of an EEIS that can be measured to gauge the efficacy of the EEIS. The preamble of the EEA states:

Promote the constitutional right of equality and the exercise of true democracy; eliminate unfair discrimination in employment; ensure implementation of employment equity to redress the effects of discrimination; achieve a diverse workforce broadly representative of our people; promote economic development and efficiency in the workforce (South Africa, 1998, preamble).

Academic studies pertaining to the EEA in the South African context, provides deeper understanding around the constructs of the EEA.

1.1.1 Sound systems, procedures, and processes (inputs)

The EEA clearly prescribes that certain systems, procedures, and processes must be implemented within the organisation's EEIS to facilitate the implementation of the EEA (Booyesen, 2007; Denton & Vloeberghs, 2003; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Vermeulen & Coetzee, 2006). This can be considered as one of the inputs required within the EEIS.

1.1.2 Equitable representation within the workplace, specifically within the upper occupational categories (outcome)

These inputs must translate into certain outcomes, one of which is to meet the short term objectives of the EEA; the implementation of affirmative action measures to achieve equitable representation within the workplace, representative of the economically active population (EAP), specifically in the upper occupational categories (Coetzee, 2015; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2006; Nkomo, 2011; Oosthuizen & Naidoo, 2010).

1.1.3 Diverse and inclusive workplace environment evident in all employment practices (outcome)

Employment equity is the long term objective of the EEA with the aim of ultimately creating a diverse and inclusive workplace environment, reflective of the economically active population. All employment practices should be aligned with the objectives of the EEA, specifically when it comes to the selection of people from designated groups for recruitment, promotion, and training (Booyesen, 2007; Denton & Vloeberghs, 2003; Nkomo, 2011; Oosthuizen & Naidoo, 2010).

1.1.4 Implementation of the EEA must be fair (outcome)

Finally, EEA implementation must be implemented in a manner which is fair towards all individuals within the workplace (Coetzee & Bezuidenhout, 2011; Esterhuizen & Martins, 2008; Janse van Rensburg & Roodt, 2005; Oosthuizen & Naidoo, 2010; Snyman et al., 2015; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008).

Analysis of the EEA indicates that the systems and procedures required to be implemented in compliance with the EEA, are directly linked to meeting numerical goals through affirmative action measures, in line with the economically active population. This would be the short-term objectives of the EEA. However, the ultimate objective of the EEA is employment equity, and requires long-term transformational change within South African organisations, in alignment with the South African Government's transformation and social development agenda (Leonard & Grobler, 2005). All these objectives must be met in a manner which is fair to all individuals within the workplace (Booyesen, 2007; Coetzee, 2015; Esterhuizen & Martins, 2008; Leonard & Grobler, 2006; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Vermeulen & Coetzee, 2006).

Analysis of current South African studies reveals that previous EEA research explores various constructs of the Act. An examination of these studies could therefore provide valuable insights into the measurement dimensions that could be used to measure the efficacy of the EEIS. Limited, if any, studies appear to examine all these constructs holistically, with the objective of determining the efficacy of an EEIS. These constructs will be outlined in section 1.2 and discussed at length in the literature review in chapter two.

It is important to highlight at this juncture that, out of the seventeen South African EEA studies which will be used for the purpose of this research; only five studies have been conducted within the last five year period (Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Snyman et al., 2015). The researcher is therefore aware that the literature drawn upon in this study appears to fall outside of the five year period. However, it can be argued that this could be due to the fact that the EEA has remained unchanged since its inception, until recently when the Employment Equity Amendment Act No. 47 of 2013 (South Africa, 2013) came into effect in August 2014. No existing literature seems to be available since the amendments to the EEA came into effect. This is one indication that this study could provide a valuable contribution to existing EEA literature.

Progress has been slow within South African organisations towards the targets prescribed by the Department of Labour, which are aligned to the economically active population (EAP) (Booyesen 2007; Commission for Employment Equity, 2014-2015; Department of Labour, 1999; Horwitz & Jain, 2011; Selby & Sutherland, 2006; Thomas, 2003; South Africa, 1998). Apart from the amendment in respect of the “equal pay for equal work” clause, the amendments have not changed the overall requirements or objectives of the EEA. However, compliance has been significantly intensified, specifically around the punitive measures that will be instituted for non-compliance (South Africa, 2013). In addition, where employers with less than 50 employees only had to report bi-annually under the EEA, the Employment Equity Amendment Act requires all designated employers to report annually (South Africa, 2013).

Two pertinent points are highlighted which justifies the need for this study. Firstly, since the amendments to the EEA does not change the primary requirements or the objectives of the EEA, existing literature pertaining to the EEA can still be drawn upon to form new insights around EEA. Secondly, the slow progression towards EEA objectives has led to the amendments of the EEA, indicating that there is still a strong business need for research around the EEA, particularly since the legislation has been amended. This study could therefore make a valuable contribution in directing future research around the EEA which could assist South African managers to gain insight into areas of their own EEIS.

1.2 The Research Problem

Examination of existing EEA literature indicates that limited studies exist which explores all the constructs of the EEA holistically to determine the efficacy of an organisation’s EEIS. This study aims to contribute towards existing EEA literature by identifying the key differences between an effective EEIS and an ineffective EEIS. This is the primary objective of this study. However, in order to determine the efficacy of an EEIS, the EEIS would need to be benchmarked against certain constructs. The measurement process is the secondary objective of this study. The examination of current EEA literature provides insight into four key constructs, aligned with the EEA, which could be used to gauge the efficacy of an EEIS. These are summarised in the sections to follow, and explored in detail in the literature review in chapter two.

1.2.1 Sound systems, processes and procedures (inputs)

The EEA provides clear guidance in terms of the systems and processes that need to be implemented within an EEIS. (Booyesen, 2007; Department of Labour, 1999; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Snyman et al., 2015; South Africa, 1998; Thomas, 2003).

In addition to academic literature which examines compliance mechanisms around the EEA, the Department of Labour has also provided clear guidelines in the form of the Code of Good Practice for Employment Equity Plans (DoLCGPPEE) (Department of Labour 1999; Esterhuizen & Martins, 2008; Leonard & Grobler 2005; Leonard & Grobler, 2006), available to all organisations, on how the EEA should be implemented. The DoLCGPPEE outlines three phases of employment equity implementation which include; preparation, implementation, and monitoring.

The literature review in chapter two uses the model provided by the Department of Labour, the DoLCGPPEE, and compares it with international employment equity best practice (Dupper, 2006; Kravitz, 2008; Nkomo 2011; Thomas, 2002; Van Jaarsveld, 2000), as well as existing EEA studies (Booyesen, 2007; Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Coetzee & Vermeulen, 2003; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Janse van Rensburg & Roodt, 2005; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Maharaj, Ortlepp, & Stacey, 2008; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006; Snyman et al., 2015; Thomas, 2003; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008).

1.2.2 Enhanced equitable representation within the upper occupational categories (outcome)

In terms of desired equitable representation, the Department of Labour provides clear guidelines in terms of the expected level of representation required at each occupational level within South African organisations. Specifically, the upper occupational categories are expected to show evidence of enhanced equitable representation by designated groups, as these occupational categories have traditionally been occupied by non-designated groups (Booyesen, 2007; Commission for Employment Equity, 2014-2015; Department of Labour, 1999; Nkomo, 2011; South Africa, 2013).

1.2.3 Diverse and inclusive workplace environment evident in all employment practices (outcome)

The ultimate objective of the EEA involves achieving employment equity, resulting in a fully diverse and inclusive workplace culture, which is evident throughout an organisation's employment practices (Booyesen, 2007; Coetzee & Bezuidenhout, 2011; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Wöcke & Sutherland, 2008).

Equitable representation needs to filter down into a number of employment practices which includes active recruitment and promotion of people from designated groups. Moreover, designated groups should be targeted for growth and development through training and development practices (Booyesen, 2007; Oosthuizen & Naidoo, 2010; Snyman, et al., 2015). Therefore, analysis of the organisation's numerical goals, recruitment, promotion, and training interventions could provide insight into whether people from designated groups are prioritised in such initiatives, specifically within occupational categories which are under-represented by designated groups.

1.2.4 Implementation of the EEA must be fair (outcome)

Organisational justice literature identifies that transformative legislation such as the EEA is fundamentally based on the principles of fairness and justice (Cohen-Charash & Spector, 2001; Colquitt, 2012; Colquitt, Conlon, Wesson, Porter, & Ng, 2001; Cropanzano & Folger, 1989; Gilliland, 1993; Greenberg, 1987). Since one of the objectives of the EEA is to attain equitable representation of designated groups within all occupational categories in South African organisations (South Africa, 1998), it indicates that organisational decisions are made in respect of organisational resources (Coetzee & Bezuidenhout, 2011; Coetzee & Vermeulen, 2003; Esterhuizen & Martins, 2008; Vermeulen & Coetzee, 2006). Organisational resources, in the context of the EEA, are aligned to employment decisions around allocation of jobs, salaries, promotion opportunities, and skills (Department of Labour, 1999; Denton & Vloeberghs, 2003; South Africa, 1998; Wöcke & Sutherland, 2008). Such decisions could impact on employees' perceptions of fairness in terms of what employment decisions are made; how they are implemented; and how they are communicated. All of these dimensions are measured by organisational justice (Cohen-

Charash & Spector, 2001; Colquitt, 2012; Colquitt et al., 2001; Cropanzano & Folger, 1989; Gilliland, 1993; Greenberg, 1987).

Organisational justice theory is reviewed extensively in the literature review. Since one of the constructs of the EEA, as already defined, is that the EEA must be implemented in a fair manner, it indicates that the measurement of organisational justice perceptions within the organisation could provide deeper insight into the efficacy of the EEIS (Booyesen, 2007; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Nkomo, 2011).

In summary, this study aims to draw on existing EEA theory to develop a systematic measurement construct that can examine the EEIS within each of the dimensions of the EEA. The analysis of each measurement construct could also be used to identify key differences between an effective EEIS and an ineffective EEIS. This will not only contribute towards academia in terms of insights into the EEIS from a new perspective, but will also contribute towards closing the gap in current EEA literature in terms of recency, particularly since the inception of the Employment Equity Amendment Act. This study could motivate future research around this topic which could provide valuable insights for South African managers around their own EEIS.

1.3 Research Objective and Scope

The primary objective of this study is to identify the key differences between an effective EEIS and an ineffective EEIS. The preceding sections emphasise that in order to examine the primary objective of this study, organisations firstly need to be measured against the constructs of the EEA, to classify the EEIS as either effective or ineffective. The measurement of each construct within each organisation could provide insight into the key differences between an effective EEIS and an ineffective EEIS.

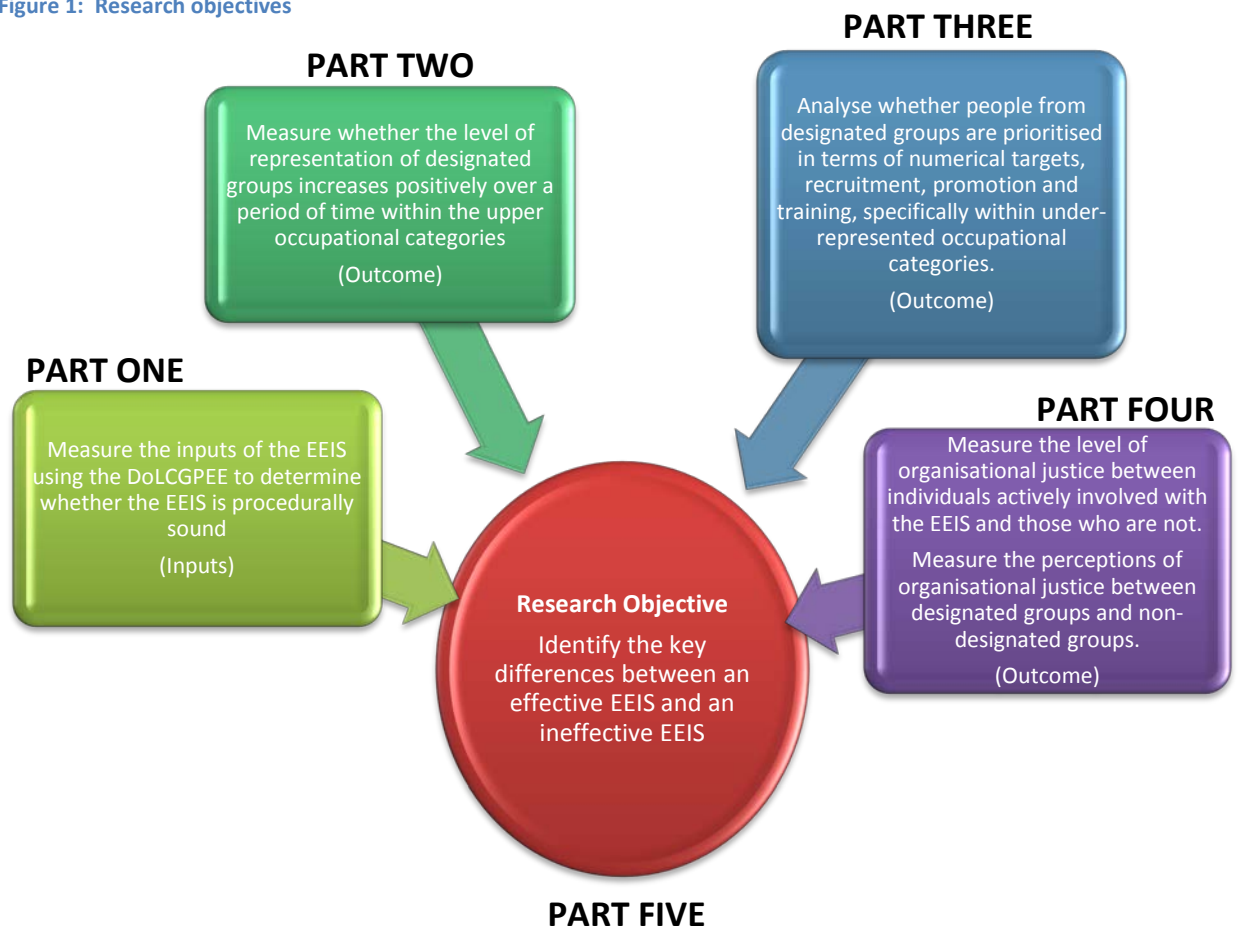
Four measurement constructs will be used to determine whether an EEIS is effective or not. Firstly, the systems and procedures within the EEIS will be measured to ascertain the level of alignment to the DoLCGPPEE. This will determine whether the EEIS is procedurally sound at the input level. Secondly, the level of enhanced equitable representation within the upper occupational categories will be examined. Thirdly, the numerical goals, recruitment, promotion, and training initiatives will be measured within the organisation to determine whether people from designated groups are prioritised within these initiatives. Lastly,

organisational justice perceptions will be measured between individuals actively involved with the EEIS and those who are not. The organisational justice perceptions will also be measured between designated and non-designated groups.

Since the primary objective of this study is to compare organisations having an effective EEIS with organisations having an ineffective EEIS, the four organisations will be examined individually, using both qualitative and quantitative methods. Primary as well as secondary data will be collected from each organisation and will be used to test the propositions identified through literature, aligned to the measurement constructs of the EEA.

This study therefore has five distinct, sequential parts which will be followed. These five parts are illustrated in figure one below.

Figure 1: Research objectives



1.4 Research Contribution

1.4.1 Contribution to business management

Although the findings of this study cannot be applied to all South African organisations, the findings could motivate further research around this topic, which could provide South African managers with a number of practical insights.

Further research around this topic could assist managers to gain a deeper understanding around compliance with the EEA, particularly in response to the Employment Equity Amendment Act. Moreover, awareness around the constructs that contribute towards an effective EEIS could assist in ensuring that organisational resources are used optimally and effectively in the implementation of the EEA. In addition, this study could provide managers with valuable insights into their own EEIS, and areas where improvement or redesign is necessary.

Understanding around an effective EEIS could provide additional benefits to South African managers in terms of the impact that an effective EEIS could have on their organisation's B-BBEE score. There is a strong relationship between the EEA and the Black Economic Empowerment Act No. 53 (BBBEEA) which was promulgated in 2003 (Horwitz & Jain, 2011; Kleynhans & Kruger, 2014; Patel & Graham, 2012; South Africa, 2003). Whereas the EEA focuses on equality and affirmative action at an organisational, or workplace level (South Africa, 1998), the BBBEEA provides a broader policy framework and entails economic transformation at a societal level (Horwitz & Jain, 2011; Patel & Graham, 2012; South Africa, 2003).

South African organisations' compliance to the BBBEEA is measured through the Department of Trade and Industry's Codes of Good Practice (DTICGP) (South Africa, 2007). The 2007 DTICGP introduced a B-BBEE scorecard which is used to measure organisations' level of compliance to the BBBEEA (Kleynhans & Kruger, 2014) on an annual basis. The revised DTICGP which was introduced in 2013, and came into effect in may 2015 (South Africa, 2013), intensifies compliance measures in respect of the BBBEEA. Under the new DTICGP, employment equity, together with management control, account for 15 points out of 100 points on the B-BBEE scorecard (South Africa, 2013).

This study could therefore direct future research around this topic which could have a direct and positive benefit on the B-BBEE score of South African organisations that have an effective EEIS.

1.4.2 Contribution to academia

This study will contribute in a number of ways to existing literature around the EEA.

Although various dimensions of the EEA have been examined, the identification of the factors that contribute towards an effective EEIS remains largely under-researched. This study could therefore contribute to the existing body of literature around the EEA, specifically around the importance of the approach of the EEIS in reaching the intended objectives of the EEA. Although only four South African organisations will be examined, the findings from this study could direct future research pertaining to the EEA. The study could also contribute towards current EEA literature in terms of recency in light of the EEA amendments.

CHAPTER TWO: Literature Review

2.1 Employment equity

2.1.1 Key extracts of the Employment Equity Act No. 55 of 1998

The Employment Equity Act No. 55 of 1998 (EEA) was promulgated with the intention of promoting social justice through redressing the systematic discrimination and inequality in the South African workplace (Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Oosthuizen & Naidoo; 2010; Nkomo, 2011).

Chapter two and three of the EEA prescribes that designated employers (employers with more than 50 employees, or who meet the turnover thresholds prescribed by the Act) must firstly; promote equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and secondly; implement affirmative action measures to redress the historic disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories in the workplace (South Africa, 1998, p.14-28). Designated groups are defined by the EEA as; black people (Africans, Coloureds and Indians), women, and people with disabilities (South Africa, 1998). This indicates that only white males form part of non-designated groups.

Moreover, according to the preamble of the EEA, the Act aims to:

Promote the constitutional right of equality and the exercise of true democracy; eliminate unfair discrimination in employment; ensure implementation of employment equity to redress the effects of discrimination; achieve a diverse workforce broadly representative of our people; promote economic development and efficiency in the workforce; and give effect to the obligation of the Republic as a member of the International Labour Organisation (South Africa, 1998, preamble)

The EEA requires that designated employers implement specific procedures within the organisation to meet the intended outcomes of the EEA (Department of Labour 1999; South Africa 1998). These include: consultation with employees; employment profile analysis; compilation of an employment equity plan; and an annual submission of the

employment equity report (Department of Labour, 1999; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; South Africa, 1998).

The employment equity plan must include: the broad objectives of the organisation's employment equity strategy; the affirmative action measures which have been implemented by the organisation; the numerical goals set by the organisation in terms of representation of designated groups; outline the resources required to implement the employment equity plan; and identify the individuals responsible and accountable for implementing and monitoring the plan (Department of Labour, 1999; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; South Africa, 1998).

The employment equity report has six sections that the employer must complete. These include: the employer details (section A); the workforce profile reflecting all occupational categories (section B); the workforce movement reflecting the number of terminations, promotions, and recruitments (section C); skills development initiatives for the reported period (section D); numerical goals (section E); and the monitoring and evaluation mechanisms used by the organisation to monitor the employment equity plan (section F) (Department of Labour, 1999; Esterhuizen & Martins, 2008; Leonard & Grobler, 2006; Nkomo, 2011; South Africa, 1998; Vermeulen & Coetzee, 2006).

The employment equity reports of all South African employers are consolidated and reported on in the Commission for Employment Equity Annual Report. The results are compared with EAP targets to determine the progress that has been made within South African organisations in terms of employment equity (Coetzee, 2015; Commission for Employment Equity, 2014-2015; Selby & Sutherland, 2006; Thomas, 2003).

2.1.2 The Employment Equity Amendment Act, No. 47 of 2013

Although South African organisations have made some progress towards employment equity, progress towards the economically active population (EAP) targets (Commission for Employment Equity, 2014-2015; Department of Labour, 1999; South Africa, 1998), remains relatively slow (Booyesen 2007; Horwitz & Jain, 2011; Selby & Sutherland, 2006; Thomas, 2003). This is evidenced in the 2014-2015 Commission for Employment Equity Annual Report which is shown in figure two. White males continue to dominate the top three occupational levels within the workplace.

Figure 2: Workforce profile for all South African employers: 2014-2015

OCCUPATIONAL LEVELS	Male				Female				Foreign National		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	5 470	1 843	3 650	33 167	2 402	882	1 193	7 348	1676	270	57 901
	9.4%	3.2%	6.3%	57.3%	4.1%	1.5%	2.1%	12.7%	2.9%	0.5%	100.0%
Senior Management	18 323	6 189	9 209	56 471	9 916	3 653	4 406	25 161	3 271	955	137 554
	13.3%	4.5%	6.7%	41.1%	7.2%	2.7%	3.2%	18.3%	2.4%	0.7%	100.0%
Professionally qualified and experienced specialists and mid-management	104 311	27 451	28 025	136 127	92 717	23 718	21 045	88 991	10 502	3 779	536 666
	19.4%	5.1%	5.2%	25.4%	17.3%	4.4%	3.9%	16.6%	2.0%	0.7%	100.0%
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	581 888	109 146	56 322	223 796	482 036	97 366	49 375	188 652	23912	6586	1819079
	32.0%	6.0%	3.1%	12.3%	26.5%	5.4%	2.7%	10.4%	1.3%	0.4%	100.0%
Semi-skilled and discretionary decision making	1 097 379	139 759	37 397	70 350	710 349	148 832	37 910	101 378	50 415	5 582	2 399 351
	45.7%	5.8%	1.6%	2.9%	29.6%	6.2%	1.6%	4.2%	2.1%	0.2%	100.0%
Unskilled and defined decision making	644 997	72 020	6 954	9 976	391 386	62 915	4 241	5 048	33 214	5 573	1 236 324
	52.2%	5.8%	0.6%	0.8%	31.7%	5.1%	0.3%	0.4%	2.7%	0.5%	100.0%
Total permanent	2 452 368	356 408	141 557	529 887	1 688 806	337 366	118 170	416 578	122 990	22 745	6 186 875
	39.6%	5.8%	2.3%	8.6%	27.3%	5.5%	1.9%	6.7%	2.0%	0.4%	100.0%
Temporary employees	345 655	49 278	7 782	25 619	302 610	47 241	7 407	23 445	16 758	6 211	832 006
	41.5%	5.9%	0.9%	3.1%	36.4%	5.7%	0.9%	2.8%	2.0%	0.7%	100.0%
GRAND TOTAL	2 798 023	405 686	149 339	555 506	1 991 416	384 607	125 577	440 023	139 748	28 956	7 018 881

(Source: Commission for Employment Equity Annual Report, 2014 – 2015)

The Employment Equity Amendment Act is the first amendment to the EEA since 1998 and aims to intensify compliance around the EEA, specifically to address the slow progress that is being made towards employment equity in the workplace (Commission for Employment Equity, 2014-2015; South Africa, 2013). The researcher examined all available EEA literature, and found that no EEA literature is available since the amended EEA legislation came into effect. This highlights an important need for more current research around the EEA, specifically since the EEA was amended.

2.1.3 The definition of employment equity and affirmative action

Affirmative action has been defined by scholars as a short-term mechanism to correct past injustices through the purposeful and planned placement of previously disadvantaged individuals (Bendix, cited in Coetzee & Vermeulen, 2003; Uys, cited in Esterhuizen & Martins, 2008). Employment equity would be the long-term outcome of affirmative action (Portnoi, cited in Esterhuizen & Martins, 2008). The primary objective of the EEA is, therefore, to use affirmative action as a mechanism to achieve employment equity, resulting in a fully inclusive and diverse workforce within the South African workplace (Leonard & Grobler, 2006; South Africa, 1998; Department of Labour, 1999).

2.1.4 International comparisons: employment equity legislation

Comparative studies that have been conducted to compare South African employment equity initiatives with international employment equity initiatives indicate that employment equity in South Africa has distinct differences to those of Western societies. One significant difference that stands out between South African employment equity legislation, in comparison with other countries, is that global employment equity strategies generally focus on providing equal access and affirmative action measures for minority groups within the respective population. South African employment equity policies, require that equal access and affirmative action measures be applied to majority groups within the population (Dupper, 2006; Kravitz, 2008; Nkomo 2011; Thomas, 2002; Van Jaarsveld, 2000). From these comparative studies it can be established that South African employment equity policies are fairly unique within the global landscape.

In a study conducted by Dupper (2006), the differences between South African employment equity policies and European policies are investigated. Similarly, Van Jaarsveld (2000) compares South African employment equity policies with the policies in the United States. Both scholars corroborate that the primary difference existing between these policies are that South African employment equity policies explicitly prescribe affirmative action measures for designated groups, which is not the case with European or American policies (Dupper, 2006; Van Jaarsveld, 2000). This can be expected due to South Africa's history of discrimination and inequality.

2.1.5 Current South African studies related to the EEA

Several studies have been conducted in South Africa around the impact of EEA. These studies explore impact at both an organisational level (Booyesen, 2007; Denton & Vloeberghs, 2003; Janse van Rensburg & Roodt, 2005; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006; Thomas, 2002; Thomas, 2003) as well as the impact on employees within various organisations (Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Maharaj et al., 2008; Oosthuizen & Naidoo, 2010; Snyman et al., 2015; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008).

These studies provide valuable insight into the identification of a variety of barriers and challenges that have been experienced with employment equity implementation in South African organisations (Booyesen, 2007; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Maharaj et al., 2008; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006; Thomas, 2003; Wöcke & Sutherland, 2008). The literature that has been examined around this theme has been summarised in the table one below.

Table 1: Summary of key findings – barriers and challenges associated with employment equity in South African organisations

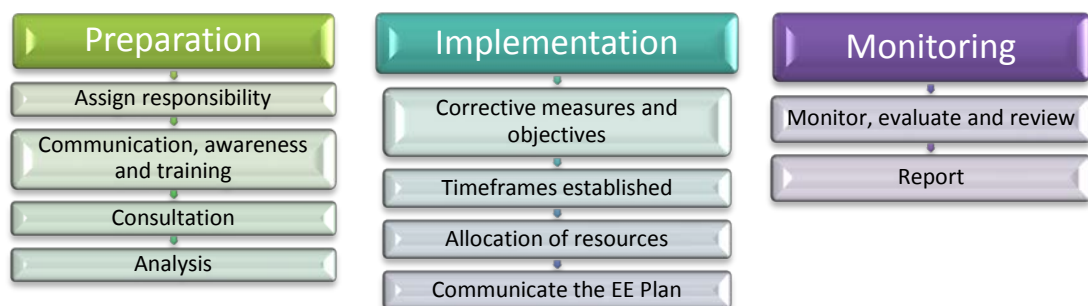
Barriers to Employment Equity	Author
Transformation-resistant organisational culture	Booyesen (2007); Esterhuizen & Martins (2008); Leonard & Grobler (2006); Nkomo (2011); Oosthuizen & Naidoo (2010); Thomas (2003)
Lack of shared understanding and communication on EE	Booyesen (2007); Esterhuizen & Martins (2008); Leonard & Grobler (2006); Thomas (2003)
Low leadership commitment	Booyesen (2007); Esterhuizen & Martins (2008); Leonard & Grobler (2006); Thomas (2003)
White fears causing resistance – perceived reverse discrimination	Booyesen (2007); Esterhuizen & Martins (2008); Maharaj et al., (2008); Oosthuizen & Naidoo (2010); Thomas (2003); Wöcke & Sutherland (2008)
White male dominated specifically in positions of power	Booyesen (2007); Oosthuizen & Naidoo (2010); Thomas (2003)
Perceived tokenism of black employees	Booyesen (2007); Esterhuizen & Martins (2008); Maharaj et al., (2008); Wöcke & Sutherland (2008)
Insufficient focus, coordination and integration of existing implementation processes	Booyesen (2007); Nkomo (2011); Oosthuizen & Naidoo (2010)
Increase in administration costs in complying with, monitoring and enforcing legislation	Selby & Sutherland (2006)
Unrealistic expectations from designated groups	Booyesen (2007); Esterhuizen & Martins (2008); Maharaj et al., (2008); Selby & Sutherland (2006)
Lack of skills and experience	Esterhuizen & Martins (2008); Oosthuizen & Naidoo (2010)

These studies highlight, that although the EEA has been in effect in South Africa for seventeen years, organisations still appear to require guidelines around implementation strategies for the EEA. Another interesting aspect around this literature is that in almost all of the studies conducted the results indicate that the organisations were compliant with the EEA (Booyesen 2007; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Maharaj et al., 2008; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Thomas, 2003; Wöcke & Sutherland, 2008). However, compliance with the EEA does not seem to translate into the organisation having an effective EEIS. The question is therefore raised; what dimensions within the EEIS could be examined and measured to determine the efficacy of an EEIS? Furthermore, how would these dimensions differ between organisations that have an effective EEIS in comparison with organisations that have an ineffective EEIS? These constructs are examined and discussed in the sections to follow.

2.2 Sound systems, processes, and procedures within the EEIS (inputs)

Leonard & Grobler (2006) identify that few South African laws are as clearly defined as the EEA in terms of the expected requirements for implementation (Leonard & Grobler, 2006). This is evidenced in the clear guideline provided by the Department of Labour’s Code of Good Practice for Employment Equity Plans (DoLCGPPEE) (Department of Labour, 1999), available to all organisations, on how the EEA should be implemented. The DoLCGPPEE outlines three phases of employment equity implementation, which are further broken down into ten steps. This model is illustrated in figure three below.

Figure 3: The three phases of developing an employment equity implementation strategy



(Source: Code of Good Practice: Preparation, Implementation and Monitoring of Employment Equity Plans, Department of Labour, 1999)

A number of South African studies make reference to the DoLCGPEE as a suitable benchmark to use when implementing the procedural requirements of the EEA (Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006). In order to assess whether the DoLCGPEE is a sound benchmark to use to measure the efficacy of the inputs with an EEIS, the sections to follow compare the DoLCGPEE with a number of international best practice models for employment equity. In addition, the model is also compared with existing South African studies to ascertain whether it aligns with the recommendations proposed by these studies.

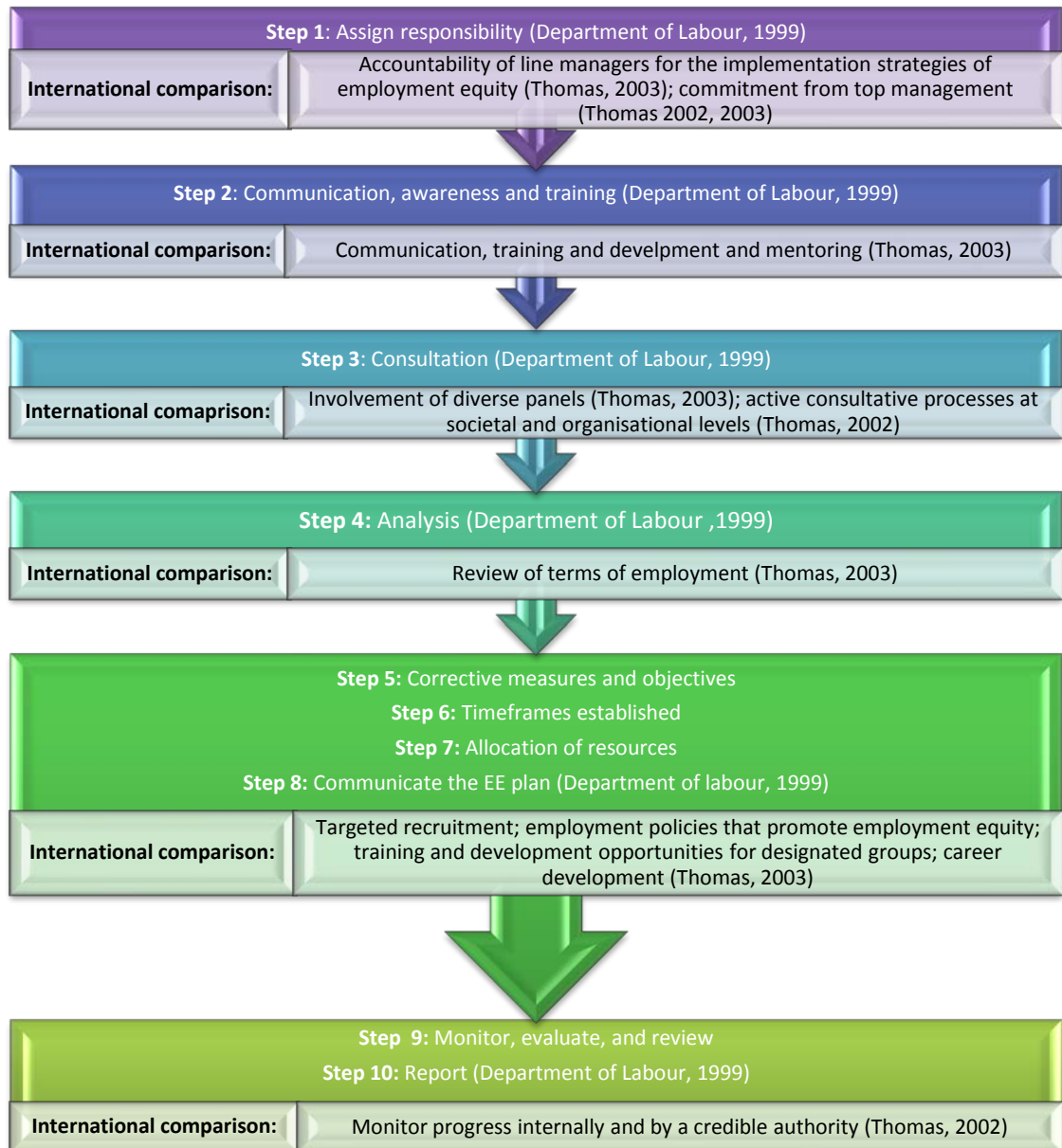
Thomas (2002, 2003) identifies a number of global best practices in respect of employment equity initiatives:

- 2.2.1.1 Accountability of line managers for the implementation strategies to achieve employment equity;
- 2.2.1.2 Internal recruitment and promotion policies that promote the objectives of employment equity and ensure that positions are advertised internally prior to any external recruitment drive;
- 2.2.1.3 Definition of key criteria that are inherent to the job;
- 2.2.1.4 Targeted recruiting of people from designated groups;
- 2.2.1.5 The promotion of the objectives of employment equity through appropriate media advertisements and through the use of recruitment agencies that understand the philosophy and principles of employment equity;
- 2.2.1.6 Involvement of diverse panels in recruitment and promotions decisions;
- 2.2.1.7 Consideration of the potential that an employee or prospective employee has, in order to achieve job competence in a reasonable time, when making decisions concerning recruitment, selection and promotion;
- 2.2.1.8 A review of the terms of employment, benefits and facilities to ensure that they do not unfairly discriminate against people from designated groups, particularly women and people with disabilities;

- 2.2.1.9 A focus on training and development needs with regard to job performance and career advancement;
- 2.2.1.10 The affording of all employees the opportunity for training and development, not only management “fast-trackers”;
- 2.2.1.11 The identification of potential in prospective employees and the supplementation of such potential with outcome-directed training and development;
- 2.2.1.12 The enhancement of the evaluation process and performance management in general, to promote career development;
- 2.2.1.13 The development of holistic mentoring programmes;
- 2.2.1.14 The training of managers and supervisors in managing diverse employee groups;
- 2.2.1.15 Reinforcement of fair human resources policies and practices by top management;
- 2.2.1.16 Active consultative processes at an organisational, as well as societal level, around employment equity initiatives;
- 2.2.1.17 Monitoring of progress but internally within organisations as well as by a credible authority; (Thomas & Robertshaw, cited in Thomas, 2002; Thomas, 2003)

In comparing these global best practices with the DoLCGPEE, it is evident that they are very closely aligned. This is illustrated in figure four below.

Figure 4: Comparison between employment equity global best practices and the DoLCGPPE



(Adapted from: Thomas, 2002; Thomas, 2003)

Although the above comparison between international best practice around employment equity and the DoLCGPPE highlights similarity, it can be argued, as stated previously, that South African employment equity legislation has distinct differences to international employment equity strategies. It is therefore important to analyse existing South African studies in order to compare the DoLCGPPE with the primary findings of these studies to examine whether the DoLCGPPE is a suitable model in the context of previous research findings in the South African context. This comparison is illustrated in table two below.

Table 2: Comparison between the DoLCGPPE and recommendations from previous EEA research

Recommendation	Author	Alignment with the DoLCGPPE
Create an inclusive organisational culture	Booyesen (2007); Nkomo (2011); Oosthuizen & Naidoo (2010); Selby & Sutherland (2006)	Step 2: communication, awareness and training; Step 3: consultation Step 8: communicate the EE plan; Step 9: monitor, evaluate and review
Improved communication mechanisms (EE and diversity training; training for black participants)	Booyesen (2007); Denton & Vloeberghs (2003); Leonard & Grobler (2005, 2006); Thomas (2003)	Step 2: communication, awareness and training;
Increased and visible management commitment	Booyesen (2007); Janse van Rensburg & Roodt (2005); Leonard & Grobler (2005); Oosthuizen & Naidoo (2010); Thomas (2003)	Step 1: assign responsibility
Effective and consistent EE implementation - Accountability and responsibility - Consequences for non-compliance - Compliance built into managers KPI	Booyesen (2007); Janse van Rensburg & Roodt (2005); Leonard & Grobler (2005); Thomas (2003)	Step 1: assign responsibility Step 2: communication, awareness and training Step 3: consultation Step 4: analysis Step 5: corrective measures and objectives Step 8: communicate the EE plan Step 9: monitor, evaluate and review
Address white male fears Transparency and feel valued	Booyesen (2007); Maharaj et al., (2008); Thomas (2003);	Step 2: communication, awareness and training Step 3: consultation Step 4: analysis Step 5: corrective measures and objectives Step 6: timeframes established Step 8: communicate the EE plan

Recommendation	Author	Alignment with the DoLCGPEE
Effectively manage supportive employee practices <ul style="list-style-type: none"> - Attraction, development retention - Effective talent management 	Booysen (2007); Maharaj et al., (2008); Oosthuizen & Naidoo (2010); Snyman et al.,(2015); Thomas (2003); Wöcke & Sutherland (2008);	Step 2: communication, awareness and training Step 3: consultation Step 4: analysis Step 5: corrective measures and objectives Step 6: timeframes established Step 7: allocation of resources Step 8: communicate the EE plan Step 9: Monitor, evaluate and review
Transparent human resource policies and practices	Denton & Vloeberghs (2003); Maharaj et al., (2008); Oosthuizen & Naidoo (2010); Snyman et al., (2015); Thomas (2003); Wöcke & Sutherland (2008);	Step 2: communication, awareness and training Step 3: consultation Step 4: analysis Step 5: corrective measures and objectives Step 6: timeframes established Step 7: allocation of resources
Special measures for people with disabilities	Thomas (2003)	Step 2: communication, awareness and training Step 3: consultation Step 4: analysis Step 5: corrective measures and objectives Step 7: allocation of resources

Examination of these South African studies identifies that there are certain critical success factors within the DoLCGPEE model which would be significant drivers in terms of the overall success of the EEIS.

Leonard and Grobler (2005; 2006), highlight that stakeholder engagement and robust communication are two of these critical success factors (step two and three in the DoLCGPEE). The authors state that these engagement and communication initiatives should involve all employees within the workforce (Leonard and Grobler, 2005; Leonard and Grobler, 2006). Oosthuizen and Naidoo (2010) make similar recommendations and state that the involvement of the entire workforce, when engaging and communicating the EEIS, is crucial (Oosthuizen and Naidoo, 2010).

Another critical success factor identified by Denton and Vloeberghs (2003) is that affirmative action measures should be clearly identified and articulated throughout all employment practices (Denton & Vloeberghs, 2003). This critical success factor is identified within a number of other studies since affirmative action measures are intended to meet the short-term objectives of the EEA (Coetzee & Bezuidenhout, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006). In the context of this study, cognisance of these critical success factors could provide valuable insight when evaluating an organisation's EEIS in terms of procedural soundness.

In summary, the comparison between the DoLCGPEE and international best employment equity practice, as well as local studies, provide evidence that the DoLCGPEE is a suitable model to follow in terms of implementing the correct processes and procedures within the EEIS. Furthermore, it can be proposed that the input mechanisms of the EEIS could be measured against the DoLCGPEE in order to ascertain whether the organisation has a procedurally sound EEIS.

Research proposition 1:

An effective EEIS could be closely aligned with the ten steps in the DoLCGPEE.

However, as already concluded, merely having the correct procedures and systems in place does not necessarily translate into an EEIS that meets the overall objectives of the EEA. These systems and procedures should firstly meet the short term objectives of the EEA, which involves affirmative action measures to attain equitable representation in the workforce, specifically within the upper occupational categories. This objective is examined and discussed in the section to follow.

2.3 Equitable representation in the workplace (outcome)

Coetzee and Bezuidenhout (2011) emphasise that the procedures and practices that form part of the inputs into the EEIS must translate into workforce representation that is reflective of the South African population. The authors also define that in the context of their study, an EEIS would be deemed effective if it complies with both the legal requirements, as well as the intended outcomes of the EEA (Coetzee & Bezuidenhout, 2011), namely equitable representation.

This view is supported by Esterhuizen and Martins (2008), who highlight that numerical goals set by organisations in terms of equitable representation across occupational categories, should ultimately translate into the fulfilment of such targets in order for the EEIS to be deemed effective. Target setting on its own for the purpose of compliance with the EEA, is misaligned with the EEA and therefore not effective (Esterhuizen & Martins, 2008). This view is supported by Thomas (2003), who explains that the practices implemented within the EEIS must ultimately assist organisations in achieving the numerical goals that they have set in terms of equitable representation (Thomas, 2003). Vermeulen and Coetzee (2006) identify that the EEIS, and programmes associated with the EEIS, should be technically and morally sound, and should also translate into equitable representation of designated groups (Vermeulen & Coetzee, 2006).

The EEA requires that representation within the South African workplace is representative of the South African population. As highlighted, many academics agree that simply having mechanisms in place within the EEIS to facilitate the EEA is not enough. These mechanisms should translate into equitable representation of designated groups within all occupational categories, specifically the upper occupational categories. The recognized measure within academic studies as well as with the Department of Labour to measure the level of representation at an organisational level is EAP targets (Commission for Employment Equity, 2014-2015; Department of Labour, 1999; South Africa, 1998). Numerous scholars use the EAP targets when examining the construct around equitable representation (Booyesen, 2007; Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Esterhuizen & Martins, 2008; Selby & Sutherland, 2006; Thomas, 2003; Vermeulen & Coetzee, 2006).

The themes that emerge from EEA literature propose that EAP targets would be a suitable mechanism to measure the level of equitable representation within an organisation. However, it must be recognized that organisations may be at different stages of EEA implementation. Measuring the current level of equitable representation against EAP targets may ascertain the organisation's current levels of equitable representation, but may not give an indication of whether the EEIS has made an impact on equitable representation over a period of time. The measurement of equitable representation on its own may not provide a clear picture around the efficacy of an organisation's EEIS. Therefore, it could be proposed that equitable representation should be measured over a period of time to identify whether or not the level of equitable representation increases positively.

Nkomo (2011), states that many organisational cultures are still white male dominated and white males still appear to occupy the upper occupational categories within the workplace. This was identified as a barrier since most strategic organisational decisions take place within these upper occupational categories, and in certain instances decisions around equitable representation are blocked due to “white fear” (Nkomo, 2011). Booysen (2007) corroborates these findings and also identifies that white males still occupy the largest percentages within the upper occupational categories (Booyesen, 2007). These findings are substantiated by the most recent Commission for Employment Equity Annual Report (as illustrated in figure two) (Commission for Employment Equity, 2014-2015).

It can therefore be proposed that if an EEIS is effective, increased representation of designated groups will be clearly evident over a three-year period, particularly in the top three occupational categories (top management, senior management and middle management). Since most organisation's EEIS runs over a three to five year cycle, analysis over a three year period is sufficient for the purpose of this study.

Research proposition 2:

In an effective EEIS it will be evident that the number of employees from designated groups positively increases over a three-year period within the top three occupational categories.

Although the short term objective of the EEA is that organisations show equitable representation within the workplace, through affirmative action measures, the long term objective of the EEA is for the South African workplace to become a diverse and inclusive environment. Literature will be examined around this construct in the section to follow.

2.4 Diverse and inclusive workplace environment evident in all employment practices

Many of the arguments presented thus far reveal that an effective EEIS should include sound procedures which would translate into equitable representation, specifically in the upper occupational categories. Numerous authors argue, however, that an EEIS that is legally and procedurally sound, even if it translates into equitable representation, does not necessarily meet the long term objectives of the EEA, which is to create diversity and inclusivity within the South African workplace (Leonard & Grobler, 2006; Nkomo, 2011; Selby & Sutherland, 2006).

According to Booysen (2007), most organisations have the correct policies, practices and formal procedures in place. However, these policies are in place primarily to comply with the EEA, and not because of internal drivers for transformation and inclusivity (Booyesen, 2007). Nkomo (2011) identifies a similar phenomenon and argues that organisations implement employment equity in response to legislation and compliance related motivators, instead of adopting a culture of diversity and equality (Nkomo, 2011). Comparable findings are evidenced in the study conducted by Maharaj et al., 2008 and the authors recommend that South African organisations need to move beyond compliance towards adopting the spirit of employment equity legislation (Maharaj et al., 2008).

Literature examining this construct of the EEA indicates that in order for organisations to create a diverse and inclusive culture, the EEIS should foster the development of designated groups with the intention of harnessing a fully diverse and inclusive workplace culture (Selby & Sutherland, 2006). This elucidates the need to not only actively recruit but also promote people from designated groups (Booyesen, 2007; Denton & Vloeberghs, 2003).

Coetzee and Vermeulen (2003) emphasise that an effective EEIS would be clearly evidenced in an organisation where designated groups are prioritised for recruitment and promotion opportunities, as this would indicate fulfilment of the affirmative action measures prescribed by the EEA. However, these authors further state that such initiatives must be done in a spirit of fairness to ensure the success of the overall objectives of the EEA (Coetzee & Vermeulen, 2003).

Oosthuizen and Naidoo (2010) highlight that although it is recommended that organisation's should have employment strategies that prioritise the recruitment and promotion of designated groups, the challenge associated with such strategies is that designated groups may not have the required level of skills and experience required, due to past discrimination. These authors therefore highlight the importance that training and development play in terms of an effective EEIS (Oosthuizen & Naidoo, 2010). The need for training and development of designated groups is substantiated by Esterhuizen and Martins (2008), who state that merely trying to meet numerical goals without focussing on skills development and training, prioritising designated groups, will hinder the organisation from moving into the diverse and inclusive state (Esterhuizen & Martins, 2008).

These authors therefore identify that the recruitment, promotion and training of designated groups is critical in terms of adopting a fully diverse and inclusive workplace environment, aligned with the long term objectives of the EEA. These studies provide insight into a further construct that could be used to measure the efficacy of an EEIS. It can be proposed that organisations with an effective EEIS, aligned with the long term objectives of the EEA, will provide evidence within their EEIS that they are cognisant of occupational categories which are under-represented by designated groups. Therefore, the numerical goals set by the organisation would earmark under-represented occupational categories for enhanced representation. It could also be proposed that the organisation's recruitment, promotion and training initiatives would also evidence that people from designated groups are targeted for these initiatives, specifically within under-represented occupational categories.

In summary, examination of the organisation's numerical goals as well as recruitment, promotion, and training initiatives, could identify whether the organisation is cognisant of the occupational categories which are under-represented by designated groups, and whether or not employment initiatives provide evidence that they are working towards enhancing representation within these occupational categories. Since all these initiatives are reported on by all designated employers in the annual employment equity report that is submitted to the Department of Labour, this report could be used to examine and measure these constructs (Coetzee, 2015; Commission for Employment Equity, 2014-2015; Selby & Sutherland, 2006; Thomas, 2003).

It can therefore be proposed that organisations with an effective EEIS would provide evidence that numerical goals as well as recruitment, training, and promotion initiatives would identify a clear strategy to enhance representation within the occupational categories within the organisation which are under-represented by designated groups.

Research proposition 3a:

In an effective EEIS, it will be evident that the organisation's numerical goals are aligned to enhance representation within occupational categories identified as being under-represented by designated groups.

Research proposition 3b:

In an effective EEIS, it will be evident that designated groups are prioritised for recruitment and promotion, specifically within occupational categories identified as being under-represented.

Research proposition 3c:

In an effective EEIS, it will be evident that designated groups are prioritised for training and development, specifically within occupational categories identified as being under-represented.

The preceding section emphasises that the EEIS must not merely be a procedural system within an organisation that exists purely to meet numerical goals. The primary goal of the EEA as already presented, is to create a diverse and inclusive workplace environment. This indicates that the EEA requires long-term transformational change within South African organisations. Numerous EEA scholars demonstrate that the transformational change required by the EEA is associated with organisational change theory (Booyesen, 2007; Coetzee, 2015; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Nkomo, 2011; Oosthuizen & Naidoo, 2010). This relationship is explored in the following section.

2.4.1 The relationship between the EEA and organisational change management theory

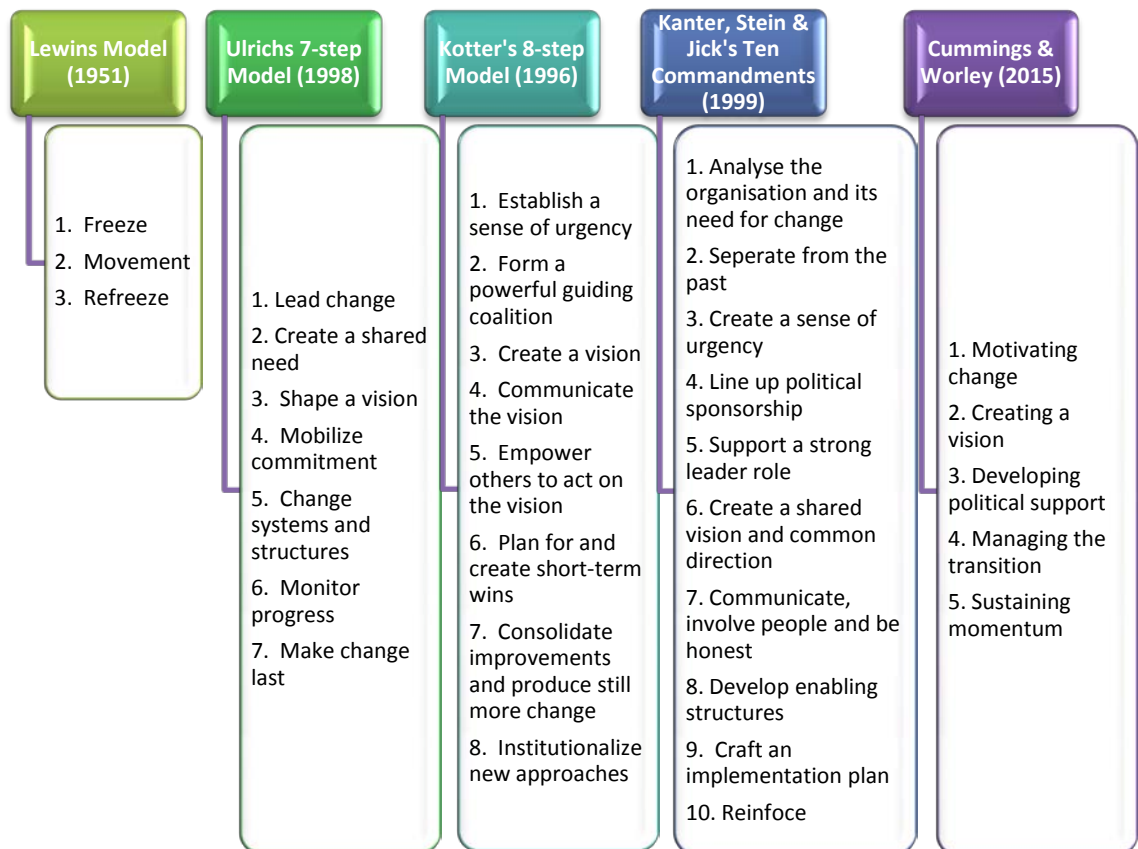
The organisational processes that are required to implement the EEA translate into large-scale transformative change processes that permeate throughout existing organisational structures (Selby & Sutherland, 2006). Moreover, the transformative changes that are

required to comply with the EEA, affects the organisational culture, functions, management, and competitiveness (Gilley, Godek, & Gilley, 2009).

Large bodies of literature exist around organisational change. Research also indicates that a large number of organisational change initiatives result in failure (Gilley, et al., 2009; Kotter, 1995; Selby & Sutherland, 2006). Scholars have determined that in order to make organisational change successful, a series of phases or steps must be implemented (Gilley et al., 2009; Kotter, 1995; Raineri, 2011; Robbins & Judge, 2013). Kotter (1995) argues that if any of the sequential steps are skipped during the change management process, the likelihood that the change initiative fails is increased (Kotter, 1995).

Scholars have identified a number of recognized change models which have been expanded upon since Lewin's classic model for change was introduced in 1951 (Cummings & Worley, 2015; Gilley et al., 2009; Kotter, 1995; Robbins & Judge, 2013; Selby & Sutherland, 2006). These are illustrated in figure five.

Figure 5: Recognized academic organisational change models



(Adapted from: Cummings & Worley, 2015; Gilley et al., 2009; Kotter, 1995; Robbins & Judge, 2013; Selby & Sutherland, 2006)

Selby and Sutherland (2006) explored the various approaches to organisational change and identify three common threads between the various organisational change models. The first phase entails preparing the organisation for change or “awaking the organisation to a new reality so it can disengage from the past” (Selby & Sutherland, 2006). The organisation as a whole needs to accept the change and commit both physically and psychologically. The second phase entails developing political support and creating a plan for change (Cummings & Worley, 2015; Selby & Sutherland, 2006). The last phase involves reinforcing and institutionalising the change (Selby & Sutherland, 2006). This requires that change behaviours and attitudes are incorporated into the day-to-day operations of the organisation and leads to positive adoption by all stakeholders involved in the change (Cummings & Worley, 2015; Selby & Sutherland, 2006).

In the context of the EEA, Leonard and Grobler (2006), highlight that the EEIS must be transparent and actively communicated within the organisation. They go on to explain that when employees embrace the new set of organisational values that are communicated through the EEIS, it would be the first step towards organisational transformation (Leonard & Grobler, 2006). In an earlier study conducted by these authors in 2005, they found that in organisations where the EEIS was not seen as a mere compliance mechanism, employees embraced the changes required by the EEIS more readily (Leonard & Grobler, 2005). Denton and Vloeberghs (2003) caution that the change management practices associated with the EEA should be implemented within the parameters of effective change management strategies, and done so with caution, as ineffective change management strategies could result in a number of challenges. They recommend that employees are involved from the start (Denton & Vloeberghs, 2003).

Resistance to organisational change is examined by Gilley et al. (2009), who identify that humans are inherently resistant to change. Since human beings constitute the framework of most organisations, the factors around resistance to organisational change cannot be ignored (Gilley et al., 2009).

Scholars who have examined the resistance to organisational change provide a number of recommendations to ensure that change initiatives are successful. Gilley et al. (2009) recommend three methods to overcome resistance to change. Firstly, conceal the change by implementing changes gradually and in a non-threatening manner. Secondly, modify

behaviours by creating a culture of change that resonates with individuals in the organisation. In addition, behaviours can be modified by recognising change efforts and rewarding such efforts. Furthermore, stress management programmes and training initiatives can also modify behaviour. Thirdly, transparent communication and employee involvement in change initiatives could further curtail resistance to change (Gilley et al., 2009).

Similar concepts are identified by Cummings and Worley (2015) as well as Robbins and Judge (2013). These scholar's recommendations to reduce resistance to change are summarised in table three.

Table 3: Summary of theories to mitigate resistance to change initiatives

Robbins & Judge (2013)	Cummings & Worley (2015)
Educate and communicate the rationale for change thoroughly	Communicate to ensure that individuals understand the rational for the change
Participation and employee involvement in change initiatives	
Build support and commitment to overcome employee fears and anxiety associated with change	
Develop positive relationships to build trust which will result in more willingness to accept change	Participation and involvement
Implement changes fairly to minimize negative impact	
Use manipulation and cooptation to gain support of adversaries and those resistant to change (with limitation)	Empathy and support in understanding how individuals are coping with the change
Select people who accept change	
Coercion which is applied in response to direct threats or resisters to change	

(Adapted from: Cummings & Worley, 2015; Robbins & Judge, 2013)

It becomes apparent, through the examination of change management literature, that stakeholder involvement is critical in ensuring the success of the change management initiative (Cummings & Worley, 2015; Gilley et al., 2009; Kotter, 1995; Robbins & Judge, 2013; Selby & Sutherland, 2006). Furthermore, continuous, robust, and transparent communication throughout the process ensures that all stakeholders buy into the change initiative and support the change by altering day-to-day behaviour (Denton & Vloeberghs, 2003; Fedor, Caldwell, & Herold, 2006; Gilley et al., 2009; Kotter, 1995; Raineri, 2011; Selby & Sutherland, 2006). In the context of the EEA, and this study, change management literature demonstrate that if a change initiative, such as that required by the EEA, is effective, it is understood and supported by all stakeholders involved in the change initiative. This would include those who are involved in the decisions relating to the change initiatives as well as those who are impacted by the decisions. In the context of this study, it would involve employees who are actively involved with the EEIS as well as those who are not. It can further be proposed that in the context of this study, it would include individuals from designated groups as well as non-designated groups.

The preceding sections around change management theory reveal an additional measurement mechanism which can be utilised to determine whether or not an EEIS is effective. If the change initiative, or the EEIS, is implemented soundly, using the correct change management models, employees will buy into the change and ultimately change their behaviour to meet the requirements of the change initiative. Measuring employees' perceptions around decisions made for the purpose of implementing the EEA within an organisation could therefore provide further insight into whether or not the EEIS is effective.

The most recognized mechanism used by researchers to measure employee perceptions relating to change initiatives is organisational justice. Many theorists have identified that change management processes, such as those required by the EEA, within the organisation has a direct impact on employees' perceptions of organisational justice (Coetzee & Vermeulen, 2003; Melkonian, Monin, & Noorderhaven, 2011). Organisational justice theory will be discussed in detail in the following section.

2.5 Implementation of the EEA must be fair (output)

There is a vast amount of research around organisational justice theory which originated with Adam's equity theory in 1965 (Cohen-Charash & Spector, 2001; Colquitt, 2012; Colquitt et al., 2001; Cropanzano & Folger, 1989; Gilliland, 1993; Greenberg, 1987; Greenberg, 1990).

Coetzee and Vermeulen (2003) define organisational justice as "the decisions organisations make, the procedures they use in making decisions, and the interpersonal treatment of employees" (Coetzee & Vermeulen, 2006). Esterhuizen and Martins (2008) provide a similarly definition; "the focus on antecedents and consequences of two types of subjective perceptions, namely the fairness of outcome distribution and allocation, and the fairness of the procedures used to determine outcome distribution and allocation" (Esterhuizen & Martins, 2008). Scholars agree that organisational justice comprises three distinct dimensions; distributive justice (the actual decision that is made); procedural justice (the manner in which the decision is implemented) and interactional justice (the manner in which the decision is communicated) (Cohen-Charash & Spector, 2001; Colquitt, 2012; Colquitt et al., 2001; Cropanzano & Folger, 1989; Gilliland, 1993; Greenberg, 1987; Vermeulen & Coetzee, 2006). Each of the three dimensions of organisational justice is discussed in the sections to follow.

2.5.1 Distributive justice

Early research into organisational justice focussed primarily around distributive justice. Distributive justice theories emerged from Adam's (1965) equity theory which revolves around how people perceive fairness in respect of their inputs versus the outcomes they receive (Cohen-Charash & Spector, 2001; Cropanzano & Folger, 1989; DeConinck & Stilwell, 2004; Esterhuizen & Martins, 2008; Gilliland, 1993; Wang, Liao, Xia, & Chang, 2010). Early research around distributive justice demonstrates that when employees consider their inputs versus their outputs to be inequitable, it could result in unsatisfactory behaviour from the employee (Cropanzano & Folger, 1989; DeConinck & Stilwell, 2004; Gilliland, 1993; Greenburg, 1990). An example of this would be, if an employee feels that the level of payment received does not match the level of work (DeConinck & Stilwell, 2004). Greenberg (1990) explains that such unsatisfactory behaviour can either be exhibited in a behavioural context which manifests with their job performance or, psychologically, which

results in altering perceptions of work outcomes (Greenberg, 1990). This is corroborated by Cohen-Charash and Spector (2001) who establish that inequitable perceptions of distributive justice can impact on employees cognitive, affective and behavioural reactions to outcomes (Cohen-Charash & Spector, 2001).

Distributive justice relates to whether an employee deems an outcome as appropriate or fair (DeConinck & Stilwell, 2004), and is primarily linked to organisational outcomes such as payment and promotion (Wang et al., 2010; DeConinck & Stilwell, 2004). If an employee deems distributive justice to be unfair, the negative reactions of the employee will therefore be towards the outcome and not towards the organisation (Cohen-Charash & Spector, 2001).

In the context of this study around employment equity initiatives, distributive justice would refer to the “what” of employment equity and affirmative action measures (Esterhuizen & Martins, 2008). Distributive justice would be integral in respect of the way in which affirmative action outcomes are allocated by management in compliance with the EEA (Vemeulen & Coetzee, 2006). These allocations involve the fair distribution of resources such as jobs, promotions, and educational opportunities and can therefore have a direct impact on the distributive judgement perceptions of employees (Esterhuizen & Martins, 2008). The EEA largely prescribes how the distribution of resources need to be allocated within organisations, but organisations should still be aware that these allocations can have a detrimental influence over distributive justice perceptions, if not handled correctly and fairly at an organisational level (Esterhuizen & Martins, 2008).

It can therefore be proposed that if an organisation has implemented EEA decisions being cognisant of distributive justice constructs, the perceptions of distributive justice would be similar between those making the decisions, or who are actively involved with the EEIS, and those who are not. Perceptions of distributive justice would also be similar between designated groups as well as non-designated groups.

2.5.2 Procedural justice

As research into distributive justice gained interest, other approaches to justice perceptions in the workplace began to emerge, specifically around the reactions of employees in relation to procedures used to reach decisions (Coetzee & Vermeulen, 2003). Thibaut and Walker (1975) as well as Leventhal (1980) were the early theorists who began to explore the dimensions of procedural justice (Coetzee & Vermeulen, 2003; Cohen-Charash & Spector, 2001; Colquitt et al., 2001; Cropanzano & Folger, 1989; Gilliland, 1993; Greenberg, 1990; Vermeulen & Coetzee, 2006). These studies argued that perceived fairness of outcomes (distributive justice) were not the only determinants of organisational justice, and that the process by which the outcomes are reached (procedural justice) could be even more important than the outcome decisions themselves (Coetzee & Vermeulen, 2003; Cohen-Charash & Spector, 2001; Colquitt et al., 2001; Cropanzano & Spector, 1989; Gilliland, 1993; Greenberg, 1990; Vermeulen & Coetzee, 2006). Early work around procedural justice theory was done within the legal context whereby it was identified that parties in legal proceedings not only responded to the outcomes of the proceedings, but also the process that was used to determine the outcome (Colquitt et al., 2001; Esterhuizen & Martins, 2008; Gilliland, 1993; Greenberg, 1990).

Procedural justice was introduced as a complement to distributive justice and relates to the perceived fairness of the processes that result in an outcome, and is related to the methods and systems used to determine the outcomes (DeConinck & Stilwell, 2004; Esterhuizen & Martins, 2008; Vermeulen & Coetzee, 2006). Studies focussing on procedural justice indicate that organisational procedures that are deemed to be fair, are those that; are procedurally sound and consistent, made on the basis of accurate information, represent the concern of all recipients, are correctable, and follow moral and ethical standards (Coetzee & Vermeulen, 2003; Cohen-Charash & Spector, 2001; Colquitt et al., 2001; Vermeulen & Coetzee, 2006). Moreover, these studies also indicate that employees who have influence over a decision, or “voice”, will have higher perceptions of procedural justice (Coetzee & Vermeulen, 2003; Colquitt et al., 2001; DeConinck & Stilwell, 2004; Esterhuizen & Martins, 2008; Gilliland, 1993). An example of this would be if an employee is able to provide input into key performance areas. Decisions around these key performance areas would be deemed more fair by the employee if the employee participated in creating the performance measures (Coetzee & Vermeulen, 2003; Farndale, Hope-Hailey, & Kelliher,

2011). Procedural justice is therefore related to the formal aspects of the decision making processes (DeConinck & Stilwell, 2004; Melkonian et al., 2011).

Just as in the case of distributive justice, procedural justice can predict the cognitive, affective, and behavioural reactions of employees (Cohen-Charash, & Spector, 2001). However, where an employee will react negatively towards the outcome if distributive justice is deemed to be unfair, the employee will react negatively towards the organisation if outcomes are deemed as procedurally unfair (Cohen-Charash & Spector, 2001). Procedural justice therefore becomes an important construct in organisations, as various studies indicate that perceptions of procedural justice have a direct impact on employee trust; job satisfaction; work performance and effort; organisational citizenship behaviour; intent to stay with the organisation; and organisational commitment (Coetzee & Vermeulen, 2003; Cohen-Charash & Spector, 2001; DeConinck & Stilwell, 2004; Greenberg, 1990; Vermeulen & Coetzee, 2006; Wang et al., 2010).

In the context of EEA implementation, procedural justice relates to the “how” of employment equity and affirmative action measures (Esterhuizen & Martins, 2008). Practices and processes implemented around the EEA should align to the constructs of procedural justice and be deemed as fair. It has been established that the EEA may restrict how organisations make decisions in relation to distributive justice, due to the targets set by the Department of Labour. However, organisations have a powerful influence over how organisational processes and systems are implemented in alignment with the EEA relating to the procedural justice element (Coetzee & Vermeulen, 2003; Esterhuizen & Martins, 2008).

It can therefore be proposed that if an organisation has a procedurally sound EEIS, practices and procedures have been fairly implemented and would therefore result the perceptions of procedural justice being similar between those making the decisions, or who are actively involved with the EEIS, and those who are not. Procedural justice perceptions would also be similar between designated as well as non-designated groups.

2.5.3 Interactional justice

Further expansion into justice research found that a third dimension exists, which relates to what is being said to people during the decision making process, and how it is being said (Gilliland, 1993). Bies and Moag (1986) first introduced this third dimension as interactional justice (Bies & Moag, cited in Colquitt et al., 2001; Coetzee & Vermeulen, 2003; Farndale et al., 2011; Gilliland, 1993; Melkonian et al., 2011; Vermeulen & Coetzee, 2006; Wang et al., 2010). Interactional justice is an extension of procedural justice (Cohen-Charash & Spector, 2001). Studies conducted around interactional justice show that within the same organisation, decisions could be perceived differently by different people, and is therefore dependent on how these procedures are implemented (Colquitt et al., 2001; Esterhuizen & Martins, 2008;). Therefore, this justice type depends largely on the method of application of decisions and the behaviour of the decision makers, and to a lesser extent on the structural aspects of the process (Coetzee & Vermeulen, 2003; Cohen-Charash & Spector, 2001; Colquitt et al., 2001; Farndale et al., 2011; Gilliland, 1993; Melkonian et al., 2011; Vermeulen & Coetzee, 2006; Wang et al., 2010).

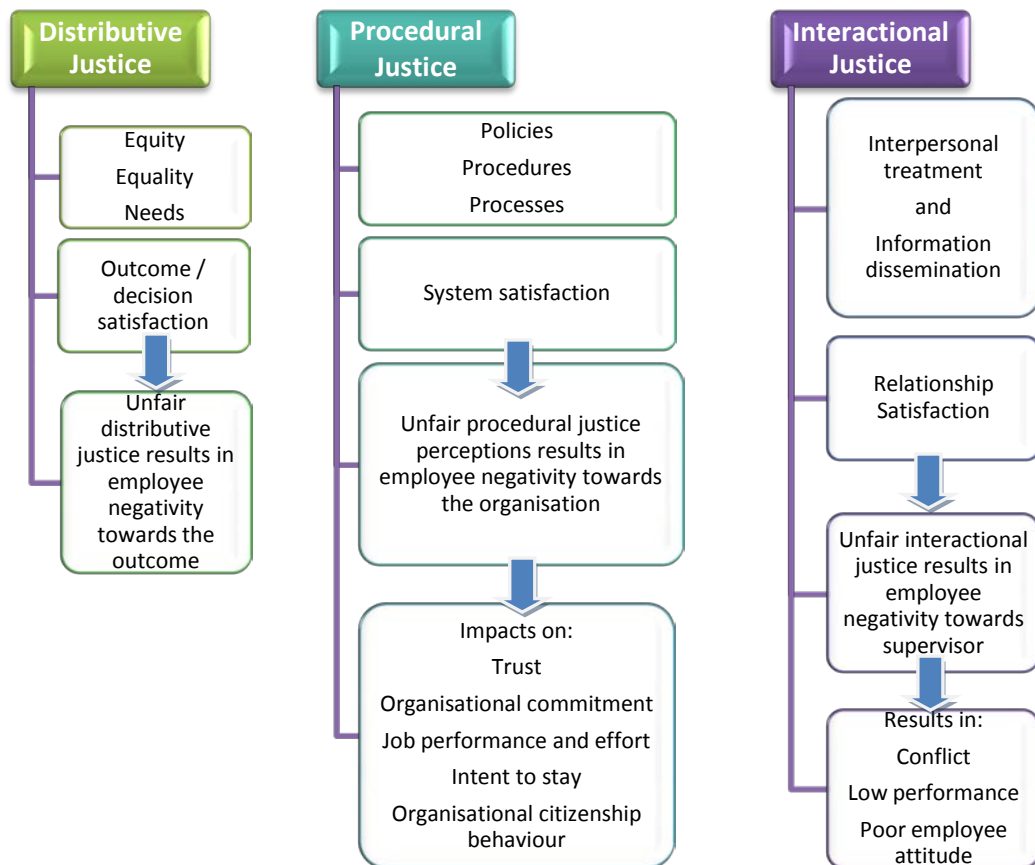
Furthermore, scholars have identified that interactional justice has two subtypes namely; interpersonal and informational fairness (Cohen-Charash & Spector, 2001; Colquitt et al., 2001; Esterhuizen & Martins, 2008; Vermeulen & Coetzee, 2006; Wang et al., 2010). Interpersonal fairness relates to the way in which people are treated in the organisation and whether this treatment is perceived to be fair. Interpersonal fairness revolves around the sensitivity, politeness, and respect that people receive from decision makers when implementing procedures (Coetzee & Vermeulen, 2003; Esterhuizen & Martins, 2008). Informational fairness relates to the fairness of information that is disseminated. This information should explain and justify why outcomes were distributed in a certain way (Esterhuizen & Martins, 2008). It also relates to whether or not the information is accurate, comprehensive, reasonable, transparent, timely, and adequate in explaining the procedures that are followed (Esterhuizen & Martins, 2008; Vermeulen & Coetzee, 2006).

Procedural justice and interactional justice both focus on processes. Procedural justice, however, focuses on the formal aspects of procedures, and interactional justice on the social aspects of procedures (Melkonian et al., 2011). Esterhuizen and Martins (2008) explain that even if an employee deems an outcome to be unfavourable, if interpersonal

fairness is high, the employee will feel better about the outcome (Esterhuizen & Martins, 2008). Where employees would react negatively towards the organisation, as predicted by procedural justice; the employee would react negatively towards his/her supervisor if decisions are deemed unfair in terms of interactional justice (Cohen-Charash & Spector, 2001).

Interpersonal justice would therefore be highly applicable in the context of the EEA as the manner in which decision makers interact with employees and disseminate information in the organisation could lead to EEA processes being either accepted or rejected (Coetzee & Vermeulen, 2003). The aforementioned theories around organisational justice are summarised and illustrated in figure six.

Figure 6: Dimensions of organisational justice



(Adapted from: Coetzee & Vermeulen, 2003; Cohen-Charash & Spector, 2001; DeConinck & Stilwell, 2004; Esterhuizen & Martins, 2008; Farndale et al., 2011; Greenberg, 1990; Melkonian et al., 2011; Vermeulen & Coetzee, 2006)

Organisational justice is widely accepted by scholars to have a direct impact on a wide array of employee behaviours and it is therefore critical that the ideals of justice and fairness are evident within an organisation (Farndale et al., 2011). Moreover, perceptions of unfairness relating to distributive, procedural, and interactional justice can result in a number of negative employee behaviours in the organisational context.

Loi, Ngo, and Foley (2006) found that both distributive and procedural justice have significant impact on organisational commitment (Loi et al., 2006). Suliman and Kathairi (2012) corroborate these findings and link justice perceptions to associated behaviours such as absenteeism, tardiness, organisational performance, employee productivity, and customer loyalty (Suliman & Kathairi, 2012). Wang et al. (2010) add that low perceptions of justice may alter an employee's emotional identification with, and involvement with the organisation (Wang et al., 2010). Scholars agree that there is a significant relationship between organisational justice perceptions and organisational commitment (Coetzee & Botha, 2012; Paré & Tremblay, 2007).

Literature provides evidence of how justice perceptions impact on employee behaviour within a number of dimensions. These include; intention to leave (DeConinck & Stilwell, 2004; Lehmann-Willenbrock, Grohmann, & Kauffeld, 2013; Loi et al., 2006; Nadiri & Tanova, 2010), organisational citizenship behaviour (Erkutlu, 2011; Lehmann-Willenbrock et al., 2013; Moorman, 1991; Nadiri & Tanova, 2010; Niehoff & Moorman, 1993), work outcomes (Elanain, 2010), job satisfaction (García-Izquierdo, Moscoso, & Ramos-Villagrasa, 2012), and work performance (Farndale et al., 2011; Suliman & Kathairi, 2012; Wang et al., 2010; Zapata-Phelan, Colquitt, Scott, & Livingston, 2009).

The literature examined and discussed in the preceding sections clearly demonstrates the importance of recognising and managing organisational justice perceptions within the organisation. The studies examined and discussed, provide clear evidence that decisions around transformative change processes, associated with EEA implementation, can impact all three dimensions of organisational justice. This point has been recognised by South African scholars and studies have thus been conducted around the EEA and its impact on organisational justice perceptions within South African organisations.

Vermeulen and Coetzee (2006) provide valuable insight into the impact of the EEA on organisational justice perceptions. Their study, however, compares perceptions of justice in relation to the EEA in the context of demographic variables of respondents. Specifically the perceptions of justice between designated groups are measured in comparison with non-designated groups. The findings indicate that with non-designated groups, perceptions of justice rank higher in importance than with designated groups (Vermeulen and Coetzee, 2006).

Coetzee and Bezuidenhout (2011) as well as Esterhuizen and Martins (2008) conduct similar studies to compare the differences in justice perceptions between different demographic variables. Coetzee and Bezuidenhout (2011) discover that justice perceptions vary significantly between respondents' ethnicity, marital status, income level, occupational level, and tenure with the organisation (Coetzee & Bezuidenhout, 2011). Esterhuizen and Martins (2008) corroborate these findings, but investigate further variables relating to age and gender. Their findings show that levels of justice perceptions differ between demographic variables (Esterhuizen & Martins, 2008).

The above studies all confirm that the measures of distributive, procedural, and interactional justice are sufficiently reliable and valid in relation to affirmative action and employment equity programmes (Coetzee & Bezuidenhout, 2011; Vermeulen & Coetzee, 2006).

Existing studies around the EEA which have been examined and discussed in the preceding sections add valuable insight into how the implementation of the EEA can impact on the organisation as a whole (Selby & Sutherland, 2006). These studies show that transformative change initiatives such as those associated with EEA implementation, can impact on employee perceptions of organisational justice (Coetzee & Bezuidenhout, 2011; Coetzee & Vermeulen, 2003; Cohen-Charash & Spector, 2001; Colquitt, 2012; Colquitt, et al., 2011; Cropanzano & Folger, 1989; DeConinck & Stilwell, 2004; Esterhuizen & Martins, 2008; Farndale et al., 2011; Gilliland, 1993; Greenberg, 1987; Vermeulen & Coetzee, 2006; Wang et al., 2010). The literature examination around organisational change as well as organisational justice indicate that if change initiatives involving organisational decisions, procedures, and interactions are successful, then perceptions of organisational justice of those making the decisions would be aligned to those whom the decision impact upon. In

the context of this study, the literature examined indicates that the measurement of organisational justice could be used as a fourth construct to gauge the efficacy of an EEIS.

It can be proposed that if the EEIS has been implemented fairly, that there would be no statistical variance between organisational justice perceptions between decision makers as well as those whom the decision impacts upon; or those actively involved with the EEIS and those who are not. Furthermore, the same can be proposed between designated groups and non-designated groups (Vermeulen & Coetzee, 2006; Snyman et al., 2015).

Research proposition 4a:

In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice perceptions between individuals actively involved with the EEIS and those who are not.

Research proposition 4b:

In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice perceptions between designated groups and non-designated groups.

The primary objective of this study is to use four measurement constructs, which have been identified through the examination of existing EEA literature, to identify the key differences between an effective EEIS and an ineffective EEIS. Once organisations are classified in terms of whether or not the EEIS of the organisation is effective or ineffective, comparisons can be made within the findings of each measurement construct to identify the key differences between an effective and an ineffective EEIS.

Research proposition 5:

There will be clear and identifiable differences between an effective EEIS and an ineffective EEIS within each of the four measurement constructs of this study.

CHAPTER THREE: Research Propositions

The purpose of this study was to identify the key differences between an effective EEIS and an ineffective EEIS within South African organisations.

To meet the primary objective of this study, organisations firstly had to be classified according to whether their EEIS was effective or not. Previous studies around the EEA were drawn upon to identify four definitive constructs which can feasibly be used to determine whether or not an EEIS is effective.

Firstly, the procedures and processes within the EEIS can be measured to ascertain the level of alignment that the EEIS has with the DoLCGPEE to determine whether the EEIS is procedurally sound.

The second measurement construct involves examining whether the level of equitable representation of designated groups increases over a three-year period within the top three occupational categories of the organisation.

The third measurement construct entails an analysis of each organisation's employment equity report to identify whether people from designated groups are prioritised in terms of numerical goals, recruitment, promotion, and training.

The final construct entails measuring organisational justice perceptions between employees actively involved with the EEIS and employees who are not actively involved with the EEIS to ascertain whether there is a statistical variance between these two groups. Justice perceptions can also be measured between designated and non-designated groups in the same manner. Organisations that provide evidence of meeting all four measurement criteria can be deemed as having an effective EEIS.

Once an organisation's EEIS has been classified as effective / ineffective, the results within each of the four measurement constructs can be used to identify the key differences between an effective EEIS and an ineffective EEIS.

To examine the primary research question related to this study, eight research propositions will be tested. These are listed below and assessed for consistency table four.

3.1 Research proposition 1:

An effective EEIS could be closely aligned with the ten steps in the DoLCGPEE.

3.2 Research proposition 2:

In an effective EEIS, it will be evident that the number of employees from designated groups positively increases over a three-year period within the top three occupational categories.

3.3 Research proposition 3a:

In an effective EEIS, it will be evident that the organisation's numerical goals are aligned to enhance representation within occupational categories identified as being under-represented by designated groups.

3.4 Research proposition 3b:

In an effective EEIS, it will be evident that designated groups are prioritised for recruitment and promotion, specifically within occupational categories identified as being under-represented.

3.5 Research proposition 3c:

In an effective EEIS, it will be evident that designated groups are prioritised for training and development, specifically within occupational categories identified as being under-represented.

3.6 Research proposition 4a:

In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice perceptions between individuals actively involved with the EEIS and those who are not.

3.7 Research proposition 4b:


In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice perceptions between designated groups and non-designated groups.

3.8 Research proposition 5:

There will be clear and identifiable differences between an effective EEIS and an ineffective EEIS within each of the four measurement constructs of this study.

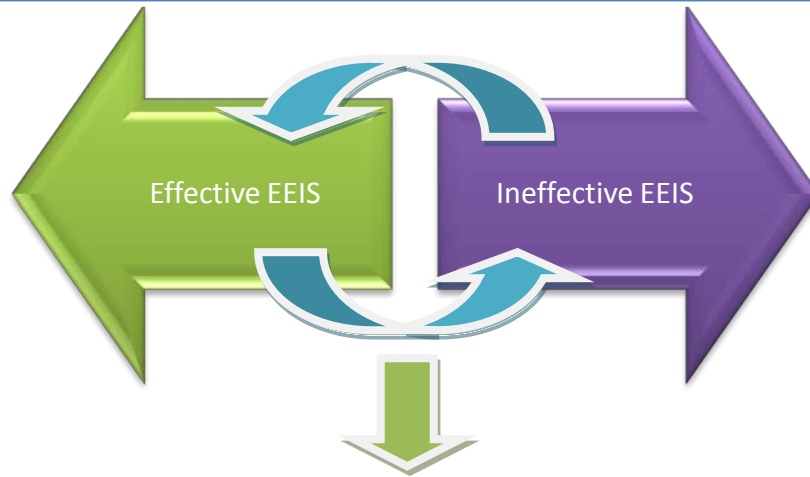
Table 4: Consistency matrix

WHAT FACTORS DIFFERENTIATE AN EFFECTIVE EEIS FROM AN INEFFECTIVE EEIS IN SOUTH AFRICAN ORGANISATIONS?				
Organisation must be classified as having an effective or ineffective EEIS				
	Research Proposition	Literature review	Data collection tool	Analysis
<p>PART ONE: Measure the inputs of the EEIS using the DoLCGPEE to determine whether the EEIS is procedurally sound.</p>  <p>PART TWO: Measure whether the level of equitable representation of designated groups positively increases within the top three occupational categories over a three-year period.</p> 	<p>An effective EEIS could be closely aligned with the ten steps in the DoLCGPEE.</p>	<p>Booyesen, 2007; Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Coetzee & Vermeulen, 2003; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Janse van Rensburg & Roodt, 2005; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Maharaj et al., 2008; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006; Snyman et al., 2015; Thomas, 2002; Thomas 2003; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008.</p>	<p>Primary data: structured interviews using the qualitative research instrument</p>	<p>Qualitative analysis of responses to determine alignment with the DoLCGPEE. Analyse responses to identify whether the EEIS is procedurally sound. One weighting point allocated for each alignment to the ten steps of the DoLCGPEE.</p>
	<ul style="list-style-type: none"> In an effective EEIS, it will be evident that the number of employees from designated groups positively increases over a three-year period across the top three occupational categories. 	<p>Booyesen, 2007; Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Coetzee & Vermeulen, 2003; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Janse van Rensburg & Roodt, 2005; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Maharaj et al., 2008; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006; Snyman et al., 2015; Thomas, 2002; Thomas 2003; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008.</p>	<p>Secondary data: analysis of the organisation's workforce profile (section B) for a period of three years.</p>	<p>Analyse current level of representation within all occupational categories to identify the categories which are under-represented (to be used for proposition 2 and 3). Analysis of the number of employees from designated groups in the top three occupational categories over a three-year period to ascertain whether numbers have positively increased.</p>

<p>PART THREE: Analyse whether people from designated groups are prioritised in terms of numerical goals, recruitment, promotion and training</p> 	<ul style="list-style-type: none"> • In an effective EEIS, it will be evident that the organisation’s numerical goals are aligned to enhance representation within occupational categories identified as being under-represented by designated groups • In an effective EEIS, it will be evident that designated groups are prioritised for recruitment and promotion, specifically within occupational categories identified as being under-represented. • In an effective EEIS, it will be evident that designated groups are prioritised for training and development, specifically within occupational categories identified as being under-represented. 	<p>Booyesen, 2007; Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Coetzee & Vermeulen, 2003; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Janse van Rensburg & Roodt, 2005; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Maharaj et al., 2008; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006; Snyman et al., 2015; Thomas, 2002; Thomas 2003; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008.</p>	<p>Secondary data: employment equity report section C, D and E.</p>	<p>Determine whether numerical goals set by the organisation earmark occupational categories identified as being under-represented.</p> <p>Determine the number of recruitment and promotion opportunities and analyse whether designated groups are prioritised for these opportunities, specifically in occupational categories with under-representation.</p> <p>Determine the number of training opportunities and analyse whether designated groups are prioritised for these opportunities, specifically within occupational categories which are under-represented.</p>
<p>PART FOUR: Measure organisational justice perceptions</p>	<ul style="list-style-type: none"> • In an effective EEIS, there will be no significant statistical variance in distributive, procedural, and interactional justice perceptions between individuals actively involved with the EEIS and those who are not. • In an effective EEIS, there will be no significant statistical variance in distributive, procedural, and interactional justice perceptions between designated groups and non-designated groups. 	<p>Coetzee & Vermeulen, 2003; Cohen-Charash & Spector, 2001; Colquitt et al., 2001; Cropanzano & Folger, 1989; Cummings & Worley, 2015; DeConinck & Stilwell, 2004; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Farndale et al., 2011; Fedor et al., 2006; Gilley et al., 2009; Gilliland, 1993; Greenberg, 1990; Kotter, 1995; Lehmann-Willenbrock et al., 2013; Loi et al., 2006; Melkonian et al., 2011; Moorman, 1991; Nadiri & Tanova, 2010; Niehoff & Moorman, 1993; Raineri, 2011; Robbins & Judge, 2013; Selby & Sutherland, 2006; Vermeulen & Coetzee, 2006; Wang et al., 2010.</p>	<p>Primary data: quantitative research instrument.</p>	<p>Statistical analysis to measure whether there is a statistical variance in organisational justice perceptions between employees actively involved with the EEIS and those who are not.</p> <p>Statistical analysis to measure whether there is a statistical variance in organisational justice perceptions between designated and non-designated employees.</p>



CLASSIFY THE ORGANISATION'S EEIS AS EFFECTIVE / INEFFECTIVE



IDENTIFY DISTINCT DIFFERENCES BETWEEN AN EFFECTIVE EEIS AND AN INEFFECTIVE EEIS

PART FIVE:	Research proposition	Literature review	Data collection tool	Analysis
	<ul style="list-style-type: none"> There will be clear and identifiable differences between an effective EEIS and an ineffective EEIS within each of the four measurement constructs of this study. 	<p>Booyesen, 2007; Coetzee, 2015; Coetzee & Bezuidenhout, 2011; Coetzee & Vermeulen, 2003; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Janse van Rensburg & Roodt, 2005; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Maharaj et al., 2008; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006; Snyman et al., 2015; Thomas, 2002; Thomas 2003; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008.</p>	<p>Primary data: qualitative research instrument. Secondary data: sections B, C, D, and E of the EE report. Primary data: quantitative research instrument</p>	<p>Qualitative analysis of the results from each of the four measurement constructs to identify the key differences between an effective EEIS and an ineffective EEIS.</p>

CHAPTER FOUR:

Research Methodology

4.1 Introduction

The purpose of this study was to identify key differences between an effective EEIS and an ineffective EEIS within South African organisations. Four South African organisations, from three different sectors, participated in this research project and allowed the researcher to conduct an in-depth examination around the EEIS used by each respective organisation.

To identify and compare an effective EEIS with an ineffective EEIS, the EEIS firstly had to be classified as effective or ineffective. The preceding chapters examined existing EEA literature which was used to identify four constructs that an EEIS can be measured against to determine its efficacy. This study was therefore broken into five parts.

Firstly the organisation's EEIS was measured using the DoLCGPEE (Booyesen, 2007; Department of Labour 1999; Denton & Vloeberghs, 2003; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010, Vermeulen & Coetzee, 2006; South Africa 1998) to determine whether the EEIS was procedurally sound and aligned with the EEA.

Secondly, analysis was conducted using section B of the organisation's most recent employment equity report to measure the level of equitable representation in all occupational categories, in comparison with EAP targets. Understanding of which occupational categories are under-represented in each organisation is necessary for the examination around research propositions two and three (Coetzee, 2015; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Nkomo, 2011; Oosthuizen & Naidoo, 2010). An analysis was then conducted using section B of the employment equity report for a three-year period to establish whether the level of equitable representation of designated groups positively increased within the top three occupational categories over the period examined.

Thirdly, analysis was conducted using section E of the employment equity report, which reflects the organisation's numerical goals within each occupational category, to determine whether under-represented occupational categories are earmarked for enhanced representation of designated groups. Section C and D of the organisations employment equity report was also analysed to measure whether designated groups are prioritised for recruitment, promotion and training initiatives, specifically in occupational categories which are under-represented (Booyesen, 2007; Denton & Vloeberghs, 2003; Nkomo, 2011; Oosthuizen & Naidoo, 2010).

The fourth area of analysis examined whether employee perceptions of organisational justice showed any statistical variances between employees actively involved with the EEIS and employees not actively involved with the EEIS. The same statistical analysis was conducted between designated and non-designated groups (Coetzee & Bezuidenhout, 2011; Esterhuizen & Martins, 2008; Janse van Rensburg & Roodt, 2005; Oosthuizen & Naidoo, 2010, Snyman et al., 2015; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008).

Once the organisation's EEIS was classified as either effective or ineffective, the results from each of the measurement constructs for each organisation was compared with each other to determine the key differences between an effective EEIS and an ineffective EEIS, which is the primary objective of this study.

This chapter outlines the research approach and design which includes; the population, sampling method, the research instrument, the data collection method and, the data analysis process.

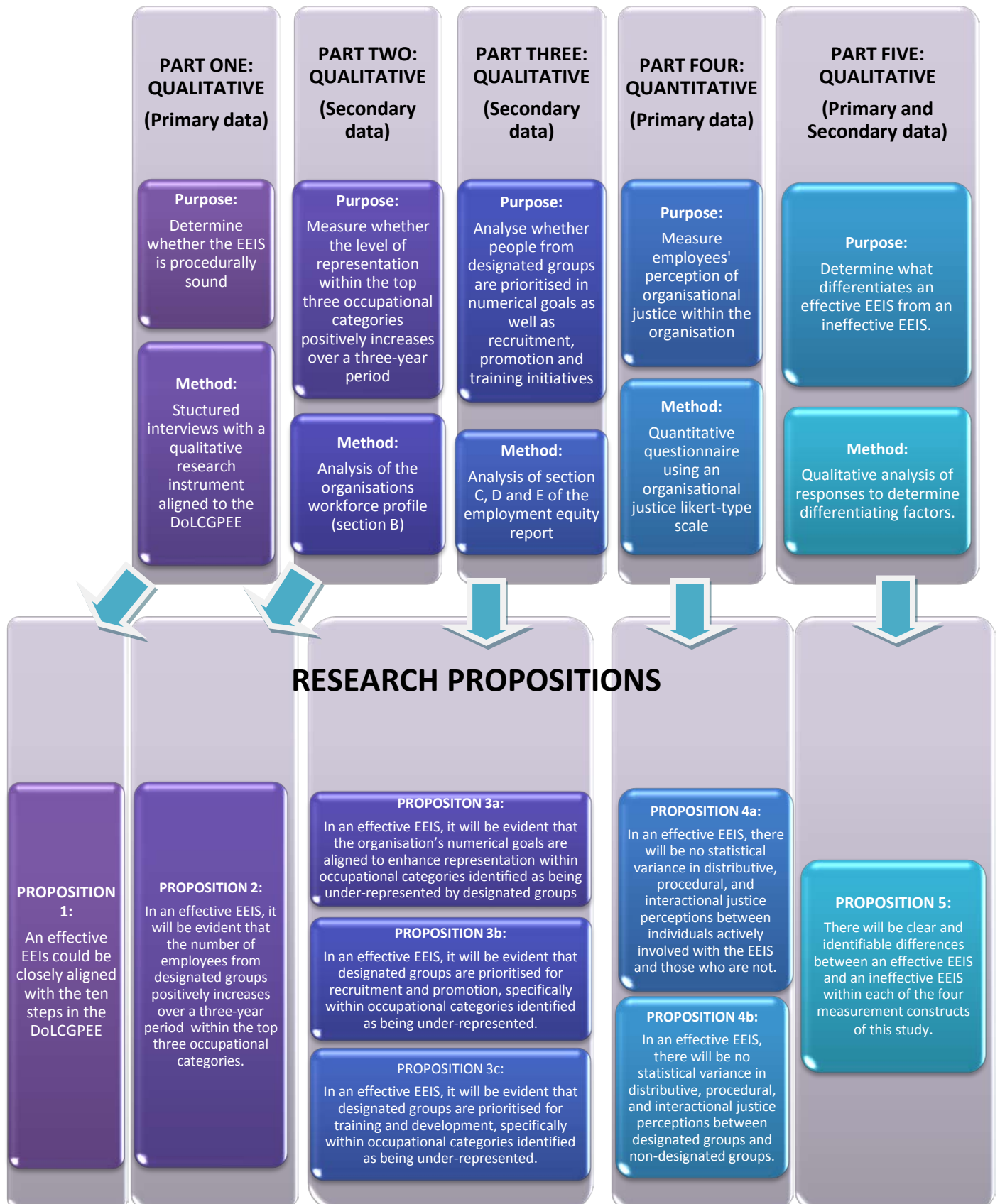
4.2 Research Approach and Design

The approach of this study was deductive. According to Saunders & Lewis (2012), a deductive approach is used to test theoretical propositions which have been developed through the analysis of literature (Saunders & Lewis, 2012, p. 108). The deductive approach therefore tested the propositions outlined in chapter three, and illustrated in figure seven below.

Although the research approach was deductive, with the intent of testing the theoretical propositions, the study also aimed to identify the key differences between an effective EEIS and an ineffective EEIS. The type of study was therefore an exploratory study (Saunders & Lewis, 2012, p. 110, 123). Both qualitative and quantitative methods were used to collect

primary and secondary data for analysis. Figure seven illustrates the detailed research approach and design, aligned with the research propositions.

Figure 7: Research approach and design aligned to the research propositions



4.2.1 Part one: qualitative method

Data was collected qualitatively for the first part of this study. The researcher conducted structured interviews with employees in four South African organisations participating in this study, who were actively involved in the EEIS. Structured interviews are used to collect the same set of data from different respondents (Saunders & Lewis, 2012, p.141). This interview method was chosen to analyse the same set of data, collected from all four organisations, to ascertain whether the EEIS aligns with the DoLCGPEE, which would be indicative of a procedurally sound EEIS. The interviews were conducted by the researcher using a qualitative research instrument in the form of a questionnaire. The qualitative research instrument can be found in appendix three.

4.2.2 Part two: qualitative method

The second part of the study used secondary data obtained from each organisation's employment equity report, and investigated whether the EEIS of the organisation evidenced increased equitable representation over a three-year period within the top three occupational categories of the organisation (Coetzee, 2015; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Nkomo, 2011; Oosthuizen & Naidoo, 2010).

This data is considered secondary data as the employment equity report is the legislated report which is compulsory for the organisation to submit to the Department of Labour on an annual basis (Saunders & Lewis, 2012, p.85-99; South Africa, 1998). The employment equity report is a legal requirement in compliance with the EEA, and is therefore both valid and reliable (Saunders & Lewis, 2012, p. 85-99).

4.2.3 Part three: qualitative method

The third part of this study measured the third construct as identified through the literature review and research propositions relating to whether designated groups are prioritised in numerical goals as well as recruitment, promotion, and training initiatives. Section E of the organisation's employment equity report was analysed, to identify whether the numerical goals set by the organisation reflect a clear strategy to enhance representation in occupational categories which are under-represented by designated groups. Section C and D of the organisation's employment equity report was also examined to identify whether people from designated groups were prioritised for recruitment, promotion and training opportunities (Booyesen, 2007; Coetzee & Bezuidenhout, 2011; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010, Wöcke & Sutherland, 2008).

The recruitment, promotion, and training initiatives were also analysed to identify whether these initiatives target the occupational categories which are under-represented. As already mentioned, the employment equity report is a legal requirement in compliance with the EEA, and is therefore both valid and reliable (Saunders & Lewis, 2012, p. 85-99).

4.2.4 Part four: quantitative method

The fourth part of the study made use of quantitative methods to collect primary data with the use of a quantitative research instrument in the form of a questionnaire. The quantitative research instrument can be found in appendix four. The questionnaire was distributed as a survey to employees within the organisations participating in this study, with the purpose of measuring employees' perception of organisational justice. The questionnaire used an organisational justice, likert-type scale and was analysed statistically. Data collected through the survey was used to ascertain whether there was a statistical variance in organisational justice perceptions between employees actively involved with the EEIS in comparison with those who are not. Statistical variance was also measured between designated groups and non-designated groups (Coetzee & Bezuidenhout, 2011; Esterhuizen & Martins, 2008; Janse van Rensburg & Roodt, 2005; Oosthuizen & Naidoo, 2010, Snyman et al., 2015; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008).

4.2.5 Part five: qualitative method

Once organisations were measured against all four constructs, they were classified as having either an effective or ineffective EEIS. The results from each organisation within each of the four measurement constructs were then compared with one another to identify the key differences between an effective EEIS and an ineffective EEIS. This part of the study intended to meet the primary objectives of this study.

4.3 Definition of the Unit of Analysis

The unit of analysis was both the organisation as well as the employee. The organisation was analysed to identify key differences between an effective EEIS and an ineffective EEIS. The employee's perceptions of organisational justice were measured in line with the research propositions of this study.

4.4 Population

The population of this study was organisations that are required to comply with EEA (South Africa, 1998). The study examined organisations with both an effective as well as an ineffective EEIS.

4.5 Sampling Method

Due to the in-depth examination required by this study, the research sample was purposefully kept small in order to attain a deep understanding around each of the measurement constructs drawn from existing EEA literature, as outlined in the preceding chapters. Self-selection sampling was therefore used, where the researcher provided information about this study and requested organisations to participate. Ten organisations were invited to participate in this study. Out of the ten organisations, five organisations agreed to participate. One of the five organisations unfortunately withdrew prior to data being collected; leaving four organisations that participated in this study. Respondents chose to participate in this study on a voluntary basis (Saunders & Lewis, 2012, p. 140).

4.6 Research Instrument

Two research instruments were used for the purpose of this study.

4.6.1 Qualitative research instrument

The qualitative research instrument was a questionnaire which was used to conduct structured interviews with employees within the organisation who were actively involved with the organisation's EEIS. The qualitative research instrument can be found in appendix three.

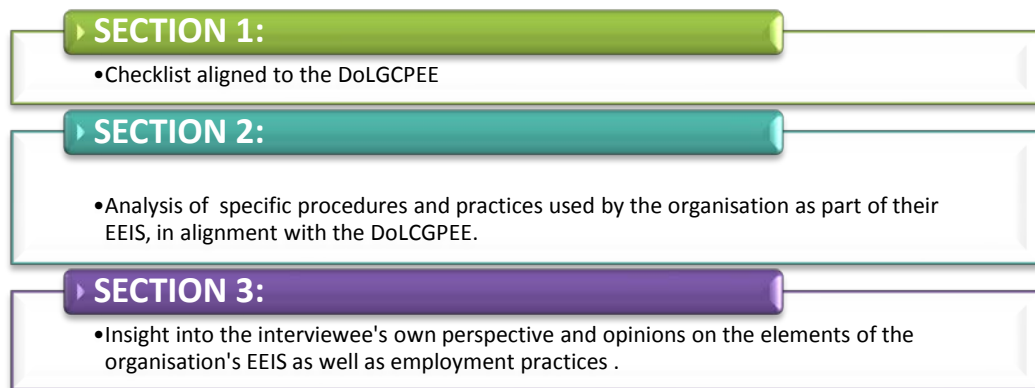
Prior to conducting the interview, each respondent received a copy of the informed consent letter for signature. The signed informed consent letters from each participant can be found in appendix five.

Due to the sensitive nature of the data collected, no identification data was collected in terms of the organisation, the interviewee, or employees within the organisation. To ensure confidentiality and anonymity, the researcher labelled the organisations that participated in the study alphabetically. The researcher allocated all qualitative and quantitative data collected from the organisation, with the same alphabetical label.

The qualitative research instrument was used to undertake part one and five of this study. To measure whether the organisation had sound procedures in place, with the DoLCGPEE, respondents were asked to provide details pertaining to how the organisation incorporated each of the procedural requirements outlined by the EEA, into the EEIS. The first section of the research instrument comprised a checklist, aligned to the DoLCGPEE. The second section of the questionnaire allowed the respondent to provide specific details around the exact mechanisms that the organisation has put in place within the EEIS to comply with the various requirements of the EEA. The final part of the qualitative questionnaire included questions that could allow the researcher insight into the interviewee's own perspective and opinions on elements of the organisation's EEIS as well as employment practices.

Figure eight illustrates the design and structure of the qualitative research instrument.

Figure 8: Design and structure of the qualitative research instrument



4.6.2 Quantitative research instrument

The quantitative research instrument was a questionnaire which was distributed as a survey to employees within the organisations participating in this study. The quantitative research instrument can be found in appendix four. A detailed description around the purpose of the study was included in the questionnaire. The researcher labelled the quantitative questionnaires, distributed to employees, with the same alphabetic label allocated to the organisation where the employee was employed.

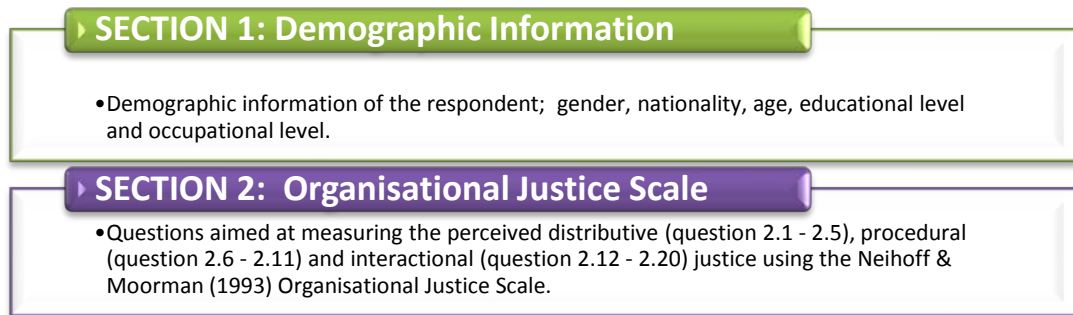
Respondents were assured of confidentiality as well as anonymity. Due to the sensitive nature of the data collected, no personal identification was required on the part of respondents. The quantitative questionnaire allowed for complete confidentiality and anonymity.

The quantitative questionnaire was used to measure employees' perceptions of organisational justice and uses a 5-point Likert scale with anchors labelled: 1=strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree (Wagner, 2012, p. 11).

The Neihoff & Moorman (1993) Organisational Justice Scale (OJS) was used for this study. The Neihoff and Moorman (1993) OJS is a twenty item scale. The measurement of the three sublevels of organisational justice is divided into distributive justice (five items); procedural justice (six items); and interactional justice (nine items) (Niehoff & Moorman, 1993).

Figure nine illustrates the design and structure of the quantitative research instrument.

Figure 9: Design and structure of the quantitative research instrument



4.7 Data collection

Both primary and secondary data was collected to carry out the objectives of this study.

4.7.1 Qualitative data collection

Primary qualitative data was collected through structured interviews with employees in the organisation who were actively involved in the organisation's EEIS. The data collected through the interviews was used to test the propositions outlined in part one and five of this study. The researcher transcribed all responses gathered during the interviews. Transcriptions were captured electronically and categorised by the alphabetic label that the researcher assigned to each organisation. The transcriptions for each of the four interviews are attached electronically and labelled as appendix six. The recordings of the interviews are attached electronically and labelled as appendix seven.

Secondary data was also requested from each organisation to be analysed qualitatively. The organisation's employment equity report for a three year period was collected during the interview process. The purpose of collecting the employment equity report was to analyse the data required in part two (level of equitable representation in the top three occupational levels), and three of this study (level of priority given to people from designated groups in terms of numerical goals as well as recruitment, promotion, and training opportunities). The preceding sections identified that the employment equity report is reliable and valid source for secondary. The sections of the employment equity

reports for each organisation that was used for analysis as part of this study (section B, C, D, and E) can be found in appendix eight.

4.7.2 Quantitative data collection

Quantitative data was collected through a survey using the quantitative research instrument. The survey was distributed to employees within the organisations who participated in this study. Completed surveys were collected by the researcher. The researcher labelled responses from employees according to the alphabetic label allocated to the employee's organisation. The researcher captured all data into a Microsoft Excel spreadsheet using a data matrix (Saunders & Lewis, 2012, p. 168). The completed surveys are attached electronically and labelled appendix nine.

The quantitative data was used to test the propositions within part four of this study. The data matrix containing the quantitative data was forwarded to a statistician, Mr Edzai Zvombo, to analyse the data statistically using SPSS statistical software.

4.8 Process of data analysis

4.8.1 Qualitative data analysis

Qualitative data was analysed by looking at specific themes and patterns that emerged from the data which would either prove or disprove the theoretical propositions of this study, with the purpose of identifying whether the EEIS was effective or not (Saunders & Lewis, 2012, p. 194).

The unit of data used to analyse the qualitative data were the responses from the interviews which were analysed in order to establish whether each of the four measurement constructs were met. These responses were analysed to identify themes and patterns that emerged (Saunders & Lewis, 2012, p 194-198) that would either support or oppose the research propositions. In addition, secondary data from each organisation's employment equity report was examined. The data was used to measure the organisations

EEIS within the parameters research proposition two and three. Due to the nature of this study, and the small number of organisations that participated in this study, the manual method chosen to analyse themes and patterns that emerged from the data within each measurement construct was chosen and suitable for the purpose of this study. The qualitative data analysis intended to test the propositions in part one, two, three and five of the study.

4.8.1.1 Part one: alignment of the EEIS to the DoLCGPEE

Part one of the study entailed using the DoLCGPEE to measure whether the organisation's EEIS was procedurally sound (Booyesen, 2007; Denton & Vloeberghs, 2003; Leonard & Grobler, 2005; Leonard and Grobler, 2006; Oosthuizen & Naidoo, 2010; Vermeulen & Coetzee, 2006). Responses received during the interviews were analysed to determine whether the EEIS of the organisation aligned to the ten steps of the DoLCGPEE. Specific statements from respondents were captured and analysed to determine whether or not each of the ten steps of the DoLCGPEE formed part of the organisation's EEIS. The researcher allocated a weighting point of "1" to each of the ten steps within the DoLCGPEE. Where responses clearly indicated alignment with the DoLCGPEE, a weighting point of "1" was allocated to the respective organisation. This was done for each of the ten steps outlined in the DoLCGPEE, for each of the four organisations. The weighting point was used to quantify responses and determine how many of the DoLCGPEE steps each organisation's EEIS was aligned with. The preceding chapters highlighted that the DoLCGPEE is so closely aligned with the EEA, that if one of the steps were not implemented, it could mean that the EEIS is non-compliant. Therefore the EEIS would only be considered to be effective if the organisation received a total weighting of "10".

4.8.1.2 Part two: level of equitable representation within the top three occupational categories

Part two of this study required an examination of which occupational categories are under-represented by designated groups within each organisation. Each organisation's workforce profile for the most current period was examined to establish which occupational categories were under-represented by designated groups in each respective organisation. To identify under-representation, each occupational category was measured against EAP targets.

The EEA defines designated groups as Black, Indian, and Coloured people, women and people with disabilities (South Africa, 1998). White females were therefore separated from white males, as white females fall within the designated group category. White males fall within the non-designated group category (Coetzee & Bezuidenhout, 2011; Leonard & Grobler, 2005; Nkomo, 2011; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008). Equitable representation was therefore measured to ascertain whether designated groups comprised 94.2%, and non-designated groups comprised 5.8% within each occupational category. Occupational categories reflecting less than 94.2% equitable representation by designated groups would indicate under-representation within the respective occupational category. This is illustrated in table five below.

Table 5: National EAP targets

Designated groups					Non-designated groups	
Race	African	Coloured	Indian	White Females	White Males	Total
Percentage	76.3%	10.6%	2.8%	4.5%	5.8%	100%

(Source: Commission for Employment Equity Annual Report, 2014-2015)

Once the current levels of equitable representation was established, the number of employees from designated groups within the top three occupational categories were examined over a three-year period to establish whether or not an increase in representation was evident (Booyesen, 2007; Nkomo, 2011).

If the organisation's equitable representation increased within the top occupational categories, the EEIS of the organisation would be deemed as effective. However, where there was a feasible reason for an occupational category not showing a positive increase, the EEIS would still be deemed as effective. An example of a feasible reason would be if the occupational category was already occupied by designated groups as the majority, in alignment with EAP targets (therefore no increase in representation would be necessary).

4.8.1.3 Part three: designated groups prioritised within numerical goals as well as recruitment, promotion, and training initiatives

Each organisation's most current employment equity report was used for part three of this study. Section E of the employment equity report was analysed to identify whether the organisation provides evidence of having a clear strategy within their numerical goals to address enhanced representation in the occupational categories that are under-represented. Section C and D of the employment equity report was used to analyse whether people from designated groups were prioritised in terms of recruitment, promotion and training initiatives, specifically within occupational categories which are under-represented (Booyesen, 2007; Coetzee & Bezuidenhout, 2011; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010, Wöcke & Sutherland, 2008).

Section E of the employment equity report provides a breakdown of numerical goals for the period of a year within each occupational category. Section C of the employment equity report provides a detailed breakdown per occupational category of employees (split demographically) who were recruited and promoted. Section D of the employment equity report provides a breakdown of the number of employees trained. This data was used to identify the number of recruitment, promotion and training opportunities that were available within the organisation during the most recent period.

If it was clearly evidenced that the organisation's numerical goals reflect a clear strategy to enhance representation within under-represented occupational categories, the EEIS would be deemed as effective. Furthermore, if recruitment, promotion, and training initiatives demonstrate that designated groups comprise the majority of employees targeted for these initiatives, and if under-represented occupational categories are targeted, the EEIS would be deemed as effective.

4.8.1.4 Part five: factors that differentiate an effective EEIS from an ineffective EEIS

The various measurement constructs of this study would provide insight into a number of factors that would constitute an EEIS to be effective. The data collected throughout part one to four for each organisation, was summarised to determine whether the organisation's EEIS was effective or ineffective. The results derived through part one to four of this study are discussed in chapter six with the purpose of identifying the key differences between an effective EEIS in comparison with an ineffective EEIS.

The qualitative data analysis intended to test proposition one, two, three (a), three (b), three (c), and five.

4.8.2 Quantitative data analysis

Data collected with the quantitative research instrument was coded and recorded on a data matrix using Microsoft Excel. The data was analysed by a statistician, Mr. Edzai Zvombo, who used SPSS statistical software for the quantitative component of this study. Likert-type scale responses can sufficiently be analysed statistically as they possess numeric properties (Wagner, 2012, p. 12).

The data was tested for reliability using Cronbach's alpha. The Cronbach's alpha for the data was 0.983 indicating high reliability of the data (Zvombo, 2015).

The data was also tested for missing value analysis and the result can be found in chapter five. In addition, the Pearson's coefficient was used to measure the strength of relationships between variables (Wagner, 2012, p.83; Saunders & Lewis, 2012, p.181). The results of the Pearson's coefficient test is submitted as an electronic submission, labelled appendix ten.

The data was analysed statistically to test the proposition four (a) and four (b). Mr. Zvombo (2015) indicated that the Mann-Whitney test would be the most suitable statistical test to meet the requirements of this study. The Mann-Whitney test is a nonparametric test which can be used to test two samples within the same population. Each of the propositions that were statistically tested had the same properties and therefore the Mann-Whitney test was used to test all propositions (Zvombo, 2015).

- 4.8.2.1 Proposition four (a) measured each of the three organisational justice dimensions and tested whether a statistical variance existed between employees actively involved with the EEIS, and employees not actively involved with the EEIS.
- 4.8.2.2 Proposition four (b) measured each of the three organisational justice dimensions and tested whether a statistical variance existed between employees from designated groups and employees from non-designated groups.

Only the statistical results directly pertaining to each research proposition were presented in chapter five. The complete set of statistical data and tests can be found in appendix ten. Due to the volume of statistical data, only the data presented in chapter five is included within this document in appendix ten. The complete set of statistical data is attached as an electronic submission and labelled as appendix ten. The overall results of the findings of this study are presented in chapter five and discussed in chapter six to follow.

4.9 Research limitations

- 4.9.1 Only organisations within the Gauteng region participated in this study. No organisations from other geographic regions were included in this study.
- 4.9.2 The sample size of this study was relatively small due to the in-depth requirements of the study. It can therefore be concluded that the results of this study cannot be applied to all South African organisations. Further research is required to determine whether the findings of this study are applicable to other South African organisations.
- 4.9.3 This study drew upon current EEA literature, identifying the four measurement constructs used by the study to determine the efficacy of EEIS. Further research may provide new insights around additional constructs that would contribute towards an effective EEIS.

CHAPTER FIVE:

Research Findings

This chapter presents the results examined around each of the research propositions. The results will be presented sequentially according to each of the five parts of this study. Each set of results will be aligned to the research propositions that were tested for parts one through to five of this study.

This chapter begins by providing a brief overview of the organisations that participated in the study, as well as the respondents that participated on behalf of each company. The sections thereafter provide the results in order of the research propositions.

5.1 Overview of participating organisations and respondents

Ten organisations were invited to participate in this study. Out of the ten, five organisations confirmed their participation. The participating organisations were labelled alphabetically from company A to E. Unfortunately, company C withdrew from the study prior to any data being collected. Therefore, only company A, B, D and E are reflected in the results. The four participating organisations fall within the sectors illustrated in table six below:

Table 6: Business sectors of participating organisations

Organisation	Industry	Percentage
A	Manufacturing	25%
B	Consulting	25%
D and E	Commercial cleaning	50%
TOTAL:		100%

A total of five respondents were interviewed. One respondent from company A, B, and D, and two respondents from company E were interviewed. The respondents from each company held various positions within the organisation, but each was allocated the full EEIS profile. This is illustrated in table seven below.

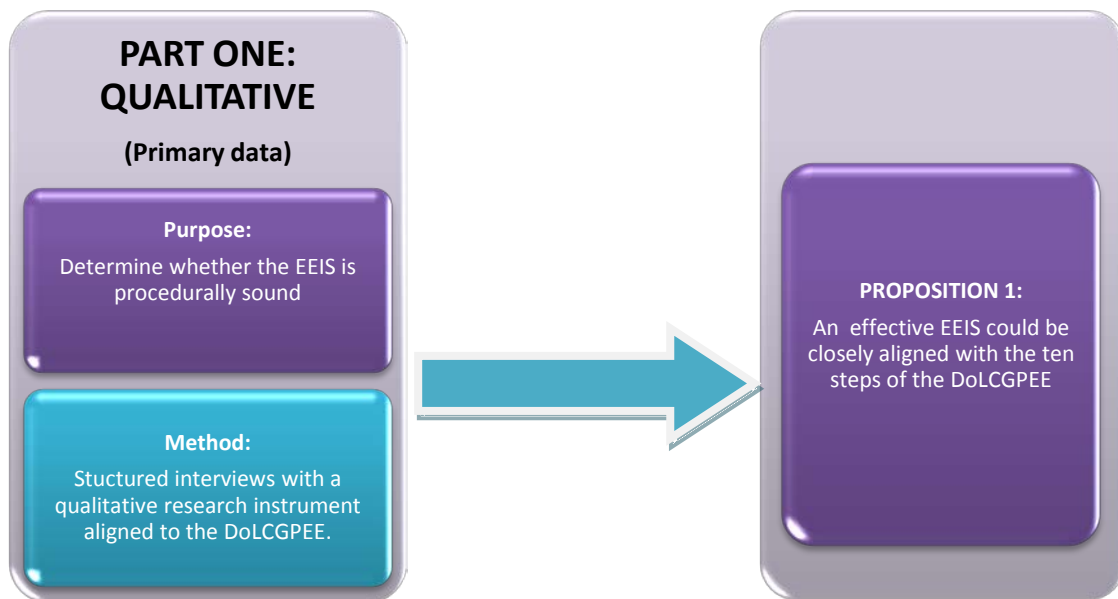
Table 7: Organisational titles of respondents

Title of respondent	Organisation	Percentage
HR Manager	Respondent A & respondent E1	40%
Office Administrator	Respondent B & respondent E2	40%
Director	Respondent D	20%
TOTAL		100%

5.2 Part one: EEIS aligned to the DoLCGPPE

The first part of the study used the DoLCGPPE as a benchmark to determine the level of alignment of the EEIS to the ten steps of the DoLCGPPE. This part of the study aimed to test proposition one. This is illustrated in figure ten below.

Figure 10: Part one - purpose and method



The results per organisation are presented in table eight. The results are then summarised in terms of the how aligned the organisation’s EEIS to the DoLCGPPE, as a percentage, in figure eleven.

Table 8: Interview responses and weighting points allocated per company

DoLCGPEE: ten steps	Respondent A	Respondent B	Respondent D	Respondent E1 and E2
Responsibility has been assigned to a manager primarily responsible for employment equity implementation within the organisation	<i>“EE was part of the function assigned (to HR). You’re a small company so you will take portfolio for skills development, EE, training.”</i>	<i>“When I started working here, what we did was I was nominated to be part of the committee and then the committee members appointed me as the EE manager basically”</i>	<i>“I am the chairperson, the ops director but I’m doing the EE”</i>	<i>Respondent E1: “(respondent E2) will be taking over running the EE, in fact she runs the EE committee for me now. I am the appointed person, but she actually runs things and manages things.”</i>
Weighting point	1	1	1	1
The organisation has communicated the employment equity strategy to all employees within the organisation	<i>“At this stage there was no communication with regards to the rest of the staff.”</i>	<i>“Well basically what I did was I just drew up a memo and whatever happens within the committee for instance, I was nominated as the EE manager, that was just sort of put up on the notice board upstairs and everyone could view it”</i>	<i>“One was meetings and the other was staff newsletters that we attached to the payslips. And then of course through supervisors. They will go back to the staff after (EE committee meeting). All staff went for training through (external training provider name) on HIV and EE. And then we just put it in the newsletters and then we have the EE committee meetings that we have. And then the committee would also go and provide feedback.”</i>	<i>Respondent E1: “We do the pamphlets which are distributed to all of our staff, they are attached to our payslips and distributed to all of the staff. And basically the committees are responsible to come up with ways and means.”</i>
Weighting point	0	1	1	1

DoLCGPPE: ten steps	Respondent A	Respondent B	Respondent D	Respondent E1 and E2
<p>The organisation has established a consultative forum such as an employment equity committee made up of representatives of all stakeholders within the organisation.</p>	<p><i>"I haven't done my work shows. They still don't. I haven't got my forums and that needs to still happen."</i></p>	<p><i>"The EE committee and skills development forms one committee... The staff voted for members of the committee. The members are made up of different occupational categories and demographics."</i></p>	<p><i>"We have a EE committee. (External consultant name) helps us with the committee and the meetings. They helped us with the voting, getting everything up and running... the coloured female is a supervisor. The rest are cleaners. (Name) sits in as a manager, but purely to pick up the experience on how to run this meetings."</i></p>	<p>Respondent E1: <i>"We, in terms of selecting the committee's there is a selection process. The branches get together and they elect two members... The committee is chosen by staff members in each region. It is only me that is not."</i></p>
Weighting point	0	1	1	1
<p>The organisation has conducted an analysis on all employment practices, policies and procedures to identify barriers to employment equity and determine the extent of under-representation of employees from designated groups</p>	<p><i>"But your principles of your code of conduct of EE is embedded in how we do our practices. This is international practices, not just SA employment practices... So, its more international practice of expectation. What we now trying to refer to as EE, which is not necessary."</i></p> <p>Interviewer: So you did not go through your employment policies from the EE perspective, you've used the international best practice codes of the American company?</p> <p><i>Respondent A: "Yes"</i></p>	<p><i>"I don't know if this is where the barrier questionnaire would fit in, because that is what we sort of used to, because, that's also an anonymous document, so we distributed that to all the staff and let them complete that questionnaire and sort of used that as sort of the benchmark you know to see what is lacking, where are the gaps."</i></p>	<p><i>"So what we've done is we have our policy but then we say ok what is the barriers. By what time and date and timeframes will be resolve. If we have any. We actually have very little barriers."</i></p>	<p>Respondent E1: <i>"So basically what I did when I had the meetings with all of the members, the EE committee members, is we sat down and I said, right now, every single committee member has to go through an employment policy..... I selected, according to each region which policies they would go through. But all of them had to go through the HR policies."</i></p>
Weighting point	0	1	1	1

DoLCGPEE: ten steps	Respondent A	Respondent B	Respondent D	Respondent E1 and E2
<p>The organisation has implemented specific corrective action and objectives to address barriers to employment equity as well as the under-representation of designated groups. These have been documented in the EE plan with specific corrective action and objectives to address barriers to employment equity as well as the under-representation of designated groups.</p>	<p><i>"Yes, but we can't change it at this stage. There is barriers, for example, with our senior management, equal pay is a barrier. That is a problem."</i></p>	<p><i>"From those questionnaires we didn't actually find that there were any barriers that really needed to be addressed. We did identify groups that were under represented. The findings are in our plan."</i></p>	<p><i>"We also identified, or is that on the training committee? Specific people that we want to go to the next level and how do we get them there? So sometimes we also take the EE and the training committee and we put them together in some instances to say who can we grow and why. What do we have in place for them and when do we want to get them there, and how? So you'll find most of our promotions are inside."</i></p>	<p>Respondent E2: <i>"No barriers were identified."</i> Respondent E1: <i>"There is an under-representation of groups that has been identified.....only senior and top management are under-represented. The other groups (occupational categories) are very well represented."</i></p>
Weighting point	0	1	1	1
<p>My organisation has established specific timeframes to meet the objectives targets set in the employment equity plan.</p>	<p><i>"This is an area of development."</i></p>	<p><i>"Yes well I think it's sort of yearly I would say, we give ourselves, because it's very difficult, I mean it's difficult to say when this position becomes available, I mean obviously we will try, but we need to give ourselves a bit of time because it is quite a challenge for us."</i></p>	<p><i>"Look, we implemented a plan with (external consultant) with target dates. So what we've done is we have our policy but then we say ok what is the barriers. By what time and date and timeframes will be resolve."</i></p>	<p>Respondent E1: <i>"Whatever is requested (by EEA) is reflected in the plan. Barriers, what we have done to overcome any previous barriers that we found."</i></p>
Weighting point	0	1	1	1

DoLCGPEE: ten steps	Respondent A	Respondent B	Respondent D	Respondent E1 and E2
<p>My organisation allocates sufficient resources to meet the objectives of the employment equity plan.</p>	<p><i>“You know what, EE is not its own section it’s under HR practice so I don’t even think that you need additional resources... so I don’t think that the resource issue, its an HR practice. If you in a small company its got to be part of the portfolio.”</i></p>	<p><i>“I don’t know if skills development would be incorporated in that because we sort of combine skills development and employment equity and in terms of EE obviously we look at training to sort of promote people and empower people. So I would say there’s definitely a budget allocated for that.”</i></p>	<p><i>“with (external consultant) we’ve done a needs analysis. So you might find they go like this (none linear) you can’t just only go according to a policy. Most of the time for me, a policy is a guideline, but if you have to just take that manual or policy and say this is the way – you can’t. Cleaning is so diverse and it changes you know. So we with EE and HR the training committee and the policies you will find that (resources are sufficient).”</i></p>	<p>Respondent E1: <i>“The budget falls under HR. There’s no. We don’t have a line in the budget that says EE because it’s very difficult to quantify.”</i></p>
Weighting point	1	1	1	1
<p>My organisation’s employment equity plan has been communicated to all stakeholders.</p>	<p><i>“I communicate it to the managers, but they actually, I need to get the EE plan more alive here. It’s not alive at all. They don’t know what the Act is, they don’t know the spirit of the Act. So, yes, that needs to still be done. That’s why I want that forum to get going ASAP.”</i></p>	<p><i>“The staff have access to it. We have an electronic copy on the server and everybody has access to that and then we also have a copy in our file.”</i></p>	<p><i>“Look it is in the employee manual. But then what we’ve done with the meetings is that the EE committee must go back and communicate and sit with staff and take them through the policy and the Minutes of the meeting and explain. So that it their duties and I find that staff find it easier when they go to them rather than me as a Director. And then they go and sit and have their time, an hour or whatever, to say this is the policy. This is the targets, this is the plan, this is what we discussed and then they just feedback in the next meeting.”</i></p>	<p>Respondent 1: <i>“The plan is put onto our intranet and that intranet is accessible by every employee in the company.”</i></p>
Weighting point	0	1	1	1

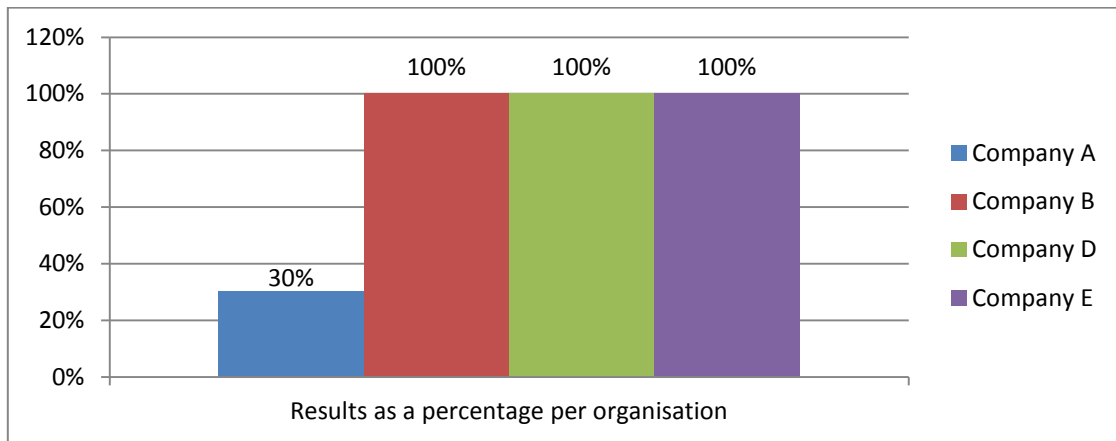
DoLCGPEE: ten steps	Respondent A	Respondent B	Respondent D	Respondent E1 and E2
My organisation monitors and evaluates the employment equity plan regularly	<i>"I don't have a five year plan. I just report to it. I don't have a five year plan. The five year plan still needs to be established. That I'll do at forum."</i>	<i>"We review it annually. So, we'll look at the plan and say ok, this is not going to be possible for us and then we'll sort of adjust it accordingly."</i>	<i>"We have our five year plan. We review once a year"</i>	<i>Respondent E1: "We pretty much leave the plan as it is (although evaluated). And the reason because we leave it as it is, is because I know what it is that I've planned for and I know how much business is going to be lost and I know how many people are going to be lost and I've accounted for that in the plan. Everything over-and-above that is just a bonus. In terms of the barriers to AA or to EE, those are reviewed in every meeting. But the workforce profile, as such, no – not really."</i>
Weighting point	0	1	1	1
My organisation submits an employment equity report to the Department of Labour on an annual basis.	<i>"I submit the report online to DoL. That night, (before the deadline). I had overseas people here so that night I was sitting from 10pm to 3 am submitting. But we know the levels, I mean so its (just capturing)."</i>	<i>"We submit it online to DoL."</i>	<i>"(External consultant) does that for us as well. Online submission annually."</i>	<i>Respondent 1: "Online submission to DoL annually."</i>
Weighting point	1	1	1	1
TOTAL WEIGTING POINTS	3 out of 10	10 out of 10	10 out of 10	10 out of 10

The above results indicate that company A received a weighting of three out of ten. The EEIS in company A was not aligned to seven out of the ten DoLCGPEE steps.

Company B, D and E all received a weighting of ten out of ten. The responses from these respondents provided evidence that the EEIS was aligned with all ten steps of the DoLCGPEE, indicating that the EEIS within these three organisations is procedurally sound.

The total weighting points per company are summarised in figure eleven below, reflected as a percentage of alignment to the DoLCGPEE.

Figure 11: Level of alignment with the DoLCGPEE reflected as a percentage per organisation

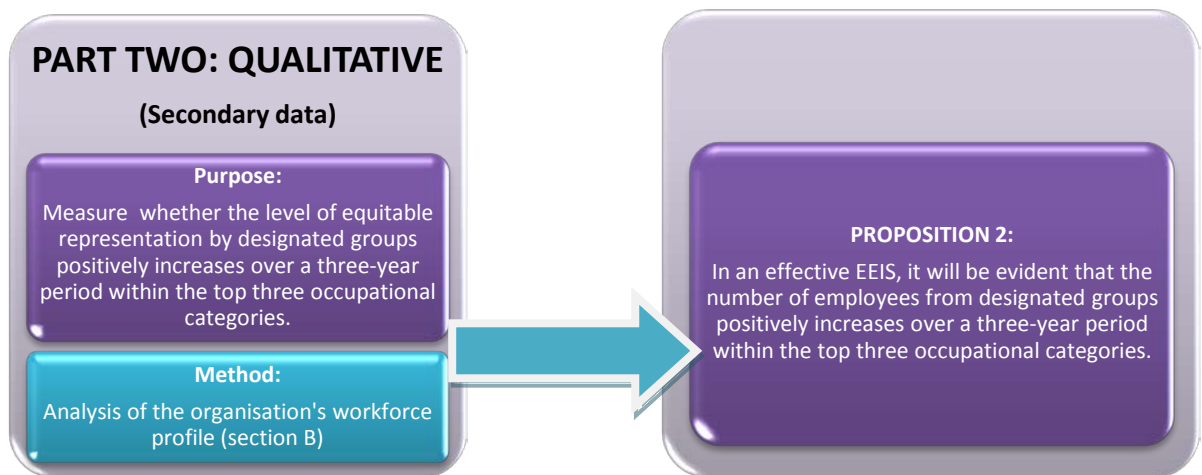


Organisation A only met three out of the ten measurement criteria around the level of alignment with the DoLCGPEE and therefore reflects a 30% alignment with the DoLCGPEE. Company B, D and E have all met all ten of the measurement criteria, reflecting 100% alignment with the DoLCGPEE.

5.3 Part two: representation of designated groups within the top three occupational categories

Each organisation’s employment equity report was used for analysis in this part of the study. Firstly, the organisation’s current workforce profile (section B) was used to ascertain the current levels of equitable representation, compared with EAP targets, in each occupational category. The organisation’s workforce profile for a three-year period was then examined to test proposition two. The workforce profile for each company can be found in appendix eight. The purpose and method of this part of the study is illustrated in figure twelve below.

Figure 12: Part two - purpose and method

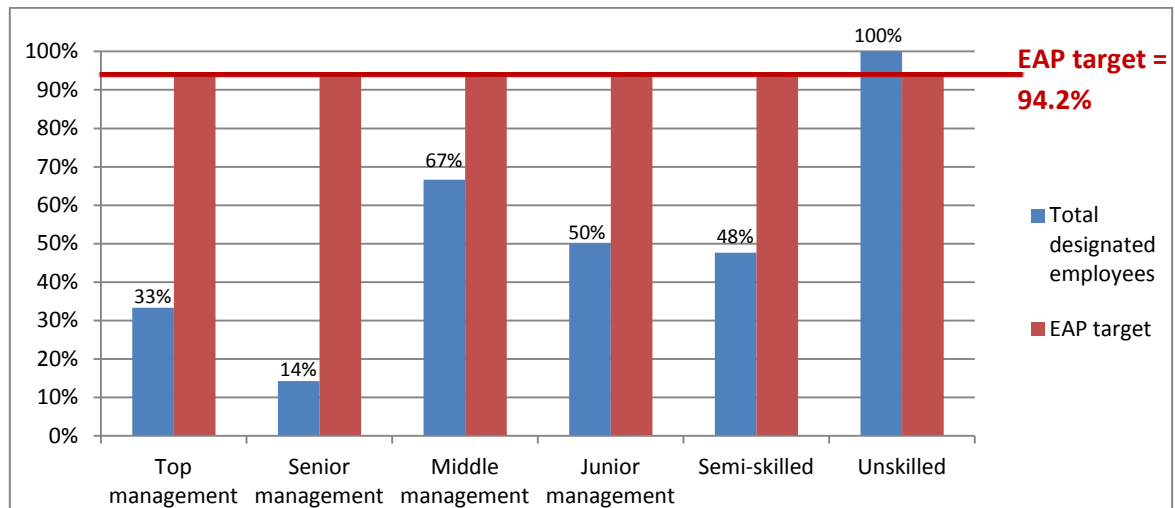


The results for research proposition two will be reflected per organisation in the sections to follow. The first section examines the current levels of equitable representation, compared with EAP targets per occupational category, as this information is required for research proposition two and three.

5.3.1 Current levels of equitable representation per organisation

5.3.1.1 Company A

Figure 13: Company A - level of representation by designated groups per occupational category compared with EAP targets – reflected as a percentage



The results for company A indicate that only the unskilled occupational category is aligned with EAP targets. All other occupational categories indicate levels of representation that are not aligned with EAP targets. Top management has 33% representation; senior management has 14% representation; middle management has 67% representation; junior management has 50% representation; and semi-skilled has 48% representation. The unskilled category has 100% representation and therefore exceeds EAP targets.

One possible reason for this low level of representation can be explained by the response received from the respondent at company A, indicating that the organisation was a family owned business. Therefore many of the upper occupational categories are filled with family members, as evidenced in the quotation below:

“the group of structure was already established and that’s a family brand so this people that will continue being in the structure. So its not like you can change your structure”

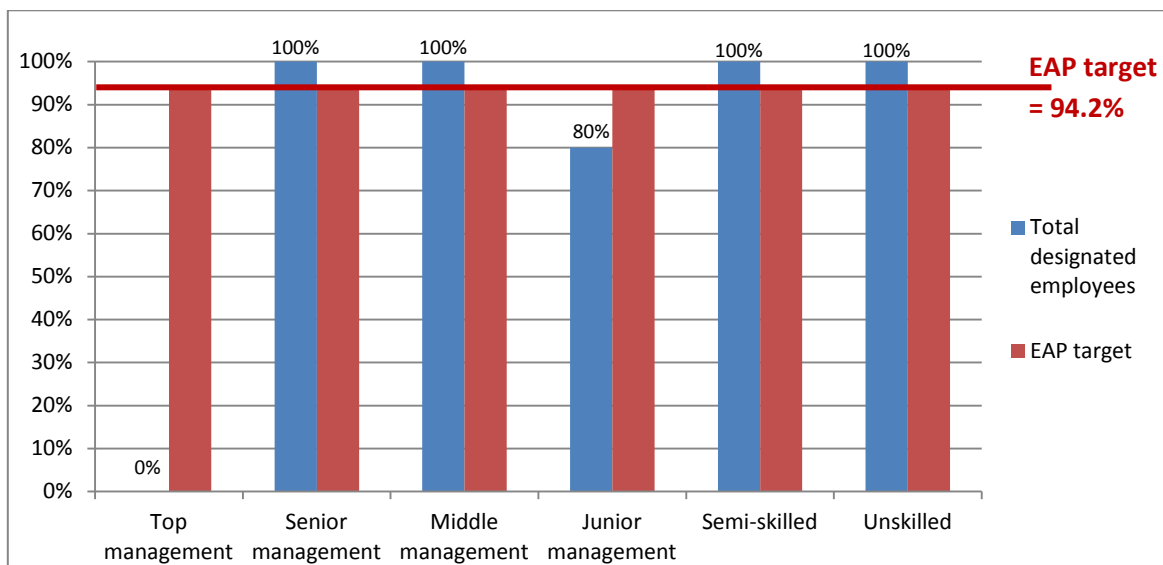
The organisation was then acquired by an American company and the organisation has found it challenging to educate the international holding company about the EEA as evidenced in the quotation below:

“the American company didn’t understand it. So, it was a lot of education in going into American companies that would, from our side, from a (company name), its wonderful that we’ve got that section but international companies don’t understand that. They actually saw that as offensive when we talk about “black”. The word “black” was very offensive for American people”

The results above indicate that company A has equitable representation in one out of six occupational categories.

5.3.1.2 Company B

Figure 14: Company B - level of representation of designated groups per occupational category compared with EAP targets – reflected as a percentage



The overall results for company B indicate the top management category has 0% representation. The junior management category reflects an 80% representation by designated groups. The senior management, middle management, skilled, and unskilled categories each have 100% representation, thereby exceeding EAP targets.

Respondent B indicated that the organisation is aware of the under-represented categories but stated that finding the right people for the under-represented occupational categories is a challenge for the organisation, as evidenced in the quotation below;

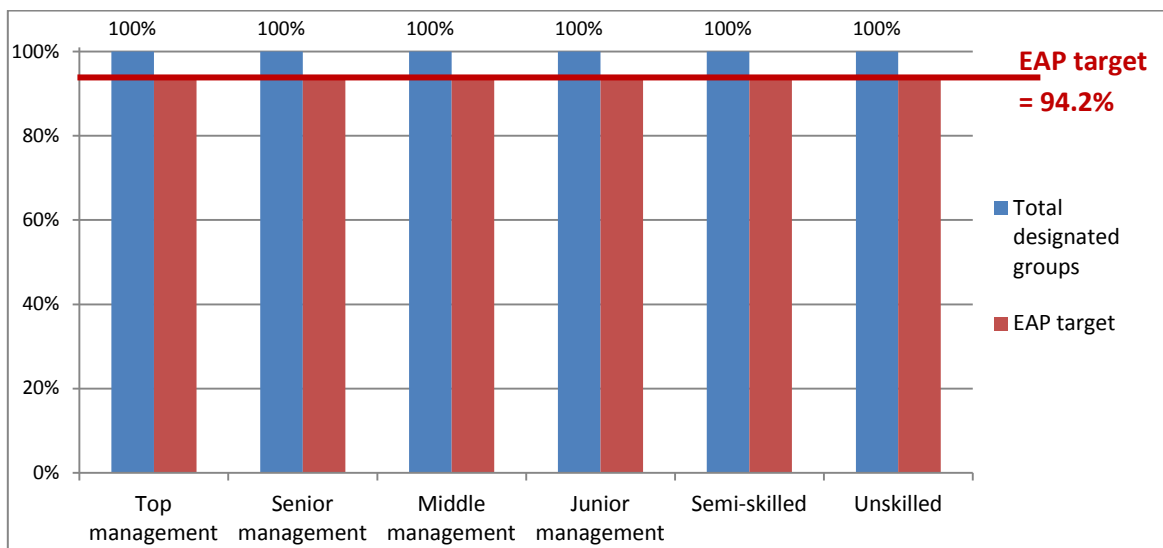
“We did identify groups that were under represented. The findings are in our plan. It is something a little bit difficult. Even though we have recognized who the underrepresented groups are, it’s a bit difficult when we say, ok, when we’re employing for instance, a facilitator, we are going to look for somebody that’s coloured female or coloured male and then you just

don't sort of find the right person even though you're trying to employ a different race, or whatever, you just don't seem to find the person that's qualified for the job and then sometimes that's when you will end up employing a black female facilitator for instance."

The results above indicate that company B has equitable representation in four out of six occupational categories.

5.3.1.3 Company D

Figure 15: Company D - level of representation of designated groups per occupational category compared with EAP targets – reflected as a percentage



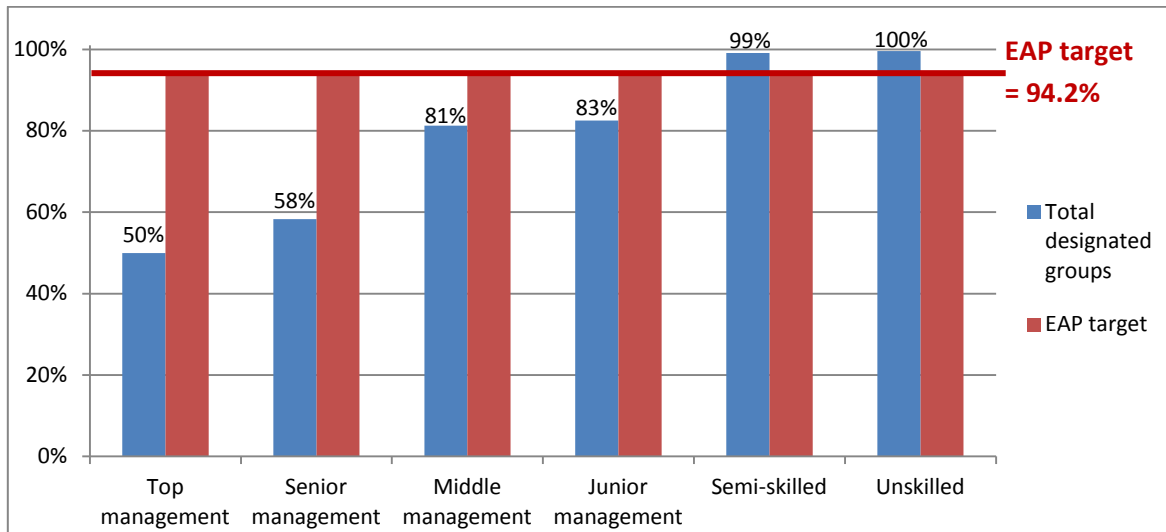
The results for company D indicate 100% representation of designated groups throughout all six occupational categories.

Although company D does not have under-representation in terms of designated groups within the organisation, respondent D indicated that they do have a larger percentage of female employees, versus male employees. Respondent D stated that they have addressed this in their employment equity plan, as is evidence in the statement below;

"The only thing that we working on now, that I did not pick up that they made me aware of is my ratio with my male and female. Funny enough, we would for instance have 70% female vs. 30% male. I've actually never realised that so we are working on that so that we can come up with the male. "

5.3.1.4 Company E

Figure 16: Company E - level of representation of designated groups per occupational category compared with EAP targets – reflected as a percentage



The results for company E indicate that representation of designated groups in the top management, and senior management occupational categories, are misaligned with EAP targets. Top management has 50% representation, and senior management, 58%. Although the middle management category has more favourable representation at 81%, this category is still misaligned with the EAP target. Junior management has 83% representation, therefore also misaligned with EAP targets. The semi-skilled and unskilled categories indicate that they are both aligned with EAP targets with semi-skilled having 99% representation and unskilled having 100% representation.

Respondent E1 stated that the organisation is aware of under-represented groups, but that the challenge they face is to find suitably qualified individuals to increase representation within these occupational categories, as is evidenced in the quotation below;

“There is an under-representation of groups that has been identified but with the skills shortage in SA, it’s not going to be. We are not the kind of company that’s going to employ somebody because of the colour of their skin. They will be employed because of the skill that they have.”

The above results indicate that company E has equitable representation in two out of six occupational categories.

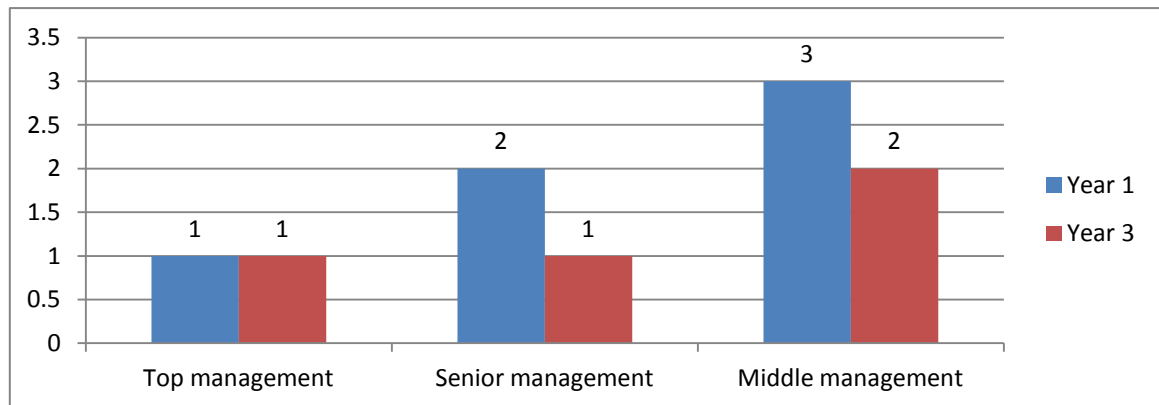
5.3.2 Research proposition two:

In an effective EEIS it will be evident that the number of employees from designated groups positively increases over a three-year period within the top three occupational categories

5.3.2.1 Company A

The respondent from company A only provided the researcher with an employment equity report for year one and year three. Respondent A stated that the organisation did not submit an employment equity report for year two. The results for company A will therefore only reflect a period of two years.

Figure 17: Company A – the number of employees from designated groups represented within the top three occupational categories over a two-year period



The results for company A indicate that there was no change in the levels of representation within the top management occupational category. Representation in the senior management category decreased from two, to one employee over the three year period. Representation within the middle management category decreased from three employees, to two employees over the three year period.

Respondent A indicated that the biggest challenge with increasing representation within under-represented occupational categories was due to the fact that the organisation is a family owned business. In addition, educating the American holding company about the EEA has created delays within the organisation in respect of increasing representation, as evidenced in the quotations below;

“Here it was different. It was a culture thing, educating overseas market and saying “listen, when I’m doing recruitment, this is my EE candidate, and I’m working with this. This is moving forward, this is what we going to do in the long term range”. So that’s what I’ve started doing. Very small range.”

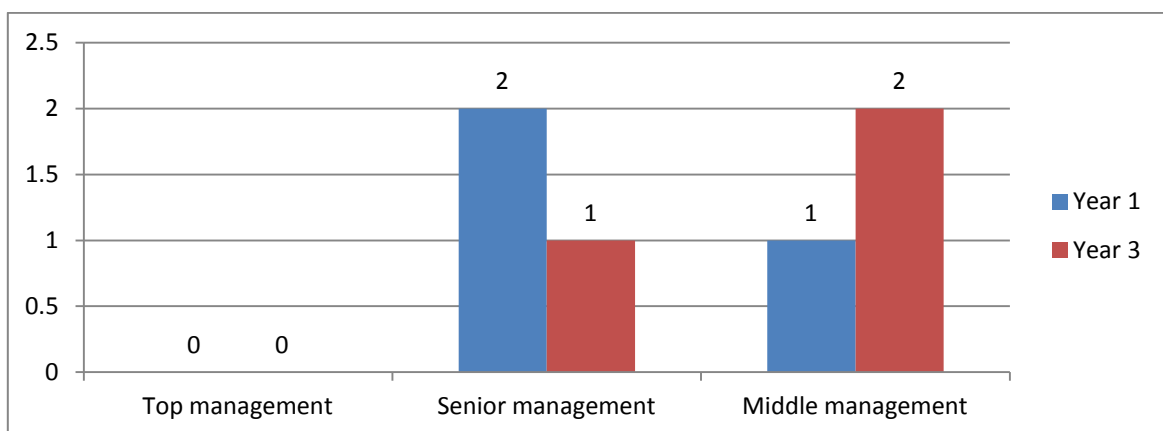
“I think people forget how big challenge it is. When people start talking about how international struggle to understand our practice, we are very limited, we are... It’s very restrictive. They actually say we’re too restrictive. It’s very, very difficult to do business in SA because I’m coming with EE, then I’m coming with BEE, then I’m coming with, because we’ve got skill shortage they keep coming here. So, all those things are very, very restrictive and for them its not, they’re starting to question why we’re so restrictive.”

The above results indicate that there has been a decline in equitable representation in two out of three of the top occupational categories within company A. It can therefore be determined that company A’s EEIS is ineffective within the parameters of research proposition two.

5.3.2.2 Company B

Company B only provided the researcher with the employment equity report for year three, and a workforce profile for year one. The results for company B therefore exclude year two.

Figure 18: Company B – the number of employees from designated groups represented within the top three occupational categories over a two-year period



The results for company B indicate that there was no change in the top management occupational category during the three-year period. The senior management category shows a reduction in designated groups from two employees, to one employee. The middle management category shows an increase in employees from designated groups from one employee, to two.

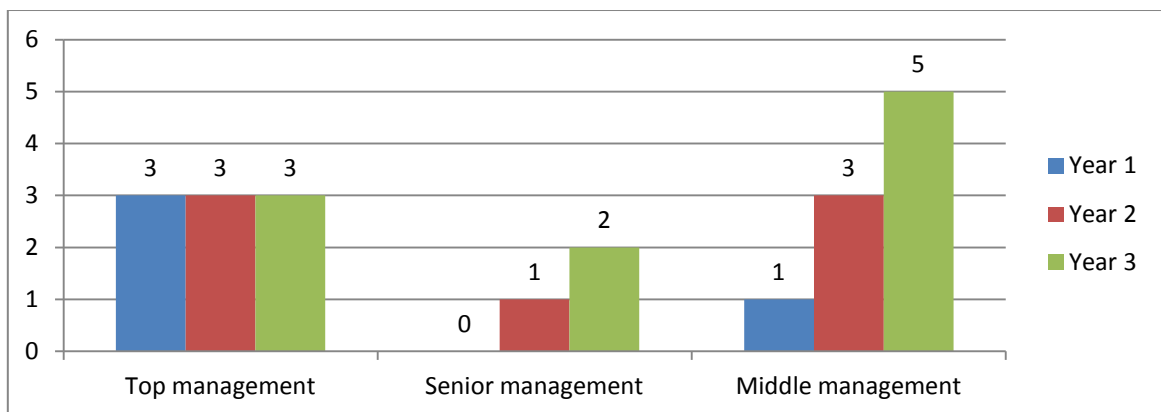
Respondent B indicated that the organisation does try to prioritise enhanced representation in under-represented categories, but the short turn-around times that the organisation requires when recruiting is a challenge;

“We do try to but then eventually, you are running out of time, you are not finding someone that’s suitable, qualified for the job so you just end up employing the best candidate that you have and sometimes it isn’t, well most of the time it isn’t people that are underrepresented.”

The results for company B indicate that there was only a positive increase in equitable representation within one out of the three top occupational categories. It can therefore be determined that company B’s EEIS is ineffective within the parameters of research proposition two.

5.3.2.3 Company D

Figure 19: Company D – the number of employees from designated groups represented within the top three occupational categories over a three-year period



The results for company D indicate that the designated groups within the top management category remained constant, at three employees, over the three-year period. The senior management category shows an increase in each year starting at zero employees from designated groups in year one, to two employees in year three. Middle management increased in representation from one employee in year one, to five employees in year three.

Respondent D indicated that they do not experience any challenges in terms of increasing representation within the organisation’s occupational categories due to the nature of the commercial cleaning industry, as is evidenced in the quotation below;

“If you look at us. All our labour are black and its cleaners so it’s very low level entry. So for us, no, we didn’t have any difficulty.”

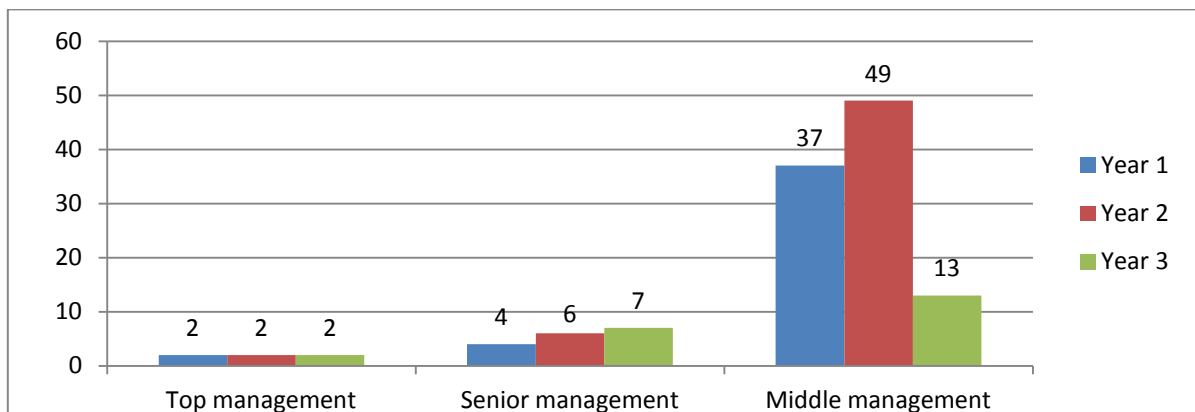
Respondent D further stated that the organisation is trying to enhance the representation of females within the upper occupational categories. Cultural beliefs of employees present a challenge in this regard as as male workers do not like to take instruction from female supervisors, as evidenced in the quotation below;

“Its the female supervisor with male cleaners, giving instructions, or, the different cultures – I’m Zulu, you Shangaan. So you would find (name) is a supervisor female and she would say “go and clean” and they say, my culture tells me I’m a Zulu, who are you to come and (tell me what to do).”

The above results indicate that there has been a positive increase in equitable representation within two out of the three top occupational categories within company D. The top management category has 100% equitable representation (see figure 15). It can therefore be determined that company D’s EEIS is effective within the parameters of research proposition two.

5.3.2.4 Company E

Figure 20: Company E – the number of employees from designated groups represented within the top three occupational categories over a three-year period



The results for company E show that representation of designated employees within the top management category remained constant, at two employees, over the three year period. The senior management category shows a gradual increase in representation from four employees, to seven employees. The middle management category shows a decline in representation from 37 employees in year one, to 13 employees in year three.

Respondent E1 indicated that the organisation had lost a significant amount of business. This may therefore explain the reduction in representation of designated groups within the middle management category, as is evidenced in the quotation below;

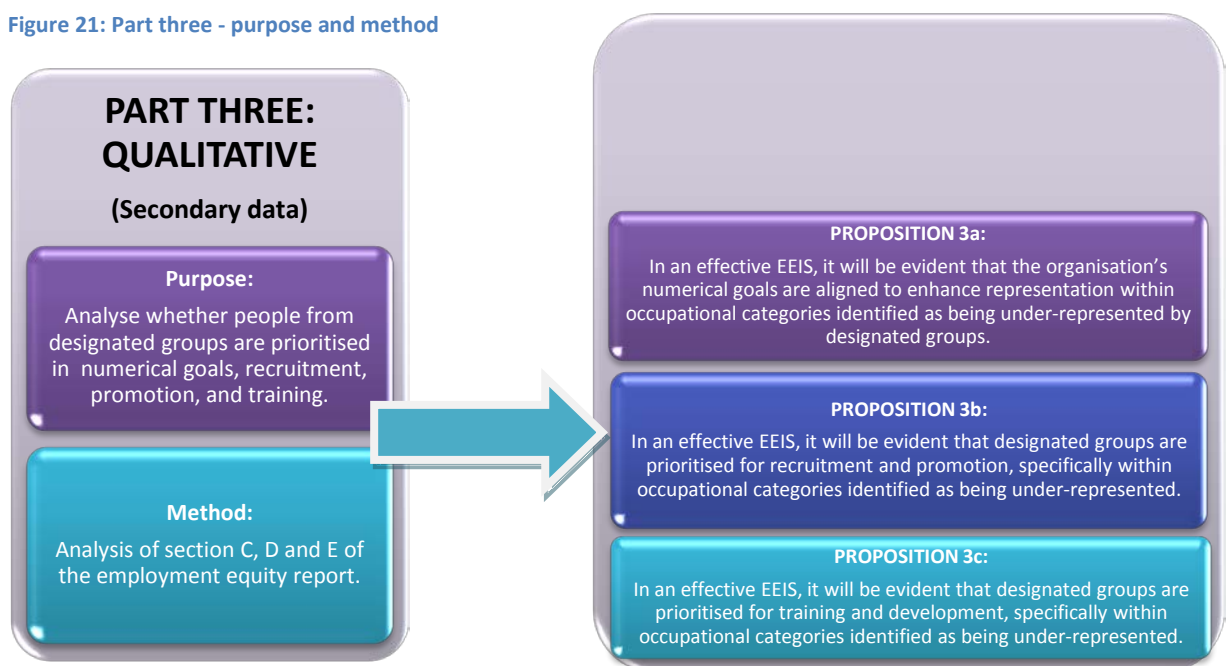
“And then in terms of our plan (EE plan), our plan is exactly the same as it was last year because our company has lost a significant amount of business. So I cannot say that we are going to grow in terms of our representation because right now, we are losing people.”

The above results for company E indicate that there has only been a positive increase in equitable representation in one out of the three top occupational categories. The top management category showed no change and was one of the occupational categories identified as being under-represented (see figure 16). It can therefore be determined that company E’s EEIS is ineffective within the parameters of research proposition two.

5.4 Part three: designated groups prioritised for numerical goals, recruitment, promotion and training

Each organisation’s employment equity report was used for analysis in this part of the study. The organisation’s numerical goals (section E) were examined to test proposition three (a). The organisation’s workforce movement (section C) was used to test proposition three (b). The organisation’s skills development report (section D) was used to test proposition three (c). Section C, D and E from the employment equity report, for each organisation, can be found in appendix eight. Figure 21 below illustrates the purpose and method of this section of the study.

Figure 21: Part three - purpose and method



5.4.1 Research proposition three (a):

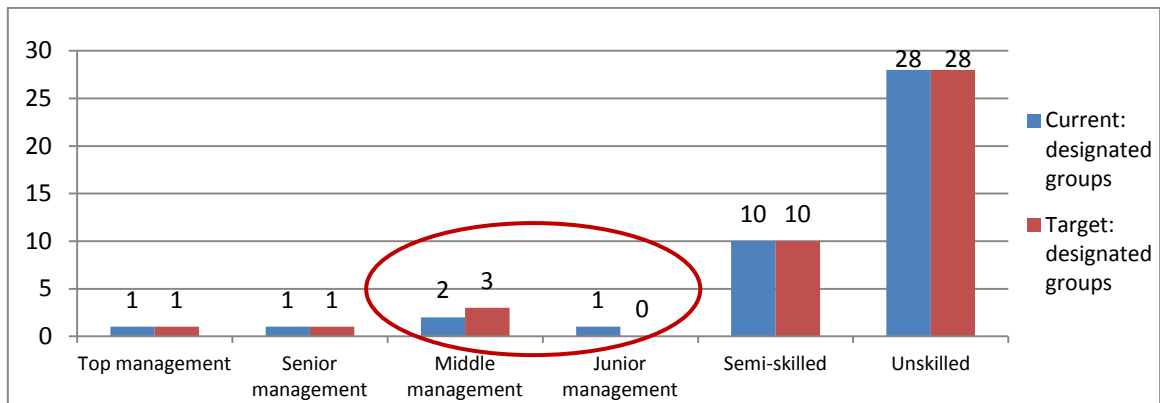
In an effective EEIS, it will be evident that the organisation’s numerical goals are aligned to enhance representation within occupational categories identified as being under-represented by designated groups.

The occupational categories which were identified as under-represented in the preceding section will be examined for each organisation to determine whether the numerical goals of the organisation specifically target these categories.

5.4.1.1 Company A

Figure 13 indicated that company A lacked equitable representation of designated groups in the top management, senior management, middle management, junior management, and semi-skilled occupational categories. The numerical goals for company A is analysed below to establish whether the numerical goals clearly identify that the organisation is earmarking these categories for enhanced representation.

Figure 22: Company A - numerical goals per occupational category



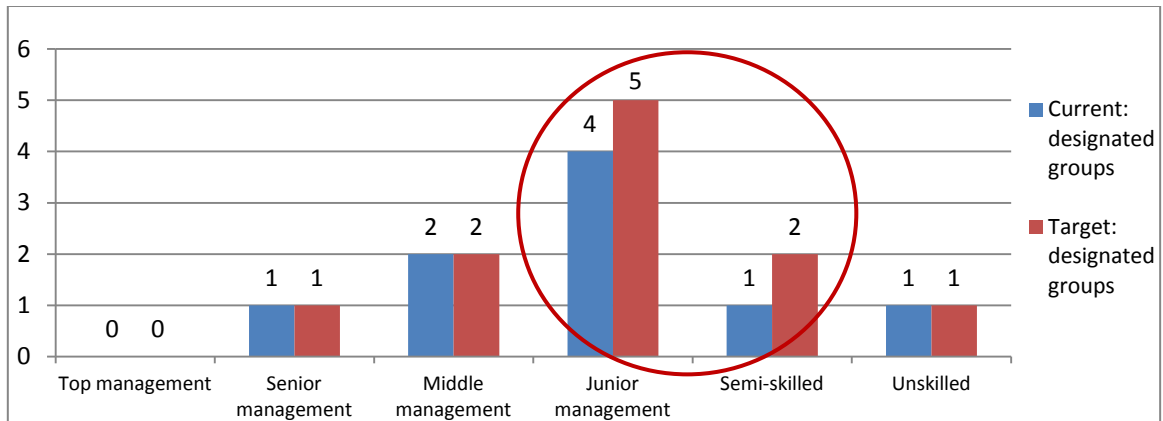
The results for company A indicate that the only variance between the current workforce profile and the numerical goals set by the organisation, are within the middle management and junior management categories. The numerical goals for company A indicate that the organisation intends to increase representation in the middle management category from two employees, to three employees. The junior management category indicates a reduction in designated employees from one employee, to zero.

The numerical goals for company A indicate that one of out of the five under-represented occupational categories have been targeted for enhanced representation by designated groups. It can therefore be determined that within the parameters of research proposition three (a), company A’s EEIS is ineffective.

5.4.1.2 Company B

Figure 14 indicated that company B provided evidence of the top management and junior management categories being under-represented by designated groups. The numerical goals for company B is analysed below to establish whether the numerical goals clearly identify that the organisation is earmarking these categories for enhanced representation.

Figure 23: Company B - numerical goals per occupational category



Company B's numerical goals provide evidence that the junior management and semi-skilled occupational categories are being targeted for enhanced representation by employees from designated groups. The results indicate that the organisation intends to increase representation in the junior management category from four employees, to five employees. Company B also intends to increase representation in the semi-skilled category from one employee, to two employees.

Company B's numerical goals indicate that the organisation has planned to enhance representation of designated groups in one out of the two under-represented categories. It can therefore be determined that company B's EEIS is effective within the parameters of research proposition three (a).

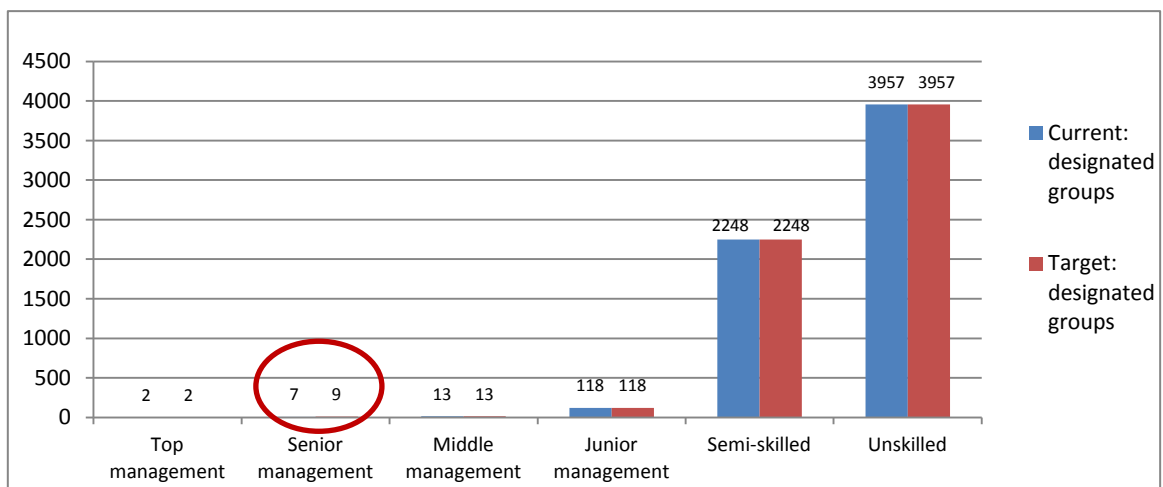
5.4.1.3 Company D

Section E of company D's employment equity report did not have any numerical goals set for the period analysed. Figure 15 indicated that company D did not have any occupational category which was under-represented by designated groups. Since company D has 100% representation by designated groups across all occupational categories, it can be determined that company D's EEIS is effective within the parameters of research proposition three (a).

5.4.1.4 Company E

Figure 16 indicated that company E had under-representation of designated groups in the top management, senior management, middle management, and junior management occupational categories. The numerical goals for company E is analysed below to establish whether the numerical goals clearly identify that the organisation is earmarking these categories for enhanced representation.

Figure 24: Company E - numerical goals per occupational category



The above results indicate that company E has only targeted the senior management category for enhanced representation within the organisation's numerical goals. Company E intends to increase representation from seven employees, to nine employees. No other under-represented occupational category has been targeted within the numerical goals within company E. Since the numerical goals for company E indicates that the organisation has only identified one out of the four under-represented occupational categories for enhanced representation within the organisation's numerical goals, it can be determined that company E's EEIS is ineffective within the parameters of research proposition three (a).

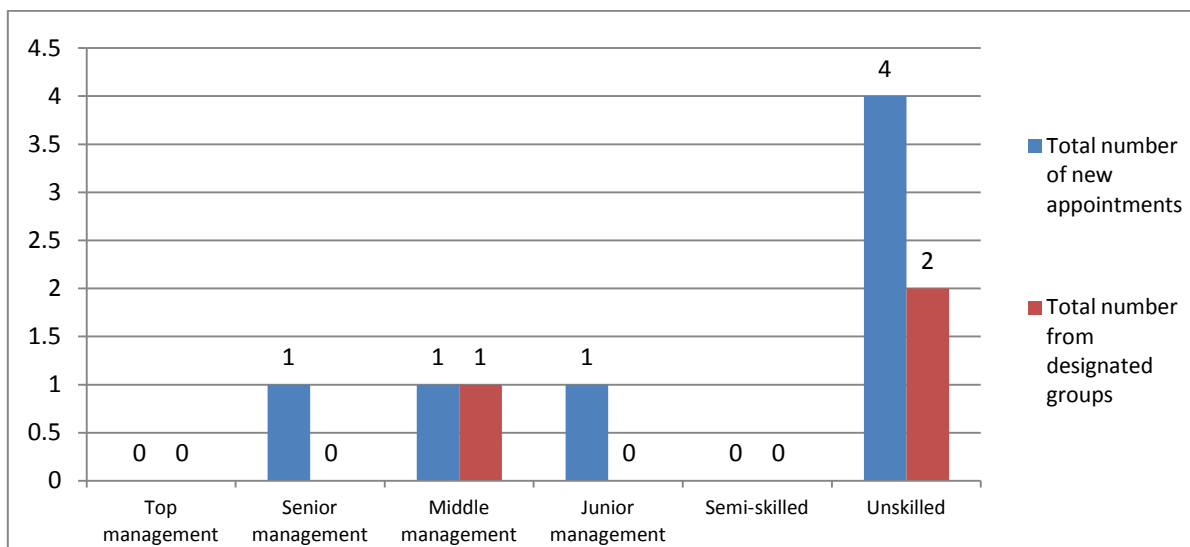
5.4.2 Research proposition three (b)

In an effective EEIS, it will be evident that designated groups are prioritised for recruitment and promotion, specifically within occupational categories identified as being under-represented.

5.4.2.1 Company A

Figure 13 indicated that company A provided evidence of the top management, senior management, middle management, junior management, and semi-skilled categories being under-represented by designated groups. The recruitment and promotion initiatives for company A are analysed below to establish whether these initiatives indicate that the under-represented categories are prioritised. Moreover, these initiatives will be analysed to identify whether designated groups are given priority over non-designated groups.

Figure 25: Company A - total number of recruitment opportunities across all occupational categories and total number of employees from designated groups prioritised for recruitment



The results for company A indicate that a total of seven employees were recruited. Out of the seven new appointments made at company A, three appointments comprised employees from designated groups. One employee within the middle management occupational category; and two employees within the unskilled category. Four out of the seven new recruits comprised employees from non-designated groups.

Respondent A stated that it is challenging to find suitably qualified people from designated groups within their organisation due to the fact that they operate in a very technical environment. In addition, due to the small size of the organisation, as well as the organisation historically being a family owned business, it is challenging for company A to enhance representation through recruitment initiatives, as evidenced in the quotation below;

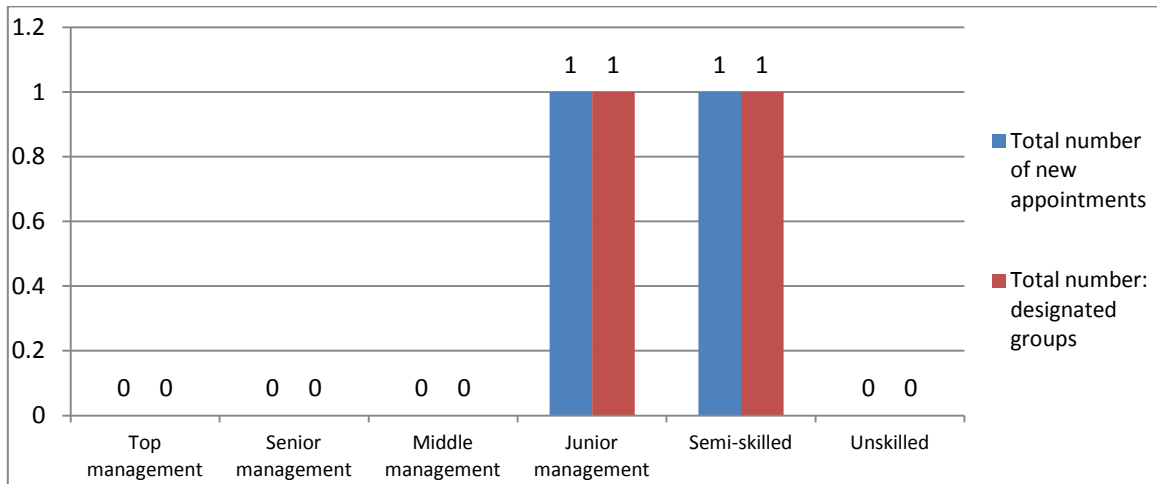
“I tried, its failing. I really did. Unfortunately we’re a small company. In a bigger company you’ve got the 60 or 40 days. My turn around time for recruitment is today, tomorrow the person needs to be here. Your reality is, I thought to myself I just can’t get it right in the company here where your turnaround time, because there’s a gap – that person – it’s a selling company – if there’s gap (vacancy) they are losing money. So, to target it (to designated groups), the headhunting, all that won’t work because it’s not practical because it’s not a senior staff members. So could I do it? In reality, its not implementable – I can’t. Where I can take the gap, I’ve taken the gap. Senior level is stable and family. Then you get vacancies on a sales engineer and the person really needs to know the market and jump in. That’s how the business is working. So, yes I tried that, not implementable. I wish it was like that. And I don’t think from an HR point of view where in the previous company I said we would not employ (if not in line with EE), you can’t do it here. It’s just too small.”

The recruitment results for company A indicate that one out of the five under-represented occupational categories was targeted by recruitment initiatives (the middle management category). Moreover, non-designated groups were prioritised in recruitment initiatives over designated groups. In addition, company A did not have any promotions reflected within the organisation’s employment equity report. Results for promotions made within company A are therefore not reflected. Finally, respondent A did not provide any evidence during the interview that there are any recruitment or promotion initiatives within the organisation to address under-representation within the organisation. It can therefore be determined that company A’s EEIS is ineffective within the parameters of research proposition three (b).

5.4.2.2 Company B

Figure 14 indicated that company B provided evidence of the top management and junior management categories being under-represented by designated groups. The recruitment and promotion initiatives for company B are analysed below to establish whether these initiatives indicate that the under-represented categories are prioritised. Moreover, these initiatives will be analysed to identify whether designated groups are given priority over non-designated groups.

Figure 26: Company B - total number of recruitment opportunities across all occupational categories and total number of employees from designated groups prioritised for recruitment



The results for company B indicate that only two new appointments were made. One new appointment was made in the junior management category, and one new appointment in the semi-skilled occupational category. Both of these new appointments included employees from designated groups.

Respondent B indicated that the nature of their business requires urgent appointments of facilitators to work on specific projects. Although company B tries to prioritise under-represented occupational categories, finding suitable candidates with the right skills presents a challenge, as is evidenced in the quotation below;

“Getting underrepresented groups with the right qualifications. Not anything else that I can think of off the top of my head – I think that’s the biggest one, even if I look at the companies that we deal with. It’s a struggle to find suitable candidates that are under-represented.”

Company B did not have any promotions reflected within the organisation’s employment equity report. Company B’s promotion results are therefore not reflected.

Respondent B indicated that when there are promotional opportunities within the organisation, preference is given to designated groups but the challenge is to find employees who are suitably qualified for such initiatives, as evidenced in the quotation below;

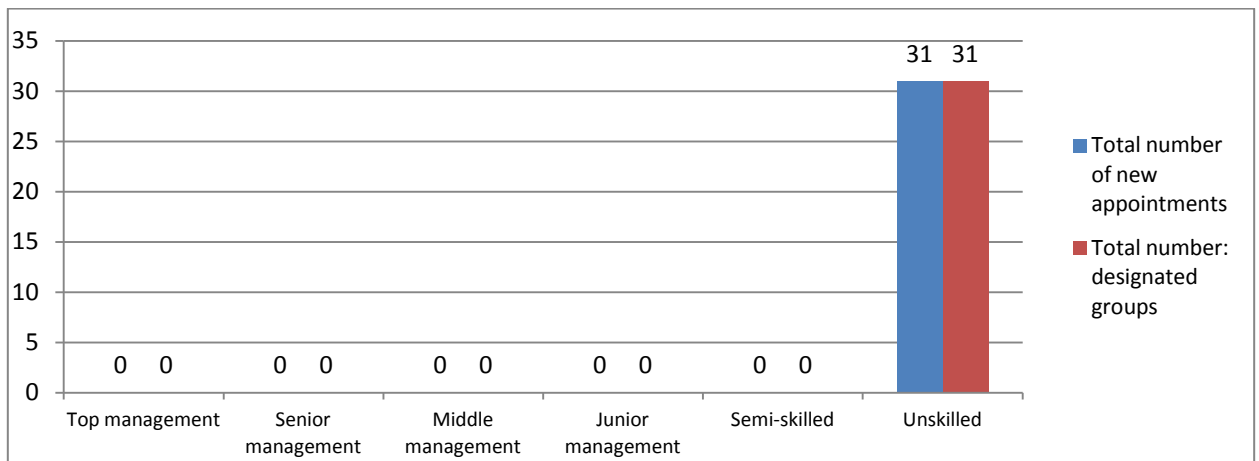
“We do give preference but the challenge is finding suitable candidates.”

Although company B did not have any promotions, the recruitment results for company B indicate that one out of the two under-represented occupational categories has been prioritised in terms of the recruitment initiatives within the organisation and that all appointments made specifically targeted designated groups. It can therefore be determined that company B’s EEIS can be deemed as effective within the parameters of research proposition three (b).

5.4.2.3 Company D

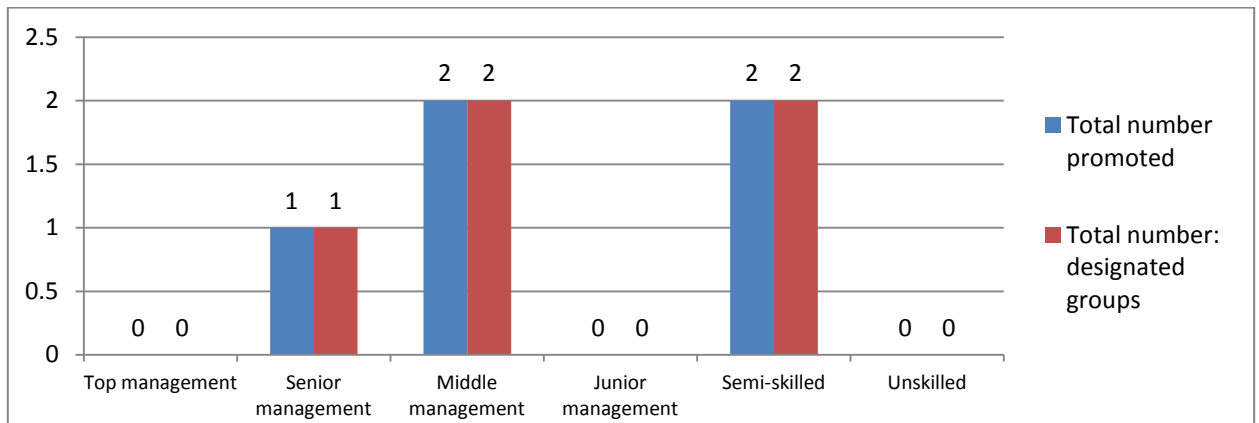
Figure 15 indicated that company D did not have any occupational category which was under-represented by designated groups.

Figure 27: Company D - total number of recruitment opportunities across all occupational categories and total number of employees from designated groups prioritised for recruitment



The results for company D indicate that there were a total of 31 recruitment initiatives within the organisation. All 31 recruitment initiatives were made within the unskilled occupational category and all new recruits were from designated groups.

Figure 28: Company D – total promotions across all occupational categories and total number of employees from designated groups prioritised for promotion



The results for company D indicate that the organisation had a total of five promotions. One promotion within the senior management category; two promotions within the middle management category; and two promotions within the semi-skilled category. All promotions targeted employees from designated groups.

Respondent D indicated that the organisation only promotes from within the organisation and stressed the importance of developing people into higher occupational categories, as is evidenced in the quotation below;

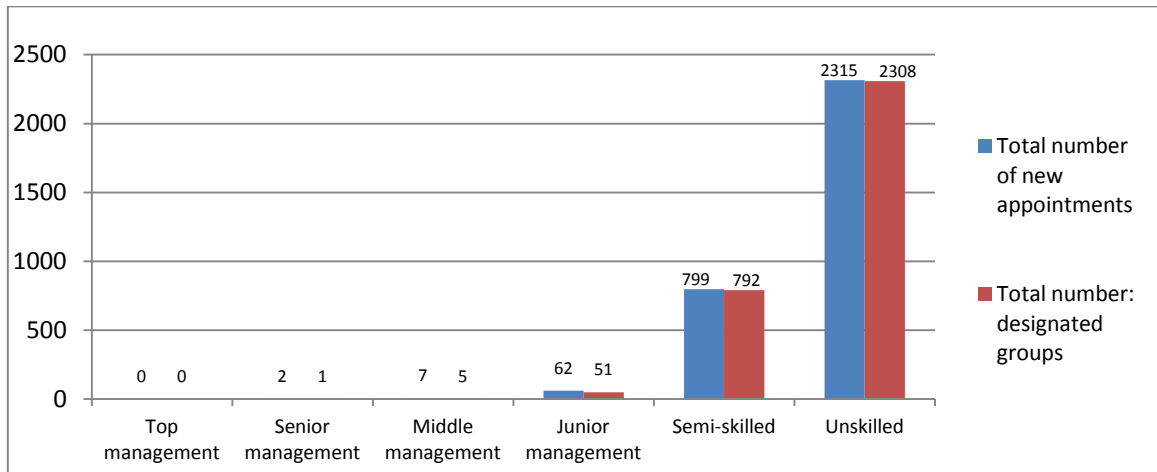
“So you’ll find most of our promotions are inside. We hardly, I mean in cleaning, why do you want to go outside? The manager, supervisor, team leader, store man, why do you want to go outside? So we go from cleaner to team leader. Then from team leader to supervisor. Then from supervisor to manager. And store man as well. But what a store man, for instance, so when they done, then help the supervisors. So posting staff etc., to give them that exposure then to go to the next level.”

The results for company D indicate the organisation’s recruitment and promotion initiatives only include employees from designated groups. It can therefore be determined that company D’s EEIS is effective within the parameters of research proposition three (b).

5.4.2.4 Company E

Figure 16 indicated that company E had under-representation of designated groups in the top management, senior management, middle management, and junior management occupational categories. The recruitment and promotion initiatives for company E are analysed below to establish whether these initiatives indicate that the under-represented categories are prioritised. Moreover, these initiatives will be analysed to identify whether designated groups are given priority over non-designated groups.

Figure 29: Company E - total number of recruitment opportunities across all occupational categories and total number of designated groups prioritised for recruitment

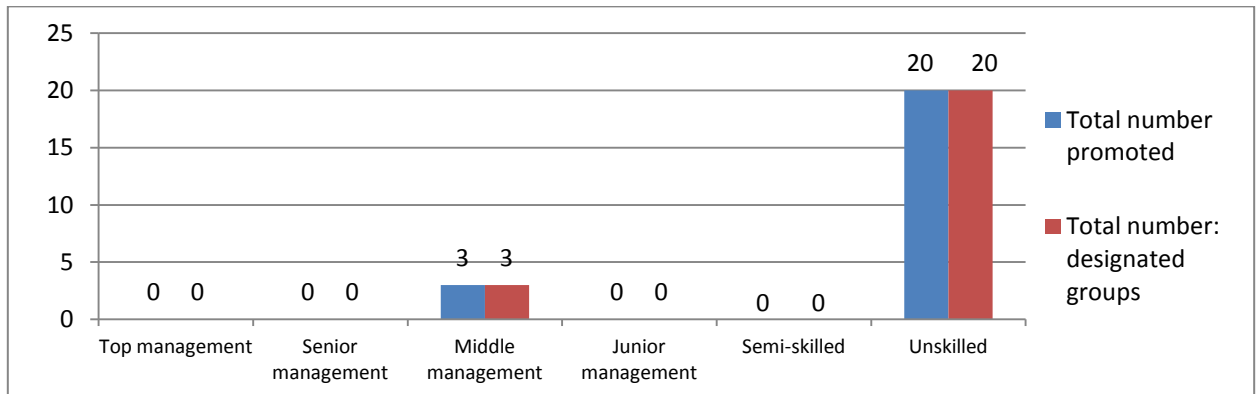


The results for company E indicate that a total number of 3185 employees were recruited within the organisation. Recruitment appointments were made across all occupational categories, except for top management. Two new employees were recruited within the senior management category, one of which was an employee from designated groups. Seven new employees were recruited within the middle management category, five of which were from designated groups. In the junior management category there were 799 new appointments, 792 of which were from designated groups. In the unskilled category there were a total of 2315 new recruitment appointments, 2308 of which were from designated groups.

Respondent E1 indicated that the organisation experiences ongoing challenges in respect of recruiting people from designated groups, due to the fact that they do not have the correct skills. Respondent E1 also indicated that many applicants who are from designated groups have not completed their studies and that company E is very strict in respect of employing people with the correct qualifications, as evidenced in the quotation below;

“But also sometimes, what I have found a lot, is that people of colour don’t finish their studies. And it could be because they had financial issues, that they had to step up and take over the role of head of the household. So, they didn’t have the time or the money to complete their studies. But, very often I’m looking at a CV and it’s incomplete, incomplete, incomplete; I didn’t have time; I couldn’t do it; I had to go and work and that kind of thing. So in terms of the education as well because when we look at the people, and bringing them into the company, there are very strict rules as to what education they have to have. And if they have an incomplete, I can’t consider you, sorry.”

Figure 30: Company E – total promotions across all occupational categories and total number of employees from designated groups prioritised for promotion



The results for company E indicate that there were a total number of 23 promotions within the organisation. Three promotions were made within the middle management occupational category. All three promotions comprised employees from designated groups. In the unskilled category there were 20 promotions. All 20 promotions comprised employees from designated groups.

Respondent E1 indicated that they try to promote within the organisation and try to prioritise individuals from designated groups. The organisation has a strict policy in terms of promotion, whereby the candidate must have the correct level of skill. This becomes a challenge for the organisation, as evidenced by the quotation below;

“We would look at skills and education, always. So those things always come into it. For us it’s a bonus if the person is a person of colour. But, for me because I know our strategy and I know what it is in terms of EE, what we have to achieve, that’s something that I look at first in terms of everybody else, they don’t really care, they just want to get the right person in the right position.”

The results for company E indicate that designated groups were prioritised within all promotion initiatives. Moreover, in respect of recruitment, all under-represented occupational categories, except for the top management category, were targeted for recruitment initiatives and people from designated groups were prioritised. It can therefore be determined that company E’s EEIS is effective within the parameters of research proposition three (b).

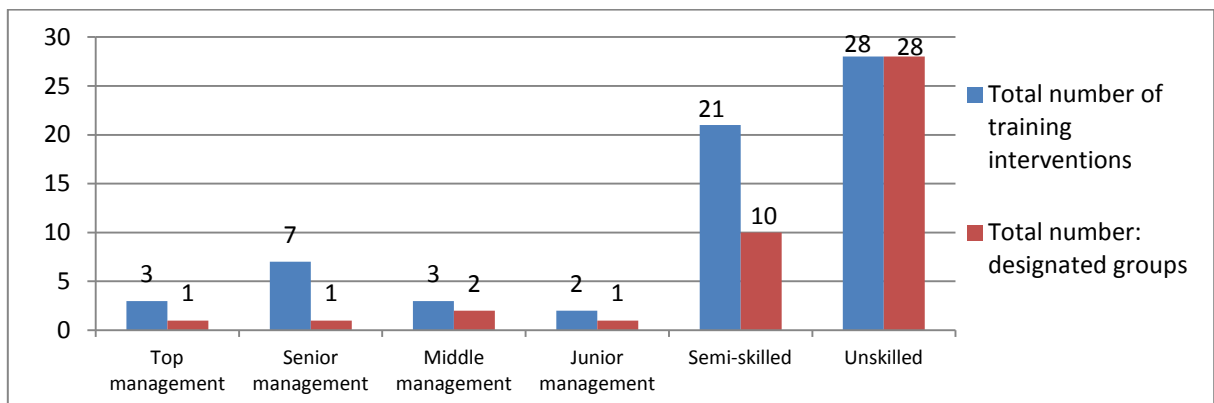
5.4.3 Research proposition three (c):

In an effective EEIS, it will be evident that designated groups are prioritised for training and development, specifically within occupational categories identified as being under-represented.

5.4.3.1 Company A

Figure 13 indicated that company A provided evidence of the top management, senior management, middle management, junior management, and semi-skilled categories being under-represented by designated groups. The training initiatives for company A are analysed below to establish whether under-represented occupational categories are targeted. In addition, the analysis will also examine whether designated groups are prioritised over non-designated groups.

Figure 31: Company A – total number of training initiatives across all occupational categories and total number of employees from designated groups prioritised for training



The results for company A indicate that a total number of 64 training initiatives took place within the organisation. Within the top management occupational category there were three training initiatives, one employee from designated groups was targeted. The senior management category shows a total of seven training initiatives, one employee from designated groups was targeted within this category. The middle management category had three training initiatives. Two out of the three training initiatives targeted employees from designated groups. The junior management category had two training initiatives, one of which included an employee from designated groups. The semi-skilled category had a total of 21 training initiatives; ten employees from designated groups were targeted within this occupational category. The unskilled category had a total of 28 training initiatives, all of which included employees from designated groups.

The responses from respondent A did not identify any specific training initiatives targeted at employees from designated groups specifically to enhance representation within the occupational categories that had under-representation by designated groups.

The results in respect of company A's training initiatives indicate that although the training initiatives impacted on the five under-represented occupational categories, designated groups were only prioritised within two out of the five under-represented occupational categories (middle and junior management). The training initiatives in all other under-represented categories prioritised non-designated groups over designated groups. It can therefore be determined that company A's EEIS is ineffective within the parameters of research proposition three (c).

5.4.3.2 Company B

Figure 14 indicated that company B provided evidence of the top management and junior management categories being under-represented by designated groups.

Company B's skills development report (section D) indicates that company B did not undertake any training initiatives during the period analysed. Results for company B in respect of training initiatives can therefore not be presented.

Although company B's employment equity report does not indicate any training initiatives within the organisation, the responses from respondent B indicate that the organisation aligns its employment equity plan with its skills development strategy, and where possible employees from designated groups are prioritised for training, as evidenced in the quotation below;

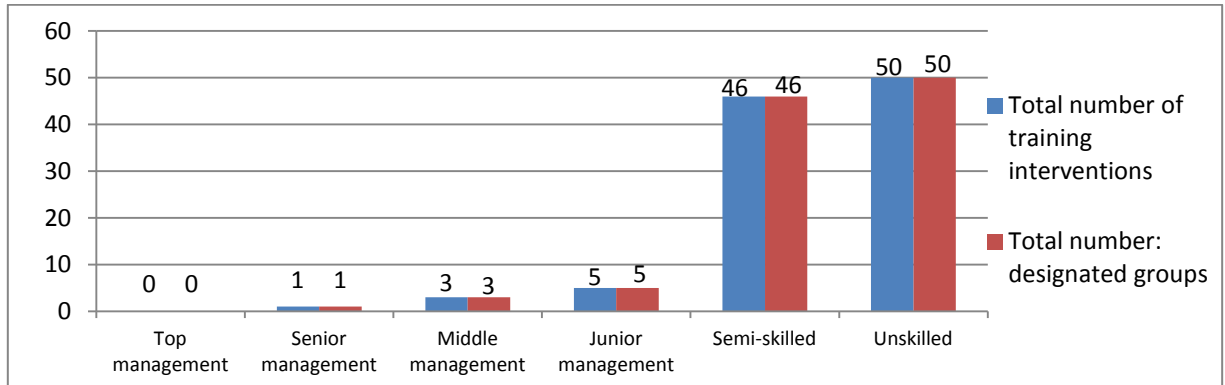
"We sort of combine skills development and employment equity and in terms of EE obviously we look at training to sort of promote people and empower people."

However, since no training initiatives were evident within company B, it can be determined that company B's EEIS is ineffective within the parameters of research proposition three (c).

5.4.3.3 Company D

Figure 15 indicated that company D did not have any occupational category which was under-represented by designated groups.

Figure 32: Company D – total number of training initiatives across all occupational categories and total number of employees from designated groups prioritised for training



The results for company D indicate that a total number of 105 training initiatives were undertaken by the organisation. All occupational categories were impacted, except for the top management category. Training interventions across all occupational categories comprised only employees from designated groups.

The responses from respondent D indicate that the organisation aligns its EEIS to its skills development strategy to develop and empower employees earmarked for growth within the organisation. Respondent D also stated that it is important to the organisation to ensure that employees are developed properly through training so as not to be placed in a position that they are not ready for, as evidenced in the quotations below;

“So sometimes we also take the EE and the training committee and we put them together in some instances to say who can we grown and why.”

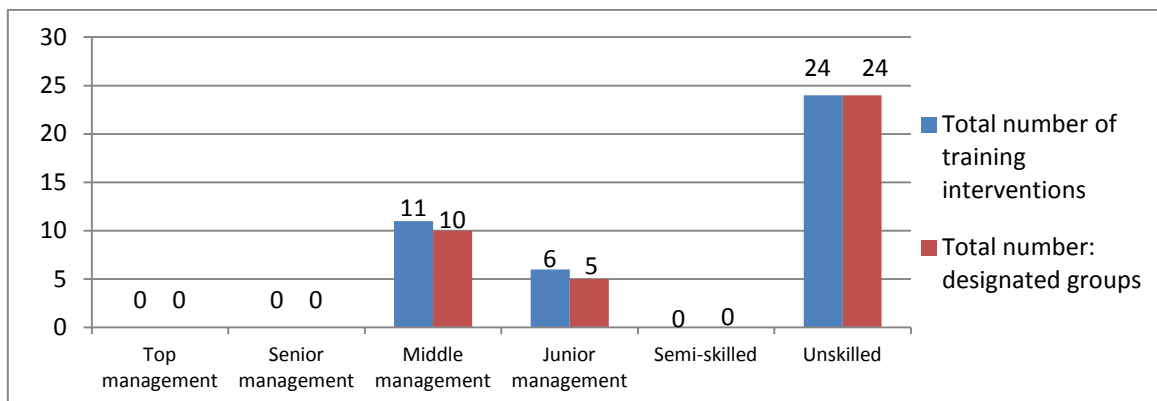
“Steps must be followed from cleaner to team leader to supervisor otherwise you set them up for failure. One must look at the steps and the development. Especially at this site, it’s hectic, you don’t just throw people in. So for me it’s important, the steps. I had a store man who became a team leader, now he’s a supervisor, for instance. And I find that works. Not that we always have a lot of positions because people don’t leave.”

From these results it can be determined that company D’s EEIS is effective within the parameters of research proposition three (c).

5.4.3.4 Company E

Figure 16 indicated that company E had under-representation of designated groups in the top management, senior management, middle management, and junior management occupational categories. The training initiatives for company E are analysed below to establish whether these initiatives indicate that the under-represented categories are prioritised. Moreover, these initiatives will be analysed to identify whether designated groups are given priority over non-designated groups.

Figure 33: Company E – total number of training initiatives across all occupational categories and total number of employees from designated groups prioritised for training



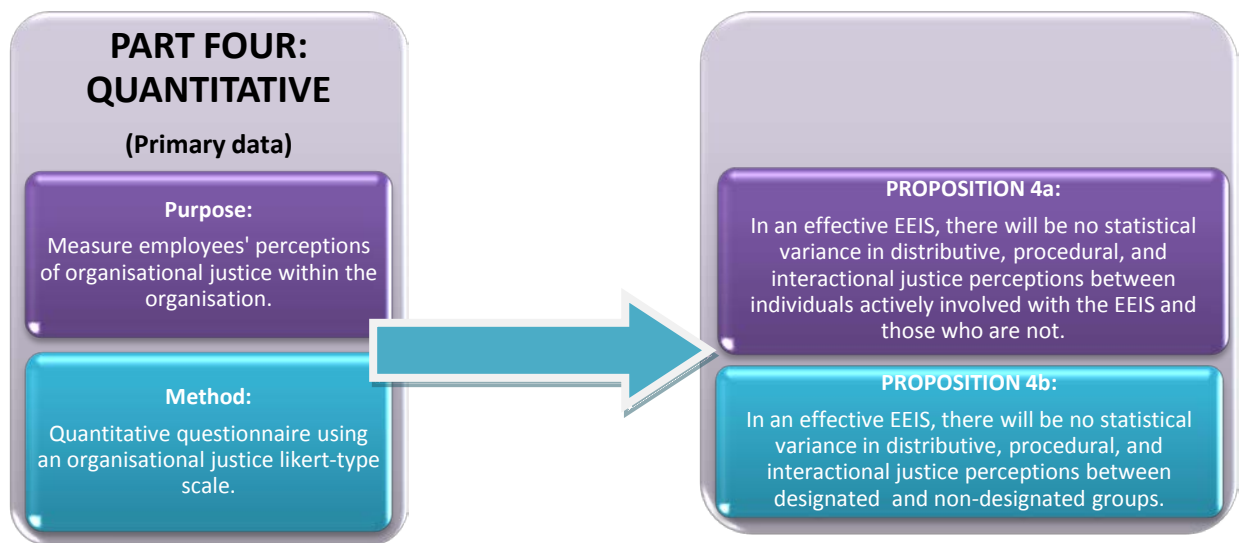
The results for company E indicate that a total number of 41 training initiatives were undertaken by the organisation during the period analysed. Eleven training initiatives were targeted at the middle management category, ten of which included employees from designated groups. Six training initiatives were targeted at the junior management category, five of which targeted employees from designated groups. There were 24 training initiatives within the unskilled occupational category; all 24 were targeted at employees from designated groups.

The results in respect of the training initiatives at company E indicate that two out of the four under-represented occupational categories were targeted. The occupational categories targeted are the middle and junior management categories. The training initiatives within both these categories prioritised designated groups over non-designated groups. It can therefore be determined that company E's EEIS is effective within the parameters of research proposition three (c).

5.5 Part four: organisational justice perceptions

Responses to the quantitative research instrument were used for this part of the study which comprised a statistical analysis of data. This research instrument was used to test proposition four (a), and four (b). The set of statistical data used in the sections to follow can be found in appendix ten. The complete set of statistical data is attached as an electronic submission as appendix ten. Figure 34 below illustrates the purpose and method of this section of the study.

Figure 34: Part four - purpose and method



5.5.1 Description of the sample obtained

Table nine below indicates the number of quantitative research instruments distributed per company as well as the number of responses received.

Table 9: Summary of research instruments distributed and responses received

Company	Number of research instruments distributed	Number of research instruments returned	Percentage
Company A	40	18	45%
Company B	11	7	64%
Company D	50	29	58%
Company E	100	2	2%

The response from company E in respect of the quantitative data collection instrument was very poor and the number of responses could not produce a proper statistical analysis. Company E could therefore not be used in this part of the study.

5.5.2 Results on reliability and validity of the data

The data received was tested for reliability using Cronbach’s alpha. Figure 35 below shows that the Cronbach’s alpha indicates that the data tested had a reliability of 0.983, indicating that the data is highly reliable.

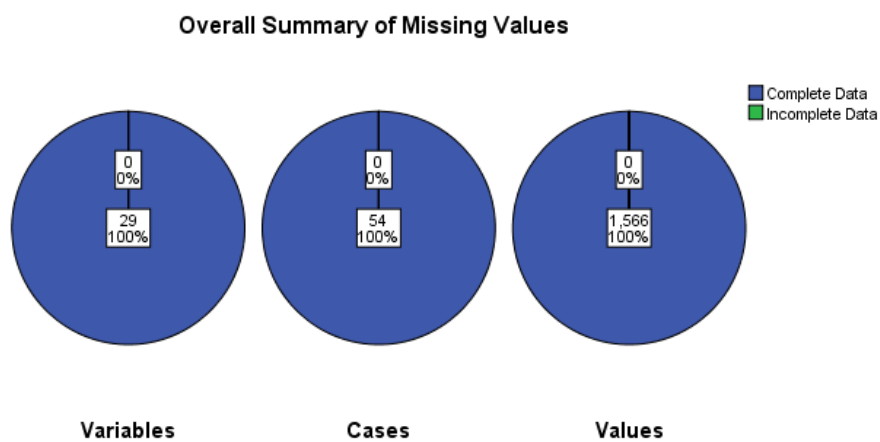
Figure 35: Cronbach's alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.983	20

The data was also tested for missing value analysis. Figure 36 below illustrates that there was no missing values in the data analysed.

Figure 36: Missing value analysis



Finally, the data was tested for correlations using Pearson’s correlation coefficient. The results indicated that there was a significant correlation of 0.01. The correlations analysis and results are included as an electronic submission, labelled appendix ten.

5.5.3 Statistical results for proposition four (a) and four (b)

The data was tested against proposition four (a) and four (b). The Mann-Whitney test was used as the same population was used to test two types of variables. The results are shown per company below, aligned with the two propositions.

5.5.3.1 Research proposition four (a):

In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice perceptions between individuals actively involved with the EEIS and those who are not.

5.5.3.1.1 Company A

Figure 37: Company A - distributive justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	2.000	5.000	7.000	3.500	4.500
Wilcoxon W	155.000	158.000	160.000	4.500	5.500
Z	-1.329	-.690	-.311	-1.020	-.814
Asymp. Sig. (2-tailed)	.184	.490	.756	.308	.416
Exact Sig. [2*(1-tailed Sig.)]	.333 ^b	.667 ^b	.889 ^b	.444 ^b	.556 ^b

The results for company A indicate that there is no statistical variance within the distributive justice construct between individuals actively involved with the EEIS and those who are not.

Figure 38: Company A - procedural justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	1.000	5.500	7.500	6.000	6.500	7.000
Wilcoxon W	154.000	158.500	160.500	7.000	7.500	160.000
Z	-1.510	-.597	-.198	-.509	-.403	-.297
Asymp. Sig. (2-tailed)	.131	.551	.843	.611	.687	.767
Exact Sig. [2*(1-tailed Sig.)]	.222 ^b	.667 ^b	.889 ^b	.778 ^b	.778 ^b	.889 ^b

The results for company A indicate that there is no statistical variance within the procedural justice construct between individuals actively involved with the EEIS and those who are not.

Figure 39: Company A - interactional justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	6.000	7.500	5.000	4.000	3.500	4.000	5.000	3.000	4.500
Wilcoxon W	7.000	160.500	6.000	5.000	4.500	5.000	6.000	4.000	5.500
Z	-.495	-.203	-.699	-.909	-1.038	-.932	-.710	-1.149	-.799
Asymp. Sig. (2-tailed)	.620	.839	.485	.364	.299	.352	.477	.251	.424
Exact Sig. [2*(1-tailed Sig.)]	.778 ^b	.889 ^b	.667 ^b	.556 ^b	.444 ^b	.556 ^b	.667 ^b	.444 ^b	.556 ^b

The results for company A indicate that there is no statistical variance within the interactional justice construct between individuals actively involved with the EEIS and those who are not.

The above results indicate that company A's EEIS is effective within the parameters of research proposition four (a).

5.5.3.1.2 Company B

Figure 40: Company B- distributive justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	4.000	2.000	3.000	1.000	1.000
Wilcoxon W	19.000	17.000	18.000	16.000	16.000
Z	-.632	-1.449	-.812	-1.673	-1.623
Asymp. Sig. (2-tailed)	.527	.147	.417	.094	.105
Exact Sig. [2*(1-tailed Sig.)]	.857 ^b	.381 ^b	.571 ^b	.190 ^b	.190 ^b

The results for company B indicate that there is no statistical variance within the distributive justice construct between individuals actively involved with the EEIS and those who are not.

Figure 41: Company B- procedural justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	3.000	3.000	3.000	4.500	2.500	4.500
Wilcoxon W	18.000	18.000	18.000	7.500	17.500	7.500
Z	-.864	-.864	-.864	-.224	-1.025	-.224
Asymp. Sig. (2-tailed)	.388	.388	.388	.823	.306	.823
Exact Sig. [2*(1-tailed Sig.)]	.571 ^b	.571 ^b	.571 ^b	.857 ^b	.381 ^b	.857 ^b

The results for company B indicate that there is no statistical variance within the procedural justice construct between individuals actively involved with the EEIS and those who are not.

Figure 42: Company B- interactional justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	1.500	3.500	4.000	1.000	4.500	3.000	1.500	3.000	2.000
Wilcoxon W	16.500	18.500	19.000	16.000	19.500	18.000	16.500	18.000	17.000
Z	-1.496	-.648	-.418	-1.673	-.214	-.966	-1.496	-.966	-1.296
Asymp. Sig. (2-tailed)	.135	.517	.676	.094	.831	.334	.135	.334	.195
Exact Sig. [2*(1-tailed Sig.)]	.190 ^b	.571 ^b	.857 ^b	.190 ^b	.857 ^b	.571 ^b	.190 ^b	.571 ^b	.381 ^b

The results for company B indicate that there is no statistical variance within the interactional justice construct between individuals actively involved with the EEIS and those who are not.

The above results indicate that company B's EEIS is effective within the parameters of research proposition four (a).

5.5.3.1.3 Company D

Figure 43: Company D- distributive justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	1.500	1.500	1.500	1.500	1.500
Wilcoxon W	2.500	2.500	2.500	2.500	2.500
Z	-1.448	-1.383	-1.498	-1.448	-1.498
Asymp. Sig. (2-tailed)	.148	.167	.134	.148	.134
Exact Sig. [2*(1-tailed Sig.)]	.235 ^b	.235 ^b	.235 ^b	.235 ^b	.235 ^b

The results for company D indicate that there is no statistical variance within the distributive justice construct between individuals actively involved with the EEIS and those who are not.

Figure 44: Company D- procedural justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	1.500	1.500	3.500	1.500	1.500	1.500
Wilcoxon W	2.500	2.500	4.500	2.500	2.500	2.500
Z	-1.566	-1.448	-1.079	-1.566	-1.566	-1.497
Asymp. Sig. (2-tailed)	.117	.148	.280	.117	.117	.134
Exact Sig. [2*(1-tailed Sig.)]	.235 ^b	.235 ^b	.471 ^b	.235 ^b	.235 ^b	.235 ^b

The results for company D indicate that there is no statistical variance within the procedural justice construct between individuals actively involved with the EEIS and those who are not.

Figure 45: Company D- interactional justice variable measured between individuals actively involved with the EEIS and those who are not

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	1.500	1.500	1.500	1.500	1.500	2.000	1.500	1.500	1.500
Wilcoxon W	2.500	2.500	2.500	2.500	2.500	3.000	2.500	2.500	2.500
Z	-1.497	-1.566	-1.448	-1.566	-1.566	-1.393	-1.566	-1.566	-1.566
Asymp. Sig. (2-tailed)	.134	.117	.148	.117	.117	.164	.117	.117	.117
Exact Sig. [2*(1-tailed Sig.)]	.235 ^b	.235 ^b	.235 ^b	.235 ^b	.235 ^b	.353 ^b	.235 ^b	.235 ^b	.235 ^b

The results for company D indicate that there is no statistical variance within the interactional justice construct between individuals actively involved with the EEIS and those who are not.

The above results indicate that company D's EEIS is effective within the parameters of research proposition four (a).

5.5.3.2 Research proposition four (b):

In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice perceptions between designated groups and non-designated groups.

5.5.3.2.1 Company A

Figure 46: Company A: distributive justice variable measured between individuals from designated groups and non-designated groups

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	2.000	5.000	7.000	3.500	4.500
Wilcoxon W	155.000	158.000	160.000	4.500	5.500
Z	-1.329	-.690	-.311	-1.020	-.814
Asymp. Sig. (2-tailed)	.184	.490	.756	.308	.416
Exact Sig. [2*(1-tailed Sig.)]	.333 ^b	.667 ^b	.889 ^b	.444 ^b	.556 ^b

The results for company A indicate that there is no statistical variance within the distributive justice construct between designated groups and non-designated groups.

Figure 47: Company A: procedural justice variable measured between individuals from designated groups and non-designated groups

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	1.000	5.500	7.500	6.000	6.500	7.000
Wilcoxon W	154.000	158.500	160.500	7.000	7.500	160.000
Z	-1.510	-.597	-.198	-.509	-.403	-.297
Asymp. Sig. (2-tailed)	.131	.551	.843	.611	.687	.767
Exact Sig. [2*(1-tailed Sig.)]	.222 ^b	.667 ^b	.889 ^b	.778 ^b	.778 ^b	.889 ^b

The results for company A indicate that there is no statistical variance within the procedural justice construct between designated groups and non-designated groups

Figure 48: Company A: interactional justice variable measured between individuals from designated groups and non-designated groups

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	6.000	7.500	5.000	4.000	3.500	4.000	5.000	3.000	4.500
Wilcoxon W	7.000	160.500	6.000	5.000	4.500	5.000	6.000	4.000	5.500
Z	-.495	-.203	-.699	-.909	-1.038	-.932	-.710	-1.149	-.799
Asymp. Sig. (2-tailed)	.620	.839	.485	.364	.299	.352	.477	.251	.424
Exact Sig. [2*(1-tailed Sig.)]	.778 ^b	.889 ^b	.667 ^b	.556 ^b	.444 ^b	.556 ^b	.667 ^b	.444 ^b	.556 ^b

The results for company A indicate that there is no statistical variance within the interactional justice construct between designated and non-designated groups.

The overall results for company A indicate that there is no statistical variance between the perceptions of organisational justice between designated groups and non-designated groups. It can therefore be determined that company A's EEIS is effective within the parameters of research proposition four (b).

5.5.3.2.2 Company B

Figure 49: Company B: distributive justice variable measured between individuals from designated groups and non-designated groups

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	2.500	3.000	1.500	1.000	1.500
Wilcoxon W	23.500	4.000	22.500	2.000	2.500
Z	-.408	.000	-.786	-1.080	-.786
Asymp. Sig. (2-tailed)	.683	1.000	.432	.280	.432
Exact Sig. [2*(1-tailed Sig.)]	.857 ^b	1.000 ^b	.571 ^b	.571 ^b	.571 ^b

The results for company B indicate that there is no statistical variance between the distributive justice perceptions between designated groups and non-designated groups.

Figure 50: Company B: procedural justice variable measured between individuals from designated groups and non-designated groups

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	2.500	.000	.000	1.000	.500	1.000
Wilcoxon W	3.500	1.000	1.000	2.000	1.500	2.000
Z	-.279	-1.673	-1.673	-1.155	-1.323	-1.155
Asymp. Sig. (2-tailed)	.780	.094	.094	.248	.186	.248
Exact Sig. [2*(1-tailed Sig.)]	.857 ^b	.286 ^b	.286 ^b	.571 ^b	.286 ^b	.571 ^b

The results for company B indicate that there is no statistical variance between the procedural justice perceptions between designated groups and non-designated groups.

Figure 51: Company B: interactional justice variable measured between individuals from designated groups and non-designated groups

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	.000	1.500	1.000	.000	.000	.000	.000	.000	.000
Wilcoxon W	1.000	2.500	2.000	1.000	1.000	1.000	1.000	1.000	1.000
Z	-1.655	-.837	-1.080	-1.620	-1.655	-1.871	-1.655	-1.871	-1.673
Asymp. Sig. (2-tailed)	.098	.403	.280	.105	.098	.061	.098	.061	.094
Exact Sig. [2*(1-tailed Sig.)]	.286 ^b	.571 ^b	.571 ^b	.286 ^b	.286 ^b	.286 ^b	.286 ^b	.286 ^b	.286 ^b

The results for company B indicate that there is no statistical variance between the interactional justice perceptions between designated groups and non-designated groups.

The overall results for company B indicate that there is no statistical variance between the perceptions of organisational justice between designated groups and non-designated groups. It can therefore be determined that company B's EEIS is effective within the parameters of research proposition four (b).

5.5.3.2.3 Company D

Company D has no employees that are from non-designated groups. Designated groups comprise the full workforce profile at company D. Statistical comparisons could therefore not be made between designated and non-designated groups.

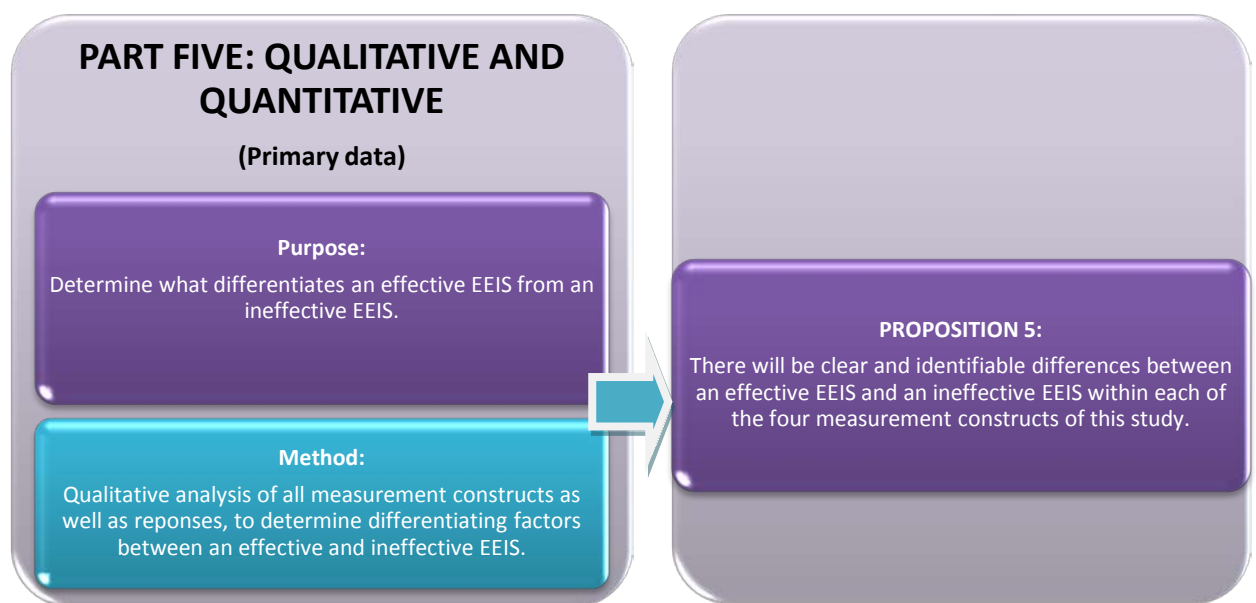
It can therefore be determined that company D's EEIS is effective with the parameters of research proposition four (b).

5.6 Part five: factors that differentiate an effective EEIS from an ineffective EEIS

The findings of part one to four of this study are summarised below to determine which of the organisations have an effective EEIS and which have an ineffective EEIS as determined by research propositions one through to four. The discussion of these results can be found in chapter six.

Figure 52 below illustrates the purpose and method of this section of the study.

Figure 52: Part five - purpose and method



5.6.1 Research proposition five:

There will be clear and identifiable differences between an effective EEIS and an ineffective EEIS within each of the four measurement constructs of this study.

Table ten below summarises the findings within research propositions one to four to ascertain which organisations can be classified as having an effective or ineffective EEIS. The discussion of the table 10, identifying the key factors that differentiate an effective EEIS from an ineffective EEIS, can be found in chapter six.

Table 10: Summary of findings - research proposition one to four

Construct:	Company A	Company B	Company D	Company E
P1: An effective EEIS will be closely aligned with the DoLCGPPEE.	<i>Ineffective</i>	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>
P2: In an effective EEIS, it will be evident that the number of employees from designated groups positively increases over a three-year period within the top three occupational categories.	<i>Ineffective</i>	<i>Ineffective</i>	<i>Effective</i>	<i>Ineffective</i>
P3 (a): In an effective EEIS, it will be evident that the organisation's numerical goals are aligned to enhance representation within occupational categories identified as being under-represented.	<i>Ineffective</i>	<i>Effective</i>	<i>Effective</i>	<i>Ineffective</i>
P3 (b): In an effective EEIS, it will be evident that designated groups are prioritised for recruitment and promotion, specifically within occupational categories identified as being under-represented.	<i>Ineffective</i>	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>
P3 (c): In an effective EEIS, it will be evident that designated groups are prioritised for training and development, specifically within the occupational categories feeding into occupational categories identified as being under-represented.	<i>Ineffective</i>	<i>Ineffective</i>	<i>Effective</i>	<i>Effective</i>
P4 (a): In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice perceptions between individuals actively involved with the EEIS and those who are not.	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	<i>Results could not be analysed</i>
P4 (b): In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice perceptions between designated and non-designated groups.	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>	<i>Results could not be analysed</i>
SUMMARY OF RESULTS	<i>Effective against two research propositions</i>	<i>Effective against five research propositions</i>	<i>Effective against seven research propositions</i>	<i>Effective against three research propositions</i>

Table 11: Frequency of responses to section three of the qualitative research instrument

Question:	Effective	Ineffective
In your opinion, do you believe that your organisation has an effective or ineffective EEIS?	3 (Respondents B, D, and E2)	1 (Respondent A)

Three out of four respondents indicated that their organisation had an effective EEIS. One respondent did not believe that the organisation's EEIS was effective.

Question:	Stakeholder involvement	Not implementing EE merely for compliance	Adopting the spirit of EE within the organisation	Ensuring that all employment decisions are made with the EE plan in mind
In your opinion, what do you believe differentiates an effective EEIS from an ineffective EEIS?	3 (Respondent A, B, D)	3 (Respondent B, D, and E1)	2 (Respondent A and B)	1 (Respondent E1)

The two most frequent responses in respect of what differentiates an effective EEIS from an ineffective EEIS were; stakeholder involvement, and not implementing EE merely for the purpose of compliance. The second most frequent response was adopting the spirit of EE within the organisation. Only one respondent indicated that employment decisions should always be made with the employment equity plan in mind.

Question:	Finding designated groups with the right skills and qualifications	The number of different labour Acts in South Africa	None	Employee indifference to the EEA
Are there any specific challenges that the organisation faces in terms of the EEIS?	2 (Respondent B and E1)	1 (Respondent A)	1 (Respondent D)	1 (Respondent E1 and E2)

The most frequent response in terms of challenges that the organisations’ face in respect of the EEIS was; finding candidates from designated groups with the right skills and qualifications. One respondent indicated that the number of different labour Acts in South Africa was a challenge. One respondent indicated that the organisation did not experience any challenges with the EEIS. One respondent indicated that employee indifference to the EEA was a challenge for the organisation.

Question	Equal work for equal pay	None
Has your organisation experienced any challenges with the new EE amendment Act?	3 (Respondent A, B, and E1)	1 (Respondent D)

The most frequent response in terms of challenges experienced by the organisation in respect of the Employment Equity Amendment Act was; the equal work for equal pay amendments. One respondent indicated that their organisation did not experience any challenges with the amendments to the EEA.

CHAPTER SIX:

Discussion of Results

6.1 Introduction

The results of this study were presented in the previous chapter. Chapter six provides a discussion of the results presented, in alignment with the literature which was reviewed in chapter two, with the intention of testing the propositions outlined in chapter three.

The format of this chapter will follow the same sequential structure of this study, discussing parts one to five, aligned with each respective research proposition. Insights derived from the evidence presented in chapter five will be discussed by testing each of the research propositions.

6.2 Research proposition one:

An effective EEIS could be closely aligned with the ten steps of the DoLCGPPEE

The studies conducted by Leonard and Grobler (2005, 2006) and drawn upon in chapter two, demonstrated that the DoLCGPPEE is an effective framework to use to ascertain whether the EEIS is procedurally effective. The literature review also highlighted that there are certain critical success factors within the EEIS which are essential for the EEIS to achieve the objectives of the EEA. One such critical success factor, as identified by Leonard and Grobler (2005; 2006) is; stakeholder consultation and engagement, as well as continuous and transparent communication around the EEIS (Leonard & Grobler, 2005; Leonard & Grobler, 2006). Similar points were also found in the research conducted by Booyesen (2007) and Denton and Vloeberghs (2003) who identified that continuous and robust communication with all stakeholder groups are crucial to ensure the efficacy of the EEIS (Booyesen, 2007; Denton & Vloeberghs, 2003).

Another critical success factor, identified by Oosthuizen and Naidoo (2010), is that affirmative action measures must be implemented and be evident throughout all employment practices (Oosthuizen & Naidoo, 2010). Denton and Vloeberghs (2003) also identified the importance of affirmative action measures, as these measures ultimately redress past discrimination and imbalances which is a critical objective of the EEA (Denton & Vloeberghs, 2003). Coetzee and Bezuidenhout (2011) echo these findings and state that affirmative action measures must be clearly defined within the EEIS and that these measures should be procedurally sound (Coetzee & Bezuidenhout, 2011).

The importance of communication and stakeholder involvement is also aligned with various recognised change models which were discussed in chapter two, which all emphasise the need for stakeholder involvement, engagement and communication (Cummings & Worley, 2015; Fedor et al., 2006; Gilley et al., 2009; Kotter, 1995; Raineri, 2011; Robins & Judge, 2013; Selby & Sutherland, 2006).

The results presented in table eight and figure eleven indicated that company A showed only a 30% alignment with the ten steps of the DoLCGPPEE. The only steps within the DoLCGPPEE that company A were aligned with were; the appointment of an EE manager; the EEIS having sufficient resources (falls under the HR budget); and the annual submission of the employment equity report.

Responses from company A, presented in table eight, provided evidence that the EEIS was not aligned with seven out of ten steps of the DoLCGPPEE. These included; no communication strategy that formed part of the EEIS; no established consultative forum to lead the objectives of the EEIS; no analysis was conducted on employment policies and procedures to identify barriers to employment equity; no measures were implemented to overcome the barriers identified, therefore no time frames were set to meet these measures; the employment equity plan was not communicated to all stakeholders; and the organisation does not monitor and evaluate the employment equity plan. Respondent A stated that the organisation did not have an employment equity plan.

In light of the literature examined and touched upon in the preceding sections, it is evident from the results that company A's EEIS only included the superficial requirements of the EEA, but did not align to the steps within the DoLCGPPE that previous studies mentioned above has highlighted to be critical success factors (Booyesen, 2007; Coetzee & Bezuidenhout, 2011; Denton & Vloeberghs, 2003; Leonard & Grobler 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010).

Moreover, company A did not complete an assessment of employment practices, affirmative action barriers, and implementation of measures to overcome these barriers (Coetzee & Bezuidenhout, 2011; Denton & Vloeberghs, 2003; Oosthuizen & Naidoo, 2010). Furthermore, these findings support the findings of Oosthuizen and Naidoo (2010) who found that many organisations go into "compliance mode" in respect of the EEA and that compliance overshadows the need for transformation (Oosthuizen & Naidoo, 2010). The results indicate that Company A has only included the bare minimum within their EEIS in order to be able to report to the Department of Labour on an annual basis. The responses from company A indicate that there are a number of processes and procedures lacking within their EEIS, indicating that they are non-compliant with the EEA. Coetzee and Bezuidenhout (2011), identified that in order for an EEIS to be effective, it needs to comply with the legal requirements of the EEA (Coetzee & Bezuidenhout, 2011). It is therefore feasible to establish that company A does not have an effective EEIS within the parameters of research proposition one.

Conversely, company B, D and E all provided sufficient evidence that the EEIS within these organisations met with all ten steps of the DoLCGPPE. The results presented in table eight and figure 11 indicated that all three these companies showed 100% alignment with the DoLCGPPE. The EEIS of these organisations could be deemed as being effective, as they were procedurally sound.

Proposition one proposed that the DoLCGPPE could be used as a suitable measure to ascertain whether an organisation's EEIS is procedurally sound. The results indicate that the DoLCGPPE is a sound mechanism to measure an organisation's EEIS in terms of having the correct procedural foundations within the EEIS. Analysis of the responses received from each of the four organisations highlight that company A did not meet the measurement parameters defined in proposition one and therefore the EEIS of company A is deemed as being ineffective. Company B, D, and E can be considered as having an effective EEIS within the construct guided by

proposition one. The measurement criteria defined within proposition one provided clear insight into the areas of the EEIS that were lacking within company A as well of evidence of the efficacy of the EEIS, from a procedural perspective, in company B, D and E.

6.3 Research proposition two:

In an effective EEIS it will be evident that the number of employees from designated groups positively increases over a three-year period across occupational categories.

This section firstly examined and presented the current levels of representation within each occupational category, as this data is required for proposition two and three to follow.

The section to follow is presented per organisation. Firstly, a brief summary of findings around each organisation's current levels of equitable representation, as presented in figure 13 through to 16, is discussed. Thereafter, the findings relating to research proposition two are discussed.

6.3.1 Company A

The results presented for company A in figure 13 indicate that all occupational categories, apart from the unskilled category are misaligned with EAP targets. Only the unskilled occupational category had representation higher than EAP targets at 100%. The top five occupational categories within company A shows that representation was not aligned with EAP targets. The top two occupational categories are primarily occupied by non-designated groups with top management only having 33% and senior management having 14% equitable representation. The responses received from company A indicate that the business was a family owned business prior to be being acquired by an American company. Respondent A indicated that the organisation finds it very challenging to communicate the EEA with the American company and that in many instances they do not understand the legislation.

The results for company A presented in figure 17 indicate that the level of equitable representation of designated groups showed no change within the top management occupational category over the two-year period analysed. Representation within the senior management category as well as the middle management decreased over the two-year period. The responses from respondent A once again indicated that the international holding company restricts many employment practices and therefore the organisation has difficulty in enhancing the levels of equitable representation.

6.3.2 Company B

The results presented for company B in figure 14 indicates that company B is aligned with four out of six occupational categories. The top management category indicates 0% representation of designated groups, and is primarily occupied by non-designated groups. The junior management category is also not aligned with EAP targets as the results indicate that this category had 80% representation. The responses received from respondent B indicated that the organisation has found it challenging to find suitably qualified employees from designated groups. This could explain why the junior management occupational category is misaligned with EAP targets. The responses received also indicated that company B is very aware of the occupational categories which are under-represented within the organisation.

Figure 18 indicates that company B increased representation within one out of the three top occupational categories. However, no increase was evident within the top management category which was identified as having the highest level of under-representation. The senior management occupational category showed a decline in equitable representation. Only the middle management category had an increase in equitable representation. The responses received from respondent B indicates that strict time constraints around recruitment decisions often lead to positions being filled by non-designated groups. This may account for the reduction in representation within the senior management occupational category.

6.3.3 Company D

The results presented in figure 15 for company D indicate 100% equitable representation across all six occupational categories, exceeding EAP targets. The responses from respondent D was interesting, as even though the organisation's level of equitable representation exceeds EAP targets, the organisation still wishes to improve representation of males from designated groups, as the organisation consists mainly of females from designated groups. This indicates that the organisation is continuously striving to improve on the levels of equitable representation.

Figure 19 indicates that company D showed an overall increase in representation in two out of three of the upper occupational categories. The top management category has remained constant for the three year period and it has been evidenced that all three top management positions are filled by designated groups. Representation within the senior management category, as well as the middle management occupational category, showed a positive increase over the three-year period. It is interesting to note that even though company D has 100% representation across all occupational categories, the organisation continues to enhance the levels of equitable representation during all three years analysed. The responses from respondent D indicate that the only challenge for the organisation is finding suitably qualified female supervisors and managers. The respondent stated that due to cultural beliefs it is often challenging to get male employees to take instructions from female employees. This has however not affected their levels of enhanced representation over the three-year period.

6.3.4 Company E

The results presented for company E in figure 16 indicate that company E only has equitable representation in the lower two occupational categories; semi-skilled, and unskilled. The top four occupational categories were not aligned with EAP targets. The results showed that top management had 50% representation; senior management had 58% representation; middle management had 81% representation, and junior management had 83% representation. The responses received from respondent E indicate that the organisation finds it challenging to find suitably qualified candidates from designated groups to enhance representation within the under-represented occupational categories. The organisation has a strict policy about the level of qualification expected from employees and respondent E indicated that they give priority to capability over colour of skin.

Figure 20 indicates that company E shows evidence of increasing representation in only one out of the top three occupational categories over the three year period. Top management did not show evidence of any increased representation. Representation within the senior management category showed a positive increase but the middle management category declined sharply in year three. The responses received from respondent E1 indicate that the organisation had lost a significant amount of business. This provides insight into the reason for the sharp decline within the middle management category.

6.3.5 Summary

It appears that in company A, B, and E the upper occupational categories are still occupied by white males (only apparent in the top management category in company B). Company A had the highest level of representation by white males within all occupational categories, apart from the unskilled category. These findings are in line with studies conducted by Nkomo (2011), Oosthuizen and Naidoo (2010), and Thomas (2003), who all found that one of the barriers to effective employment equity implementation is that the upper occupational categories, traditionally positions of power where strategic decisions are made, are still occupied by white males (Nkomo, 2011; Oosthuizen & Naidoo, 2010; Thomas, 2003). This was also a finding in the most recent Commission for Employment Equity Annual Report (illustrated in figure two, chapter two) (Commission for Employment Equity 2014-2015).

Nkomo (2011) identified that management commitment to the long term objectives of the EEA is critical to develop a transformative EEIS which will lead to diversity across all occupational categories. She also argued that diversity within the upper occupational categories, which comprise the decision makers of the organisation, is an important step towards creating a spirit of diversity within the organisation (Nkomo, 2011). The findings within this part of the study provide an interesting insight which supports this scholar's findings. Company D is the only organisation, out of the four organisations analysed, that has equitable representation in all upper occupational categories. This could be an indication that diversity within the organisation, particularly in the upper echelons, could be a strong driver to enhance equitable representation throughout all occupational categories. This finding could guide further research around this phenomenon.

The findings of this part of the study support previous studies conducted by a number of scholars around the barriers to employment equity (as illustrated in table one, chapter two).

Booyesen (2007) found that a barrier to attracting and retaining black management in South Africa is the lack of coherent employment practices which target designated groups (Booyesen, 2007). Esterhuizen and Martins (2008) support this, and state that positions within the organisation should be reserved specifically for designated groups (Esterhuizen & Martins, 2008). Nkomo (2011), identifies a similar theme but indicates that non-designated groups in the upper occupational categories can create a barrier to affirmative action measures aimed at enhancing equitable representation (Nkomo, 2011).

All the above-mentioned authors found that a “transformation-resistant” organisational culture as well as low leadership commitment to employment equity can create barriers to employment equity (Booyesen, 2007; Esterhuizen & Martins, 2008; Nkomo, 2011). The results presented to test proposition two supports these findings. Company D, who have designated groups at 100% representation in all three upper occupational categories, has also presented evidence of increasing equitable representation over the three-year period examined.

In contrast, Company A, B, and E who have a higher percentage of non-designated groups within the upper three occupational categories appear to have a lower rate of enhanced representation over the three-year period.

Proposition two can therefore be upheld as enhanced equitable representation over a period of time could provide deeper insight into the efficacy of the EEIS. The results indicate that company D has been highly effective in this regard. Company A, B, and E have been ineffective within the parameters of research proposition two.

6.4 Research proposition three (a):

In an effective EEIS, it will be evident that the organisation's numerical goals are aligned to enhance representation within occupational categories identified as being under-represented by designated groups.

6.4.1 Company A

The results presented for company A in figure 13 indicated that the organisation only had equitable representation in the lowest occupational category. The five upper occupational categories are under-represented and it would be expected that the numerical goals set by company A would provide clear evidence that the organisation is aiming to enhance representation within these categories. The numerical goals for company A, presented in figure 22, indicate that only the middle management category has been targeted for enhanced representation. This indicates that company A does not appear to have a clear strategy within the EEIS to address representation within occupational categories identified as being under-represented.

The responses received from respondent A within research proposition one (table eight) indicate that the organisation does not have any proper procedures and policies in place aligned with the EEA. Specifically, respondent A indicated that the organisation does not have an employment equity plan. Furthermore, respondent A stated that the employment equity report was submitted the night before the Department of Labour deadline. It can be deduced from these statements that the numerical goals set by company A was not aligned to any clear employment equity strategy. The findings within research proposition three (a) highlights that the lack sound systems and processes is being translated into the numerical goals of company A. It is apparent that under-represented occupational categories have not been targeted for enhanced representation within the numerical goals at company A. This supports the findings of Maharaj et al. (2008) who demonstrated that many organisations merely implement the EEA at a very basic level to be compliant, but that they do not adopt the spirit of employment equity legislation (Maharaj et al., 2008). It can be argued that company A has the bare minimum processes in place to merely comply with the EEA at a very superficial level. The numerical goals for company A indicate that there are no apparent mechanisms within the EEIS to enhance representation within under-represented occupational categories. Company A's EEIS can therefore be deemed as ineffective within the parameters of research proposition three (a).

6.4.2 Company B

The levels of equitable representation for company B, presented in figure 14, highlights that the top management and junior management categories are the only two occupational categories within company B that were under-represented. The numerical goals for company B which are presented in figure 23 provide evidence that company B has recognized that the junior management category is under-represented and therefore set a target to increase representation within this category. However, there is no target evidenced for the top management category. As this occupational category is made up of only one individual it can be argued that it is not feasible for company B to increase representation within the top management category. Although only one out of the two under-represented occupational categories are targeted within company B's numerical goals, the results indicate that company B is working towards enhancing representation within the organisation, specifically targeting one of the under-represented categories. Company B's EEIS can therefore be considered to be effective within the parameters of research proposition three (a).

6.4.3 Company D

The results presented in figure 15 in respect of the levels of equitable representation within company D, indicate that the organisation did not have any occupational categories which were under-represented. Company D did not have any numerical goals evident with their employment equity report. Since all occupational categories have 100% equitable representation, this finding is reasonable, as there are no occupational categories which need to be targeted within company D for enhanced representation. Company D's EEIS can therefore be regarded as effective within research proposition three (a).

6.4.4 Company E

The levels of equitable representation within company E, presented in figure 16 highlighted that the top four occupational categories were misaligned with EAP targets. However, the numerical target results for company E presented in figure 24 indicate that only one out of the four under-represented occupational categories has been targeted for enhanced representation namely; senior management. The responses received from respondent E1 and E2, in terms of the company losing a significant amount of business, may provide a suitable explanation for only

one under-represented occupational category being targeted within company E's numerical goals. However, within the parameters of research proposition three (a), company E's EEIS is deemed as ineffective.

6.5 Research proposition three (b):

In an effective EEIS, it will be evident that designated groups are prioritised for recruitment and promotion, specifically within occupational categories identified as being under-represented.

6.5.1 Company A

The recruitment initiatives for company A are presented in figure 25. The findings indicate two important points. Firstly, recruitment initiatives have not targeted the occupational levels that were evidenced as being under-represented in figure 13. Secondly, out of the seven recruitment initiatives, only three included employees from designated groups. Once again these results indicate that company A does not follow a clear employment equity strategy in terms of the organisation's recruitment initiatives whereby under-represented categories are targeted for enhanced representation. This is also evidenced by the fact that company A did not have any promotion initiatives. The responses from respondent A maintain that the organisation has a very short turn-around time when positions become available which creates a challenge for the organisation to employ people from designated groups. Furthermore, due to the fact that the business was a family owned business prior the American company acquiring it, many of the higher occupational categories are filled with family members. This presents a further challenge for company A when it comes to recruitment decisions.

6.5.2 Company B

The responses from respondent B indicated that the organisation has difficulty in finding suitably qualified people from designated groups to fill vacancies that become available, due to the lack of skills and qualifications required within the organisation. However, the recruitment results for company B, presented in figure 26, indicate that the organisation's recruitment strategy is closely aligned with enhancing representation in under-represented occupational

categories. Figure 14 indicated that the junior management category was one of the two under-represented categories. The recruitment results indicate that the junior management category was one of two occupational categories in which people from designated groups were recruited into. However, company B did not have any promotional activities during the period examined.

6.5.3 Company D

Both the recruitment results for company D, presented in figure 27 as well as the promotion results, presented in figure 28, provides evidence that although company D has 100% equitable representation in all occupational categories, the organisation continues to empower individuals. Company D only recruited within the unskilled occupational category. Due to the nature of the industry in which company D operates (commercial cleaning), it is feasible that only the unskilled occupational category would show recruitment initiatives. What is interesting is that company D had a total of five promotions which targeted the senior management, middle management and semi-skilled occupational categories, which all comprised people from designated groups. The fact that company D continues to promote employees within the organisation provides evidence that the organisation's promotion initiatives are not done merely to meet employment equity targets, but rather to develop and empower employees. This is supported by respondent D's comments whereby it was stated that the company only promotes from within and empowers employees through training and development.

6.5.4 Company E

The recruitment results for company E, presented in figure 29 indicate that appointments were made across all occupational categories, except for top management. Designated groups formed the largest percentage of all new recruits in all five occupational categories, except for the senior management category, where designated groups comprised 50% of total recruits. The recruitment results for company E indicate that they have successfully targeted under-represented occupational categories with their recruitment initiatives. These results are positive, specifically in light of respondent E1's responses which indicate that the organisation had difficulty in finding suitably qualified people from designated groups.

The promotion results for company E, presented in figure 30, indicate that although only one of the four under-represented occupational categories was targeted with promotion activities (middle management), people from designated groups comprised 100% of all promotions undertaken. These results indicate that company E has prioritised designated groups within all available promotion opportunities.

6.5.5 Summary

Coetzee and Vermeulen (2003) highlighted the importance of designated groups being targeted for recruitment and promotion. These authors also explain that if the EEIS is implemented correctly, there will be evidence that people from designated groups will be earmarked for recruitment and promotion, in fulfilment of the affirmative action measures prescribed by the EEA (Coetzee and Vermeulen, 2003). This is corroborated by Selby and Sutherland (2006), who illustrate that an effective EEIS would include active recruitment and promotion of designated groups in fulfilment of the affirmative action component of the EEA. Such initiatives indicate that an organisation has implemented clear measures to redress their workforce imbalances (Selby & Sutherland, 2006). The results presented in this section support these scholars findings. It is evident that company B, D, and E have clear employment strategies within the EEIS that target people from designated groups for recruitment. Company D and E also appear to have clear employment strategies that target people from designated groups for promotion. Moreover, all three organisations presented evidence that these initiatives specifically target occupational categories which are under-represented. The converse was evident in company A where it was evident that no clear employment equity strategy was followed in terms of recruitment and promotion initiatives. Company A's EEIS is therefore considered to be ineffective within the parameters of research proposition three (b). Company B, D, and E's EEIS is considered to be effective.

6.6 Research proposition three (c):

In an effective EEIS, it will be evident that designated groups are prioritised for training and development, specifically within occupational categories identified as being under-represented.

Oosthuizen and Naidoo (2010) highlighted that training and development initiatives for people from designated groups are critical to ensure skills transfer and will ultimately contribute to the success of the EEIS (Oosthuizen & Naidoo, 2010). The findings thus far support these scholars, as respondent A, B, and E1 stated in preceding comments that finding suitably qualified people from designated groups is one of the biggest challenges in respect of the EEIS. It is therefore expected that an effective EEIS will show evidence of training initiatives, specifically targeted at under-represented occupational categories.

6.6.1 Company A and B

The findings for company A and B indicate that both organisations' EEIS can be considered as ineffective within the parameters of research proposition three (c). Even though respondent B stated that the organisation aligns its skills development initiatives with the EEIS, this is not translated into the training results for company B, as the organisation did not undertake any training initiatives. The results for company A, reflected in figure 31, indicate that although training initiatives impacted all occupational categories, designated groups were only prioritised in two out of the five occupational categories identified as being under-represented namely; middle management and junior management. The training initiatives of company A do not appear to be aligned to any clear employment equity strategy, in fact the number of employees trained within the organisation appear to total the exact number of employees reflected in the workforce profile of the organisation (64).

6.6.2 Company D and E

The EEIS of company D and E can be considered as effective as the training initiatives in both organisations comprised a majority of designated groups. Company D's training initiatives, as reflected in figure 32 impacted on all occupational categories, except for the top management category. All employees trained comprised 100% of designated groups. The results for company D align with respondent D's comments in respect of developing people successively

from one occupational category to the next. Although the training initiatives at company E did not impact only on people from designated groups, designated groups comprised the majority of all employees trained. Furthermore, the training initiatives targeted two out of four occupational categories where under-representation was evidenced namely; middle management and junior management. It is apparent from the results that both these organisations' training initiatives are aligned with their EEIS.

It is apparent from the results that company D and E's training initiatives are in alignment with the employment equity strategy of each organisation. Interestingly, company D undertook the largest number of training initiatives (105) than any of the other three organisations. Despite the fact that they have equitable representation across all occupational categories, this finding indicates that the organisation continues to empower employees through training and development, not solely for the purpose of the EEA as their representation exceeds EAP targets. This finding supports the deduction made by Esterhuizen and Martins (2008), who identified that merely trying to meet numerical goals without focusing on skills development and training which prioritise designated groups, will hinder the organisation from moving into the diverse and inclusive state (Esterhuizen & Martins, 2008). The results for company D support this statement and it can be argued that the organisation functions in a more diverse and inclusive state than the other three organisations.

6.7 Research proposition four (a):

In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice between individuals actively involved with the EEIS and those who are not.

The organisational justice literature reviewed in chapter two provided insight into the fact that when organisations undergo change initiatives such as required by the EEA, organisational justice perceptions of employees can be impacted (Coetzee & Bezuidenhout, 2011; Coetzee & Vermeulen, 2003; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Vermeulen & Coetzee, 2006; Wöcke & Sutherland, 2008). However, if organisational change initiatives are done in a fair manner, organisational justice perceptions would have little statistical variance between individuals making decisions and those upon whom the decisions impact (Booyesen

2007; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Nkomo, 2011). The findings within this research proposition are therefore unexpected.

The results for all three organisations (company E excluded due to low percentage of quantitative research instruments that were completed), presented in figures 37 to 45 indicate that there is no statistical variance between the perceptions of distributive, procedural, and interactional justice between employees actively involved with the EEIS and those who are not, in any of the three organisations. It was expected that the organisations with effective EEIS would show no statistical variance in organisational justice perceptions, but that organisations with an ineffective EEIS would show a statistical variance in organisational justice perceptions within this research proposition. This is not the case.

The results for company B, represented in figures 40 to 42, as well as company D, represented in figures 43 to 45, confirm that there is no statistical variance in organisational justice perceptions between employees actively involved with the EEIS and those that are not. The research propositions that have been explored in the preceding sections have highlighted that both these companies have an effective EEIS.

Conversely, it can be established, through the analysis of results throughout the preceding research propositions, that company A has an ineffective EEIS. The results for this organisation, in particular, were unexpected, as the results presented in figure 37 to 39 show that there is no statistical variance between individuals actively involved in the EEIS and those who are not.

One possible explanation for this is that the EEIS is essentially not evident within company A. It can be concluded, by consolidating the findings within all preceding research propositions, that company A has not implemented any changes within its employment policies, procedures and processes. Therefore, it could be argued that since there have been no transformative change initiatives within the organisation, there would be no mechanisms which would impact on the organisational justice perceptions within the organisation. In other words, the lack of change initiatives within the organisation would mean that there would be no impact on organisational justice perceptions; hence the results indicate that there is no statistical variance between individuals actively involved with the EEIS and those who are not.

Following this same frame of thought it has been established through the examination of the preceding research propositions that company B and D have effectively implemented a variety of employment policies, processes and procedures in alignment with the EEA, which have produced change within these two organisations. It could be argued that the change initiatives driven by the EEA within these two organisations have been implemented fairly, and therefore accepted by all employees, since the statistical results indicate that there is no variance in organisational justice perceptions between individuals actively involved with the EEIS and those who are not.

Research proposition four (a) intended to use organisational justice perceptions of employees as an additional measure to test the efficacy of the EEIS. Therefore, within the parameters of research proposition four (a), the results indicate that this research proposition cannot be upheld as the results are the same within organisations that have both an effective as well as an ineffective EEIS.

6.8 Research proposition four (b):

In an effective EEIS, there will be no statistical variance in distributive, procedural, and interactional justice between designated groups and non-designated groups.

The results testing research proposition four (b) are presented in figures 46 to 51. Since company D did not have any employees from non-designated groups within the organisation, only company A and company B could be examined to test this research proposition.

The results for company A, presented in figures 46 to 48 indicate that there is no statistical variance in the organisational justice perceptions between employees from designated groups and employees from non-designated groups.

The results for company B, presented in figures 49 to 51 indicate similar findings. There is no statistical variance between the organisational justice perceptions of employees from designated groups and employees from non-designated groups.

Once again, the results within this research proposition were unexpected and the findings differ from previous South African studies which have examined the organisational justice perceptions between designated groups and non-designated groups. Vermeulen and Coetzee (2006) found that there were significant statistical variances between the organisational justice perceptions of white employees and black employees (Vermeulen & Coetzee, 2006). Esterhuizen and Martins (2008) found similar dissimilarities in organisational justice perceptions between different ethnicities within their study (Esterhuizen & Martins, 2008). Similar results were found by Coetzee and Bezuidenhout (2011), where whites and blacks had significant variances in organisational justice perceptions (Coetzee & Bezuidenhout, 2011). The results of this study indicate that there are no statistical variances in organisational justice perceptions between designated groups and non-designated groups within the two companies examined.

Once again, it could be argued that since company A has not initiated any significant change initiatives within the organisation, organisational justice perceptions of employees have not been impacted. Furthermore, the results explored within the dimensions of research proposition four (b), only analysed two companies (company D could not be included due to the organisation not having any employees from non-designated groups). The findings could therefore direct further research which to examine these findings on a larger scale.

Within the parameters of research proposition four (b), the results indicate that this research proposition cannot be upheld as the results are the same within organisations that have both an effective as well as an ineffective EEIS.

6.9 Research proposition five:

There will be clear and identifiable differences between an effective EEIS and an ineffective EEIS within each of the four measurement constructs of this study.

Research proposition five intended to consolidate all the findings from the preceding research propositions, with the aim of indentifying the key differences between an effective EEIS and an ineffective EEIS. The consolidated findings within each research proposition, for each organisation, are discussed in the section to follow.

6.9.1 Company A

The summary of results indicate that company A's EEIS is not aligned to the DoLCGPEE, indicating that there are a number of processes and systems which have not been implemented within the EEIS at company A (see table eight). The lack of procedures and systems appears to impact on a number of other factors explored within research propositions two and three. The level of equitable representation within the organisation is misaligned with EAP targets (see figure 13). There also appears to be no strategy within the organisation to target under-represented occupational categories. This was evident in the analysis of company B's numerical goals (see figure 22). Furthermore, analysis of company A's recruitment and promotional activities indicate that designated groups are not targeted for these initiatives. In fact non-designated groups comprised the highest number of new recruits, and there were no promotions that took place (see figure 25). The analysis of company A's workforce profile over two years also indicated that the levels of equitable representation within the top three occupational categories have decreased rather than increased (see figure 17). Lastly, the training initiatives within company A only prioritised designated groups within two out of the five under-represented occupational categories (see figure 31).

It can be argued that having the correct systems and processes in place is the departure point from which an organisation can outline a clear employment equity strategy. This has been highlighted by previous scholars, as outlined in the literature review in chapter two (Booyesen, 2007; Denton & Vloeberghs, 2006; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Vermeulen & Coetzee, 2006). Moreover, a further argument could be that; without a clear employment equity strategy, which is communicated and understood by all employees, that the EEIS is misaligned with both the short-term and long-term objectives of the EEA.

Many of the statements made by respondent A indicate that the organisation is aware that the EEIS is lacking. The frequencies of responses presented in table 11, indicate that respondent A acknowledges that the EEIS within the organisations is ineffective. It appears that the biggest challenge for company A is that the business was family owned prior to being acquired by the American holding company. This has resulted in a majority of the top occupational categories being occupied by non-designated groups (see figure 13), with limited room for integrating designated groups. Furthermore, the lack of understanding about the EEA on the part of the American holding company has resulted in further challenges for company A to move forward with its EEIS.

As per the arguments presented in the preceding sections, the lack of change in terms of transformation driven by the EEA within the organisation may account for the lack of statistical variance between organisational justice perceptions measured within the organisation (see figures 37 to 39, and 46 to 48).

6.9.2 Company B

The overall findings for company B indicate that the organisation has an effective EEIS within five out of eight of the research propositions tested (see table 10). Company B showed evidence of having sound processes and systems in place within the EEIS (see table 8) which included all the ten steps within the DoLCGPPEE. Although company B did not have equitable representation within all six occupational categories (see figure 14), or showed evidence of enhanced representation within the top three occupational categories over the two-year period analysed (see figure 18), the organisation appears to be cognisant of the occupational categories that require enhanced representation by designated groups, and this was evident within their numerical goals (see figure 23). Since company B's top occupational category is occupied by one white male, it is feasible, due to the small size of the organisation, that enhancing equitable representation within this occupational category could be impractical. Furthermore, although company B did not undertake any training or promotional initiatives during the period analysed, their recruitment initiatives once again indicate that they are working towards enhancing representation within under-represented occupational categories (see figure 26).

In all responses received from respondent B, it is apparent that the organisation has a clear EEIS and although the EEIS is not effective against all the dimensions measured through the preceding research propositions, it is evident that they are working towards addressing the areas that are lacking within the EEIS. It appears that the biggest challenge for company B is finding suitable candidates from designated groups with the correct skills and qualifications within a short period of time. From the results analysed for company B it is apparent that although they are facing challenges within certain dimensions of the EEIS, the EEIS is not implemented within the organisation for compliance alone. The responses received from respondent B indicate that the organisation is aiming to adopt a culture of diversity and equality (Nkomo, 2011; Maharaj et al., 2008). Another interesting point is that although the top occupational category is occupied by non-designated groups, it does not appear to hinder transformation within the other occupational categories (Booyesen, 2007; Nkomo, 2011).

The organisational justice perceptions measured within company B indicate that there is no statistical variance between the justice perceptions between employees actively involved with the EEIS and those who are not; as well as between designated and non-designated groups (see figures 37 to 39, and 46 to 48). Although it has been determined that research proposition four (a) and four (b) cannot be upheld within the dimensions of this study, the lack of statistical variance in organisational justice perceptions may also be an indication that the EEIS has been implemented fairly within company B and accepted by all employees.

6.9.3 Company D

The overall findings for company D indicate the organisation's EEIS was considered to be effective against all eight research propositions tested within this study. The EEIS in company D is closely aligned with all the steps within the DoLCGPEE (see table eight). Moreover, the results for company D within all preceding research propositions indicate that the organisation's EEIS is already at the point of meeting the long-term objectives of the EEA, namely a diverse and inclusive working environment which is evident throughout the organisation's workplace practices (Booyesen, 2007; Coetzee & Bezuidenhout, 2011; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Wöcke & Sutherland, 2008).

This is substantiated by the fact that company D has 100% equitable representation throughout all occupational levels (see figure 15). Despite having 100% equitable representation, the organisation showed evidence of continuing to enhance representation within the top three occupational categories over the three-year period analysed (see figure 19). Furthermore, it is apparent from company D's recruitment initiatives that designated groups continue to be prioritised (see figure 27). Company D conducted the highest number of training initiatives out of all four organisations during the period analysed (see figure 32). This indicates that the organisation emphasises the development and empowerment of their employees which was evidenced through a number of responses received from respondent D. The same is evident within their promotional activities (see figure 28), where it is evident that designated employees are empowered to grow within the organisation, specifically within the upper occupational categories.

The results, presented in table 10, indicate that company D had the most effective EEIS out of the four organisations analysed. It is interesting to note that company D's top management occupational category is exclusively occupied by people from designated groups. This may be an important reason why company D has provided evidence of the EEIS translating into the long-term objectives of the EEA within all research propositions tested. This finding could guide further research around how diversity and equitable representation within the highest occupational levels could impact on the overall efficacy of transformation within South African organisations.

The results of the organisational justice perceptions within organisation D are similar to that of company A and B in that there was no statistical variance between the various sample sets tested (see figure 43 to 45). As in the case of company B, it could be argued that the EEIS within company D has been implemented fairly and accepted by all employees.

6.9.4 Company E

The overall findings for company E indicate that the EEIS of the organisation is measured effective against three out of the five research propositions which company E could be measured against. Company E provided evidence of having sound procedures and systems within the EEIS (see table 8) which are closely aligned with all the ten steps of the DoLCGPPE. However, company E only had equitable representation in two out of the six occupational categories (see figure 16). Company E's level of representation within the top three occupational categories appeared to have fluctuated over the three-year period analysed (see figure 20). The middle management category, in particular, declined sharply in year three. However, this could be due to the fact that the organisation had lost a significant amount of business, as was stated by respondent E1. This may also provide insight into why company E's numerical goals showed enhanced representation in only one out of the four occupational categories which were under-represented (see figure 24). The organisation's recruitment, promotion and training initiatives (see figure 29, 30, and 33) provide evidence that the organisation is working towards an employment equity strategy. In all these initiatives people from designated groups comprise the majority of employees that were impacted.

The responses from respondent E1 and E2 indicate that company E faces a challenge in finding suitably qualified people from designated groups to integrate into the organisation due to the organisation's strict policy about requisite qualifications. It must also be noted that company E was by far the largest company out of all four companies analysed. Due to the large workforce of this organisation it could be argued that achievement of the short-term and long-term goals of the EEA would happen at a much slower rate within company E, compared to the other three organisations. This may account for company E not being considered as having an effective EEIS within certain of the research propositions tested. However, the results indicate that company E does have a clearly defined EEIS within the organisation, even though the EEIS is not effective in all dimensions measured.

6.9.5 Frequency of responses

Table 11 provides further insight into the frequency of responses received by the five respondents during the interviews, in response to the additional contextual questions within section three of the qualitative research instrument.

When respondents were asked what they believe differentiates an effective EEIS from an ineffective EEIS, the two most frequent responses were; stakeholder involvement, and not merely implementing employment equity for the purposes of compliance. These responses are aligned with the findings of Leonard and Grobler (2005, 2006) who highlight that stakeholder engagement is one of the critical success factors to ensure the efficacy of an EEIS (Leonard & Grobler, 2005; Leonard & Grobler, 2006). It is also interesting to note that the respondents, who indicated that the EEIS should not be implemented merely for compliance purposes, were the respondents from company B, D, and E. All three of these organisation's EEIS appear to move beyond compliance towards a more diverse and inclusive workplace culture. Moreover, another interesting finding is that in company D, who has been identified as having the most effective EEIS, the role of the employment equity manager was assumed by one of the Directors of the organisation, who falls within the top management occupational category. This indicates that the very highest level of leadership are directly involved, and committed to, the EEIS within company D (Booyesen, 2007; Esterhuizen & Martins, 2008; Leonard & Grobler, 2006; Thomas, 2003). This was not evidenced in any of the other three organisations. This could provide guidance for future research around the EEA in terms of the role that the employment equity manager plays in relation to the efficacy of the EEIS.

When respondents were asked about the specific challenges that their organisation faces in terms of the EEIS, the most frequent response was; finding people from designated groups with the required skills and qualifications.

Respondents were also questioned around the challenges faced by the organisation in terms of the Employment Equity Amendment Act. The most frequent response to this question was the changes to the 'equal work for equal pay' clause (South Africa, 2013). The responses received could guide future research around this particular amendment to the EEA in order to assist South African managers to navigate the amended legislation.

6.9.6 Key differentiating factors between an effective and ineffective EEIS.

The findings of this study, discussed in the preceding sections indicate that company A has a very ineffective EEIS and company D has a highly effective EEIS, confirmed by all the research propositions tested within this study. The section to follow will therefore draw comparisons between these two organisations, specifically, with the purpose of identifying the key variances between the two organisations' EEIS. Each research proposition will be discussed to highlight the key differences.

6.9.6.1 Alignment with the DoLCGPEE (inputs)

It is apparent from the results presented, that company D had sound procedures and systems in place within the EEIS, where company A did not. Through the findings of this study, it can be concluded that having the correct procedures and systems in place within the EEIS is a critical success factor in terms of employment equity implementation. These systems and procedures appear to guide all aspects of the EEIS. The results for company A, throughout all the research propositions explored, showed evidence of a lack of strategy, and consequent actions, required to implement the EEA within the organisation. Company D not only had clear systems and processes in place, but the results for this organisation indicated that they placed tremendous focus on the critical success factors identified by previous authors in terms of stakeholder involvement and communication (Booyesen, 2007; Denton & Vloeberghs, 2003; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Thomas 2002; Thomas, 2003). These critical success factors were not evident within company A's EEIS. In addition, the

role of the consultative forum appears to play a crucial role within the EEIS. It can be argued that the lack of a consultative forum within company A has resulted in the EEIS being highly ineffective.

6.9.6.2 Increased equitable representation within the top three occupational categories

There is a vast difference in the levels of equitable representation within company D compared with company A. Company D had 100% of equitable representation throughout the organisation, where company A only had equitable representation in the lowest occupational category. It can be concluded that company A has only done the bare minimum in terms of alignment with the EEA, and this is evident in the levels of equitable representation within the organisation. This supports the findings of Vermeulen and Coetzee (2006), who identify that an EEIS cannot be deemed effective if equitable representation is not evident within the organisation (Vermeulen & Coetzee, 2006). Through the results of this study, it can be argued that company A did not have any sound mechanisms in place as a departure point for employment equity implementation. This appears to have resulted in very poor levels of equitable representation, specifically in the top three occupational categories, which primarily constitute non-designated groups.

Moreover, company A did not show any evidence of increased equitable representation within the top three occupational categories over the period analysed. Again, this points to the fact that the organisation is not making employment decisions aligned with the EEIS. The converse is evident in company D, where even though the organisation has 100% equitable representation, they continue to empower individuals within the organisation into the upper three occupational categories. This indicates that company D's EEIS goes beyond processes and procedures, but appears to translate into a diverse and inclusive workforce which is aligned with the long term objectives of the EEA (Esterhuizen & Martins, 2008).

6.9.6.3 Diverse and inclusive workplace environment evident in all employment practices

The results examined within research proposition three provide further insights into the key differences in the EEIS between company A and company D. Company D, although having 100% equitable representation continues to recruit, promote and train designated groups. The responses from respondent D indicate that they value empowerment, as well as training and

development within the organisation. These responses confirm that the organisation's EEIS goes beyond compliance, and rather emphasises empowerment, inclusivity, and transformation.

The results for company A evidence that designated groups are not prioritised for recruitment, promotion, or training. It would be expected that due to company A's low levels of equitable representation, that these initiatives would specifically target under-represented occupational categories and be evident within their numerical goals (Booyesen, 2007; Coetzee & Vermeulen, 2003; Denton & Vloeberghs, 2003; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006). The results for company A indicate that this is not the case. Again, it can be argued that since company A has not conducted analysis on its employment practices, thereby identifying under-represented groups, the recruitment, promotion, and training initiatives follow no clear strategy towards enhancing representation.

6.9.6.4 Organisational justice perceptions

Since proposition four was not upheld in the context of this study, no comparisons can be drawn between the organisational justice perceptions in company A and company D. The only conclusion that can be drawn from the results of research proposition four is that the organisational justice perceptions in company A showed no statistical variance due to the fact that the organisation has not undergone any large-scale transformative change in alignment with the EEA.

In conclusion, research proposition five can be upheld as it has been evidenced that there are clear differentiating factors between organisations that have an effective EEIS in comparison with organisations that have an ineffective EEIS.

CHAPTER SEVEN:

Conclusion

7.1 Principle findings

The key findings of this study indicate that there are sound measurement elements that can be used to determine the efficacy of an organisation's EEIS. Moreover, this study has identified that there are apparent and measurable differences in an effective EEIS in comparison with an ineffective EEIS.

The results indicate that the most critical success factor that could determine the efficacy of an EEIS lies within clear policies, procedures, and processes which are closely aligned with the EEA. This study supports previous studies examining the EEA and identified that the DoLCGPPEE is a sound guideline that South African managers can use when creating policies, procedures and practices within the EEIS (Department of Labour, 1999; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006). All results and preceding discussion points indicate that, where the organisation has a clear strategy in place for implementing the EEA, the EEIS translates into the short-term and long-term objectives of the EEA. Where such systems are lacking, organisations with an ineffective EEIS appear to lack clear direction in terms of employment decisions which are required to enhance equitable representation within the organisation (Coetzee & Bezuidenhout, 2011; Esterhuizen & Martins, 2008; Vermeulen & Coetzee, 2006; Thomas, 2003).

The results indicate that where clear policies and procedures were in place, enhanced representation; numerical goals aligned with targeting under-represented occupational categories; as well as recruitment, training, and promotion initiatives, all evidence a clear employment equity strategy targeting designated groups (Booyesen, 2007; Denton & Vloeberghs, 2003; Nkomo, 2011; Oosthuizen & Naidoo, 2010). The results for company E indicated that they did not yet have equitable representation in all occupational categories; however, due to the size of the organisation, this is feasible. Moreover, the organisation's recruitment, promotion, and training initiatives evidenced that they have a clear EEIS in place, as all these initiatives prioritised people from designated groups.

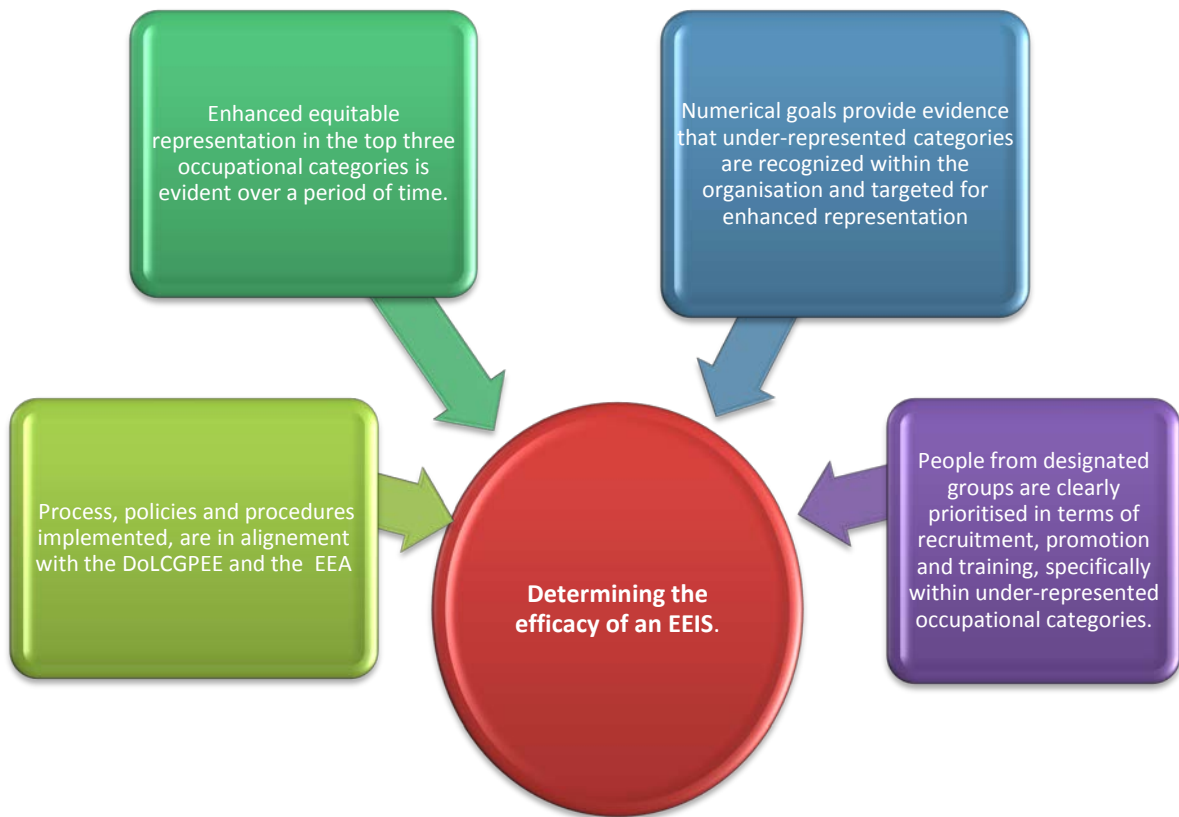
The findings also indicate that organisations with an effective EEIS also appear to go above-and-beyond the requirements of the EEA towards a more diverse and inclusive working environment that empowers employees. This was clearly evidenced in company D who had equitable representation throughout all occupational levels. However, the organisation's levels of representation continued to increase over the three-year period. The organisation also continued to recruit and promote employees into higher occupational levels. The organisation also evidenced the highest number of training initiatives out of all four companies analysed which elucidates that the organisation has moved beyond compliance, towards a fully diverse and inclusive working environment (Coetzee, 2015; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006).

In addition, in company D, which the results have highlighted as having the most effective EEIS, the role of employment equity manager was managed by the highest level of leadership within the organisation. This was not evidenced in any of the other three organisations. It can be concluded that when the highest level of leadership take an active role in the EEIS, the overall impact appears to be a much more effective EEIS (Booyesen, 2007; Esterhuizen & Martins, 2008; Leonard & Grobler, 2006; Thomas, 2003).

The results pertaining to the organisational justice perceptions were unexpected as they indicated that organisational justice perceptions showed no statistical variance between all sample sets measured in organisations that had both an effective and an ineffective EEIS. It was therefore concluded that organisational justice perceptions could not provide an accurate measurement in terms of the efficacy of the EEIS, within the context of this study, due to only two organisations being analysed. Therefore, the results for organisations with an effective EEIS as well as an ineffective EEIS were the same across all sample sets tested.

The findings of this study therefore propose that the following model could be used to determine the efficacy of an EEIS. Due to the above-mentioned factors, the measurement of organisational justice is not included in this model.

Figure 53: Proposed model for determining the efficacy of an EEIS



7.2 Implications for management

Although this study only explored the EEIS within four South African organisations, the findings of this study could guide future research which could provide managers with many practical insights.

The findings indicate that having the correct process, policies, and procedures within the EEIS is a critical departure point for designing an effective EEIS (Booyesen, 2007; Denton & Vloeberghs, 2003; Leonard & Grobler, 2005; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Vermeulen & Coetzee, 2006). Furthermore, the results indicate that the DoLCGPEE can be used as a reliable guideline in designing the EEIS (Esterhuizen & Martins, 2008; Leonard & Grobler, 2005; Leonard & Grobler, 2006).

The processes, policies, and procedures within the EEIS will not be effective if these mechanisms do not create transformative change within the organisation. Therefore, these processes, policies, and procedures must ultimately translate into, and provide evidence of, the fact that the organisation is aligned with both the short-term as well as the long-term objectives of the

EEA. This would include affirmative action measures to enhance overall representation within the organisation, with specific focus on the top three occupational categories, and would also clearly prioritise people from designated groups within recruitment, promotion, and training initiatives (Booyesen, 2007; Coetzee, 2015; Denton & Vloeberghs, 2003; Esterhuizen & Martins, 2008; Leonard & Grobler, 2006; Nkomo, 2011; Oosthuizen & Naidoo, 2010).

Further findings of this study provided evidence that commitment to the EEIS within the highest occupational levels appears to positively impact on the overall efficacy of the EEIS both in terms of creating a diverse and inclusive working culture, as well as enhancing overall equitable representation within the organisation (Booyesen, 2007; Janse van Rensburg & Roodt, 2005; Nkomo, 2011; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006; Thomas, 2003).

In addition, organisations that were evidenced as having a highly effective EEIS within the context of this study evidenced that the EEIS was not a mechanism implemented merely for the purpose of compliance. The organisations that had an effective EEIS evidenced going above-and-beyond the compliance parameters of the EEIS and adopted a spirit of transformation and empowerment within the organisation (Nkomo, 2011; Maharaj et al., 2008).

7.3 Limitations of the research

- 7.3.1 The sample size of this study was relatively small due to the in-depth requirements of this study. The results of this study can therefore not be applied to all South African organisations.
- 7.3.2 This study drew upon current EEA literature to create the four measurement dimensions used to determine whether the organisation has an effective or ineffective EEIS. The research propositions tested only included these four constructs. There may be additional constructs identified through further research that could be included to measure the efficacy of an EEIS.
- 7.3.3 The organisational justice perceptions tested within research proposition four may have been impacted due to the small sample size.

7.4 Suggestions for future research

- 7.4.1 It is recommended that future studies exploring this topic are conducted on a larger scale to determine whether similar results are obtained.
- 7.4.2 Future studies may identify additional constructs that could be measured to determine the efficacy of an EEIS.
- 7.4.3 It is recommended that future studies exploring this topic, specifically around the organisational justice perceptions of employees within organisations with an effective or ineffective EEIS, include a larger sample size to determine whether organisational justice could be used as an additional construct in determining the efficacy of the EEIS.
- 7.4.4 The results for company D indicated that the top three occupational categories were occupied exclusively by people from designated groups. Within the context of this study, company D provided evidence of having a highly effective EEIS in all research propositions explored. Further studies could examine whether higher percentages of representation of designated groups within the upper echelons of organisations, impact on the diversity, transformation and inclusivity within the organisation.
- 7.4.5 The results from this study indicated that, where the EEIS was managed by individuals within the top management category, the overall efficacy of the EEIS was more evident than in organisations where the EEIS was managed by individuals within lower occupational levels. Further research could determine how the role of the employment equity manager as well as the occupational level of the employment equity manager impacts on the overall efficacy of the EEIS.
- 7.4.6 The responses received from respondents participating in this study indicated that the greatest challenge the organisations participating in this study face, in respect of the Employment Equity Amendment Act, is the equal work for equal pay amendment. Further research is needed to gain insight into this particular amendment and how it impacts on South African organisations.
- 7.4.7 Two of the organisations participating in this study indicated that one of the biggest challenges faced in terms of the EEIS is to find suitably skilled and qualified people from designated groups. Further research is needed to explore this phenomenon within the South African context.

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APPENDICES

Appendix one: Turnitin report

The Turnitin report is attached herewith. The report indicates an 11% similarity within the entire document (excluding front page). The filtered report, without the reference list and direct quotes, indicates 7% similarity. This is shown in the screen shots below.

GIBS Information Center Test your originality - DUE 31-Dec-2016

Originality GradeMark PeerMark Thesis - final draft (v2) BY ODETTE PAGE turnitin 11% SIMILAR OUT OF 0

Match Overview

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Originality GradeMark PeerMark Thesis - final draft (v2) BY ODETTE PAGE turnitin 7% SIMILAR OUT OF 0

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7	repository.up.ac.za Internet source	<1%
8	Submitted to Universit... Student paper	<1%

Appendix two: ethical clearance letter

Dear Odette Page

Protocol Number: **Temp2015-01789**

Title: What factors differentiate an effective employment equity strategy from an ineffective strategy in South African organisations and how does this impact on employees' perceptions of organisational justice?

Please be advised that your application for Ethical Clearance has been APPROVED.

You are therefore allowed to continue collecting your data.

We wish you everything of the best for the rest of the project.

Kind Regards,

Adele Bekker

Appendix three: qualitative research instrument

QUALITATIVE RESEARCH INSTRUMENT – MBA RESEARCH REPORT

Company: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E F <input type="checkbox"/> (To be completed by the researcher)

SECTION 1: Checklist to determine the organisation’s level of compliance with the Employment Equity Act.

1.1 Please provide detail on your role within the organisation’s employment equity implementation strategy.

1.2 The Employment Equity Act prescribes the steps that need to be taken to implement an employment equity strategy within an organisation. I would briefly like to run through these steps with you and request that you please indicate whether or not the relevant step has been implemented in your organisation as part of your employment equity strategy.

Checklist item: (aligned to the Department of Labour’s Code of Good Practice for Employment Equity Plans)	Yes	No
a) Responsibility has been assigned to a manager primarily responsible for employment equity implementation within the organisation.	<input type="checkbox"/>	<input type="checkbox"/>
b) The organisation has communicated the employment equity strategy to all employees within the organisation through training.	<input type="checkbox"/>	<input type="checkbox"/>
c) The organisation has established a consultative forum such as employment equity committee made up representatives of all stakeholders within the organisation (e.g. labour unions, representatives from designated as well as non-designated groups, all occupational levels and categories)	<input type="checkbox"/>	<input type="checkbox"/>
d) The organisation has conducted an analysis on all employment practices, policies and procedures to identify barriers to employment equity and determine the extent of under-representation of employees from designated groups.	<input type="checkbox"/>	<input type="checkbox"/>
e) My organisation has implemented specific corrective action and objectives to address barriers to employment equity as well as the under-representation of designated groups. These have been documented in the employment equity plan.	<input type="checkbox"/>	<input type="checkbox"/>
f) My organisation has established specific timeframes to meet the objectives targets set in the employment equity plan.	<input type="checkbox"/>	<input type="checkbox"/>

g) My organisation allocates sufficient resources to meet the objectives of the employment equity plan.	<input type="checkbox"/>	<input type="checkbox"/>
h) My organisation's employment equity plan has been communicated to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>
i) My organisation monitors and evaluates the employment equity plan regularly	<input type="checkbox"/>	<input type="checkbox"/>
j) My organisation submits an employment equity report to the Department of Labour on an annual basis.	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: Procedures used by the organisation to implement employment equity.

The following questions are designed to explore the exact processes and systems that the organisation has used to implement the employment equity implementation strategy. The questions will be aligned to the Department of Labour's Code of Good Practice for Employment Equity Plans and will investigate, at a broader level, the specific mechanisms your organisation has used to implement employment equity. In each of the questions you will be asked whether, in your opinion, the approach taken was effective.

2.1 Who is assigned responsibility in the organisation for the implementation of employment equity and what process was followed to assign responsibility?

	In your opinion, how effective was this approach?

2.2 How did the organisation go about communicating your employment equity strategy to all stakeholders?

	In your opinion, how effective was this approach?

2.3 What type of consultative forum do you use in the organisation for the purpose of implementing employment equity and what members make up this forum?

	In your opinion, how effective was this approach?

2.4 How did the organisation go about analysing your employment practices, policies and procedures?

	In your opinion, how effective was this approach?

2.5 During your analysis of employment policies and procedures, and where employment equity barriers or under-representation of designated groups were identified, what measures did the organisation put in place to address these?

	In your opinion, how effective was this approach?

2.6 Does the organisation have an employment equity plan? If so, what information has been included in the employment equity plan?

	In your opinion, how effective was this approach?

2.7 How did the organisation go about assigning specific timeframes to address each of the employment equity barriers identified? Please provide detail.

	In your opinion, how effective was this approach?

2.8 How does the organisation allocate sufficient resources to meet the objectives of the employment equity plan?

	In your opinion, how effective was this approach?

2.9 Does the organisation have measures in place to address the findings (if any) discovered during the analysis of employment policies? Please provide detail.

	In your opinion, how effective was this approach?

2.10 How does the organisation communicate the employment equity plan to all stakeholders?

	In your opinion, how effective was this approach?

2.11 How does the organisation go about monitoring and evaluating the employment equity plan and how regularly is this undertaken?

	In your opinion, how effective was this approach?

2.12 How does the organisation go about submitting the annual employment equity report to the Department of Labour?

	In your opinion, how effective was this approach?

SECTION 3: Additional Information

3.1 In your own opinion, do you believe that your organisation has an effective or ineffective employment equity implementation strategy? Please provide a reason for your answer.

--

3.2 In your own opinion, what do you believe differentiates an effective employment equity implementation strategy from an ineffective implementation strategy?

3.3 Are there any specific challenges that the organisation experiences in terms of its employment equity implementation strategy?

3.4 In your own opinion, do you believe that employees within the organisation perceive the employment equity implementation strategy to be fair?

3.5 When recruitment and/or promotion decisions have to be taken, does the organisation give preference to individuals from designated groups over non-designated groups?

3.6 In your opinion, do you believe that recruitment and promotion decisions that are made within the organisation, specifically to support the employment equity implementation strategy, are fair?

3.7 Would you like to provide any concluding comments?

Appendix four: quantitative research instrument

QUANTITATIVE RESEARCH INSTRUMENT – MBA RESEARCH REPORT

Dear Participant,

Thank you for taking part in this survey. This survey forms part of an MBA research project for Gordon Institute of Business Science (GIBS), University of Pretoria. This study intends to explore the factors that differentiate an effective employment equity implementation strategy from an ineffective strategy. Furthermore, the study aims to investigate how both an effective, as well as ineffective employment equity implementation strategy, impacts on the employee's perception of organisational justice.

The survey should take you no more than 15 minutes to complete and there is no cost to you for participating in this survey. All data collected will be treated in the strictest confidence. To ensure anonymity, we do not request your name or personal identification detail for the purpose of this study. **Your participation is voluntary and you can withdraw at any time.** By completing this survey, you indicate that you voluntarily participate in this research.

For any further information, please feel free to contact the researcher or research supervisor below:

Researcher:

Name: Odette Page

Email: odette.mbaresearch@gmail.com

Tel: 084 470 8115

Supervisor:

Dr. Robin Woolley

Robin.Woolley@transcend.co.za

Tel: 082 332 9201

Company: (To be completed by the researcher)	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
--	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

SECTION 1: Demographic Information

- a) I am actively involved with the implementation of employment equity in my organisation: Yes No
- b) Gender: Male Female
- c) Nationality: African Coloured Indian White Other:
- d) Age: 18 to 30 31 to 40 41 to 50 51 to 60 Above 61
- e) Educational Level: Less than Matric Matric Diploma
 Degree Undergraduate Degree Postgraduate Degree
 Masters PhD
- f) Occupational Level: Entry level Junior or semi-skilled level
 Skilled level Middle management level
 Senior management level Executive Level
 Other:

SECTION 2: Organisational Justice Measurement Scale

2.1 My work schedule is fair.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.2 I think that my level of pay is fair.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.3 I consider my work load to be quite fair.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.4 Overall, the rewards I receive at my organisation are quite fair.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.5 I feel that my job responsibilities are fair.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.6 Employment equity decisions made within the organisation are done in an unbiased manner.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.7 My superior(s) makes sure that all employee concerns are heard before employment decisions are made.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.8 To make employment decisions, my superior(s) collects accurate and complete information.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.9 My superior(s) clarifies and provides additional information when requested by the employee.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.10 All employment decisions are applied consistently across all affected employees.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.11 Employees are allowed to challenge or appeal employment decisions made by superior(s).

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.12 When decisions are made about my job, my superior(s) treats me with kindness and consideration.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.13 When decisions are made about my job, my superior(s) treats me with respect and dignity.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.14 When decisions are made about my job, my superior(s) is/are sensitive to my personal needs.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.15 When decisions are made about my job, my superior(s) deal with me in a truthful manner.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.16 When decisions are made about my job, my superior(s) shows concern for my rights as an employee.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.17 Concerning decisions made about my job, my superior(s) discuss the implications of decisions with me.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.18 My superior(s) offer adequate justification for decisions made about my job.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.19 When making decisions about my job, my superior(s) offer explanations that make sense to me.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

2.20 My superior(s) explains clearly any decisions about my job.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

Thank you for your participation in this survey

Appendix five: signed informed consent letters

Signed informed consent letter: company A

INFORMED CONSENT LETTER – MBA RESEARCH PROJECT

Dear Participant,

Thank you for agreeing to this interview and for participating in this study. The interview is expected to last about 45 – 60 minutes. This study forms part of an MBA research project for Gordon Institute of Business Science (GIBS), University of Pretoria. This study intends to explore the factors that differentiate an effective employment equity implementation strategy from an ineffective strategy. Furthermore, the study aims to investigate how both an effective, as well as ineffective employment equity implementation strategy, impacts on the employee's perception of organisational justice.

There is no cost to you for participating in this study. All data collected will be treated in the strictest confidence. To ensure anonymity, we do not request your name or personal identification detail for the purpose of this study. **Your participation is voluntary and you can withdraw at any time.** By participating in the interview to follow, you indicate that you voluntarily participate in this research.

For any further information, please feel free to contact the researcher or research supervisor below:

Researcher:

Name: Odette Page

Email: odette.mbaresearch@gmail.com

Tel: 084 470 8115

Supervisor:

Dr. Robin Woolley

Robin.Woolley@transcend.co.za

Tel: 082 332 9201

Signature of participant:



Date:

01/09/2015

Signature of researcher:



Date:

01/09/2015

Signed informed consent letter: company B

INFORMED CONSENT LETTER – MBA RESEARCH PROJECT

Dear Participant,

Thank you for agreeing to this interview and for participating in this study. The interview is expected to last about 45 – 60 minutes. This study forms part of an MBA research project for Gordon Institute of Business Science (GIBS), University of Pretoria. This study intends to explore the factors that differentiate an effective employment equity implementation strategy from an ineffective strategy. Furthermore, the study aims to investigate how both an effective, as well as ineffective employment equity implementation strategy, impacts on the employee's perception of organisational justice.

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For any further information, please feel free to contact the researcher or research supervisor below:

Researcher:

Name: Odette Page

Email: odette.mbaresearch@gmail.com

Tel: 084 470 8115

Supervisor:

Dr. Robin Woolley

Robin.Woolley@transcend.co.za

Tel: 082 332 9201

Signature of participant:



Date:

10/09/2015

Signature of researcher:



Date:

10/09/2015

Signed informed consent letter: company D

INFORMED CONSENT LETTER – MBA RESEARCH PROJECT

Dear Participant,

Thank you for agreeing to this interview and for participating in this study. The interview is expected to last about 45 – 60 minutes. This study forms part of an MBA research project for Gordon Institute of Business Science (GIBS), University of Pretoria. This study intends to explore the factors that differentiate an effective employment equity implementation strategy from an ineffective strategy. Furthermore, the study aims to investigate how both an effective, as well as ineffective employment equity implementation strategy, impacts on the employee's perception of organisational justice.

There is no cost to you for participating in this study. All data collected will be treated in the strictest confidence. To ensure anonymity, we do not request your name or personal identification detail for the purpose of this study. **Your participation is voluntary and you can withdraw at any time.** By participating in the interview to follow, you indicate that you voluntarily participate in this research.

For any further information, please feel free to contact the researcher or research supervisor below:

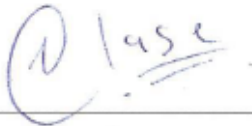
Researcher:

Name: Odette Page
Email: odette.mbaresearch@gmail.com
Tel: 084 470 8115

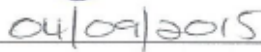
Supervisor:

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Robin.Woolley@transcend.co.za
Tel: 082 332 9201

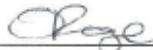
Signature of participant:



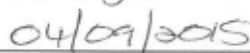
Date:



Signature of researcher:



Date:



Signed informed consent letter: company E

INFORMED CONSENT LETTER – MBA RESEARCH PROJECT

Dear Participant,

Thank you for agreeing to this interview and for participating in this study. The interview is expected to last about 45 – 60 minutes. This study forms part of an MBA research project for Gordon Institute of Business Science (GIBS), University of Pretoria. This study intends to explore the factors that differentiate an effective employment equity implementation strategy from an ineffective strategy. Furthermore, the study aims to investigate how both an effective, as well as ineffective employment equity implementation strategy, impacts on the employee's perception of organisational justice.

There is no cost to you for participating in this study. All data collected will be treated in the strictest confidence. To ensure anonymity, we do not request your name or personal identification detail for the purpose of this study. **Your participation is voluntary and you can withdraw at any time.** By participating in the interview to follow, you indicate that you voluntarily participate in this research.

For any further information, please feel free to contact the researcher or research supervisor below:

Researcher:

Name: Odette Page

Email: odette.mbaresearch@gmail.com

Tel: 084 470 8115

Supervisor:

Dr. Robin Woolley

Robin.Woolley@transcend.co.za

Tel: 082 332 9201

Signature of participant:



Date:

09/09/2015

Signature of researcher:



Date:

09/09/2015

Appendix six: interview transcriptions (attached as electronic submission)

Appendix seven: interview recordings (attached as electronic submission)

Appendix eight: section B, C, D, and E of each organisation's employment equity report

Company A – Section B: YEAR ONE

SECTION B: WORKFORCE PROFILE AND CORE & SUPPORT FUNCTIONS

1. Occupational levels

1.1 Please report the **total number of employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	2	0	0	0	1	0	0	3
Senior management	0	0	0	6	0	0	0	2	0	0	8
Professionally qualified and experienced specialists and mid-management	0	1	2	0	0	0	0	0	0	0	3
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	0	0	0	0	0	1	0	0	0	2
Semi-skilled and discretionary decision making	0	1	0	13	0	0	0	5	0	0	19
Unskilled and defined decision making	20	1	1	4	5	0	1	3	6	0	41
TOTAL PERMANENT	21	3	3	25	5	0	2	11	6	0	76
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	21	3	3	25	5	0	2	11	6	0	76

Company A – Section B, C, D, and E: YEAR TWO

SECTION B: WORKFORCE PROFILE

1. WORKFORCE PROFILE

1.1 Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	2	0	0	0	1	0	0	3
Senior management	0	0	0	6	0	0	0	1	0	0	7
Professionally qualified and experienced specialists and mid-management	0	1	0	1	0	0	0	1	0	0	3
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	0	0	1	0	0	0	0	0	0	2
Semi-skilled and discretionary decision making	0	0	1	11	0	0	1	8	0	0	21
Unskilled and defined decision making	18	1	0	0	5	0	0	0	4	0	28
TOTAL PERMANENT	19	2	1	21	5	0	1	11	4	0	64
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	19	2	1	21	5	0	1	11	4	0	64

SECTION C: WORKFORCE MOVEMENT

2. Recruitment

2.1 Please report the total number of new recruits, including people with disabilities. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	1	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management	0	0	1	0	0	0	0	0	0	0	1
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	1	0	0	0	0	0	0	1
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	1	0	0	1	0	0	1	1	0	0	4
TOTAL PERMANENT	1	0	1	3	0	0	1	1	0	0	7
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1	0	1	3	0	0	1	1	0	0	7

3. Promotion

3.1 Please report the total number of promotions into each occupational level, including people with disabilities. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
TOTAL PERMANENT	0	0	0	0	0	0	0	0	0	0	0
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0	0	0	0	0	0

SECTION D: SKILLS DEVELOPMENT

5. Skills Development

5.1 Please report the total number of people **including people with disabilities**, who received training **ONLY** for the purpose of achieving the numerical goals, and not the number of training courses attended by individuals. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Top management	0	0	0	2	0	0	0	1	3
Senior management	0	0	0	6	0	0	0	1	7
Professionally qualified and experienced specialists and mid-management	0	1	0	1	0	0	0	1	3
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	0	0	1	0	0	0	0	2
Semi-skilled and discretionary decision making	0	0	1	11	0	0	1	8	21
Unskilled and defined decision making	22	1	0	0	5	0	0	0	28
TOTAL PERMANENT	23	2	1	21	5	0	1	11	64
Temporary employees	0	0	0	0	0	0	0	0	0
GRAND TOTAL	23	2	1	21	5	0	1	11	64

SECTION E: NUMERICAL GOALS & TARGETS

6. Numerical Goals

6.1 Please indicate the numerical goals as contained in the EE Plan (i.e. the entire workforce profile **including people with disabilities**) you project to achieve at the end of your current Employment Equity Plan in terms of occupational levels. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	2	0	0	0	1	0	0	3
Senior management	0	0	0	6	0	0	0	1	0	0	7
Professionally qualified and experienced specialists and mid-management	0	1	1	0	0	0	0	1	0	0	3
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	1	11	0	0	1	8	0	0	21
Unskilled and defined decision making	18	1	0	0	5	0	0	0	4	0	28
TOTAL PERMANENT	18	2	2	19	5	0	1	11	4	0	62
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	18	2	2	19	5	0	1	11	4	0	62

Company B – Workforce Profile: YEAR ONE

Occupational level	Male				Female				Foreign Nationals		TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	2	0	0	2
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	1	0	0	0	1
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	2	0	0	2	7	0	1	6	0	0	18
Semi-skilled and discretionary decision making	2	0	0	0	0	1	0	1	0	0	4
Unskilled and defined decision making	0	0	0	0	1	0	0	0	0	0	1
Total Permanent	4	0	0	2	8	1	2	9	0	0	26
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	4	0	0	2	8	1	2	9	0	0	26

Company B – Section B, C, D and E: YEAR THREE

SECTION B: WORKFORCE PROFILE

1. WORKFORCE PROFILE

1.1 Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	1	0	0	0	0	0	0	1
Senior management	0	0	0	0	0	0	0	1	0	0	1
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	1	1	0	0	2
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	0	0	1	2	0	0	1	0	0	5
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	1	0	0	1
Unskilled and defined decision making	0	0	0	0	1	0	0	0	0	0	1
TOTAL PERMANENT	1	0	0	2	3	0	1	4	0	0	11
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1	0	0	2	3	0	1	4	0	0	11

SECTION C: WORKFORCE MOVEMENT

2. Recruitment

2.1 Please report the total number of new recruits, **including people with disabilities**. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	1	0	0	1
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	1	0	0	1
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
TOTAL PERMANENT	0	0	0	0	0	0	0	2	0	0	2
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0	0	2	0	0	2

3. Promotion

3.1 Please report the total number of promotions into each occupational level, **including people with disabilities**. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
TOTAL PERMANENT	0	0	0	0	0	0	0	0	0	0	0
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0	0	0	0	0	0

SECTION D: SKILLS DEVELOPMENT

5. Skills Development

5.1 Please report the total number of people **including people with disabilities**, who received training **ONLY** for the purpose of achieving the numerical goals, and not the number of training courses attended by individuals. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Top management	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	0	0	0	0	0	0	0	0	0
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
TOTAL PERMANENT	0	0	0	0	0	0	0	0	0
Temporary employees	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0	0	0	0

SECTION E: NUMERICAL GOALS & TARGETS

6. Numerical Goals

6.1 Please indicate the numerical goals as contained in the EE Plan (i.e. the entire workforce profile **including people with disabilities**) you project to achieve at the end of your current Employment Equity Plan in terms of occupational levels. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	1	0	0	0	0	0	0	1
Senior management	0	0	0	0	0	0	0	1	0	0	1
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	1	1	0	0	2
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1	0	0	0	3	0	0	1	0	0	5
Semi-skilled and discretionary decision making	0	0	0	0	1	0	0	1	0	0	2
Unskilled and defined decision making	0	0	0	0	1	0	0	0	0	0	1
TOTAL PERMANENT	1	0	0	1	5	0	1	4	0	0	12
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1	0	0	1	5	0	1	4	0	0	12

Company D – Section B: YEAR ONE

SECTION B: WORKFORCE PROFILE AND CORE & SUPPORT FUNCTIONS

1. Occupational levels

1.1 Please report the **total number of employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	2	0	0	0	0	0	0	1	0	0	3
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	0	0	0	1	0	0	0	0	0	1
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	4	0	0	0	5	2	0	0	0	0	11
Semi-skilled and discretionary decision making	57	0	0	0	66	0	0	0	0	1	124
Unskilled and defined decision making	19	2	0	0	23	1	0	0	0	0	45
TOTAL PERMANENT	82	2	0	0	95	3	0	1	0	1	184
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	82	2	0	0	95	3	0	1	0	1	184

Company D – Section B: YEAR TWO

SECTION B: WORKFORCE PROFILE AND CORE & SUPPORT FUNCTIONS

1. Occupational levels

1.1 Please report the **total number of employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	2	0	0	0	0	0	0	1	0	0	3
Senior management	0	0	1	0	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management	1	0	0	0	0	1	0	0	0	1	3
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	3	0	0	0	4	2	0	0	0	0	9
Semi-skilled and discretionary decision making	54	0	0	0	65	0	0	0	0	0	119
Unskilled and defined decision making	30	0	0	0	35	1	0	0	0	0	66
TOTAL PERMANENT	90	0	1	0	104	4	0	1	0	1	201
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	90	0	1	0	104	4	0	1	0	1	201

Company D – Section B, C, D, and E: YEAR THREE

Section B: Workforce Profile And Core & Support Functions

1. WORKFORCE PROFILE

1.1 Total number of employees (including employees with disabilities) in each of the following occupational levels : Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management	2							1			3
Senior Management	1		1								2
Professionally qualified, experienced specialists and mid-management					3			1		1	5
Skilled technical and academically qualified workers, junior management supervisors foremen and superintendents	1				2	2					5
Semi-skilled and discretionary decision making	43				59						102
Unskilled and defined decision making	36				45						81
TOTAL PERMANENT	83	0	1	0	109	2	0	2	0	1	198
Temporary employees											0
GRAND TOTAL	83	0	1	0	109	2	0	2	0	1	198

Section C: Workforce Movement

3. Recruitment

3.1 Total number of new recruits, including people with disabilities. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management											0
Senior Management											0
Professionally qualified, experienced specialists and mid-management											0
Skilled technical and academically qualified workers, junior management supervisors foremen and superintendents											0
Semi-skilled and discretionary decision making											0
Unskilled and defined decision making	16				15						31
TOTAL PERMANENT	16	0	0	0	15	0	0	0	0	0	31
Temporary employees											0
GRAND TOTAL	16	0	0	0	15	0	0	0	0	0	31

4. Promotion

4.1 Please report the total number of promotions in each occupational level, including people with disabilities. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management											0
Senior Management	1										1
Professionally qualified, experienced specialists and mid-management					1			1			2
Skilled technical and academically qualified workers, junior management supervisors foremen and superintendents											0
Semi-skilled and discretionary decision making	1				1						2
Unskilled and defined decision making											0
TOTAL PERMANENT	2	0	0	0	2	0	0	1	0	0	5
Temporary employees											0
GRAND TOTAL	2	0	0	0	2	0	0	1	0	0	5

Section D: SKILLS DEVELOPMENT

6. Skills Development

6.1 Please report the total number of people from the designated groups, including people with disabilities, who received training solely for the purpose of achieving the numerical goals, and not the number of training courses attended by the individuals Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management											
Senior Management	1										1
Professionally qualified, experienced specialists and mid-management					2			1			3
Skilled technical and academically qualified workers, junior management supervisors foremen and superintendents	1				2	2					5
Semi-skilled and discretionary decision making	21				25						46
Unskilled and defined decision making	20				30						50
TOTAL PERMANENT											
Temporary employees											
GRAND TOTAL	43				59	2		1			105

Section E: NUMERICAL GOALS & TARGETS

7. Numerical Goals

7.1 Please indicate the numerical goals (i.e. the workforce profile) you project to achieve for the total number of employees, including people with disabilities, at the end of your current employment equity plan in terms of occupational levels. Note A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		TOTAL
	A	C	I	W	A	C	I	W	Male	Female	
Top Management											
Senior Management											
Professionally qualified, experienced specialists and mid-management											
Skilled technical and academically qualified workers, junior management supervisors foremen and superintendents											
Semi-skilled and discretionary decision making											
Unskilled and defined decision making											
TOTAL PERMANENT											
Temporary employees											
GRAND TOTAL											

Company E – Section B: YEAR ONE

SECTION B: WORKFORCE PROFILE AND CORE & SUPPORT FUNCTIONS

1. Occupational levels

1.1 Please report the **total number of employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	2	0	0	0	2	0	0	4
Senior management	0	0	0	3	0	0	0	4	0	0	7
Professionally qualified and experienced specialists and mid-management	14	2	16	7	0	0	1	0	0	0	40
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	73	8	9	24	20	2	5	29	0	0	170
Semi-skilled and discretionary decision making	1185	77	107	35	570	14	17	30	0	0	2035
Unskilled and defined decision making	2573	153	438	25	471	45	61	5	0	0	3771
TOTAL PERMANENT	3845	240	570	96	1061	61	84	70	0	0	6027
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	3845	240	570	96	1061	61	84	70	0	0	6027

Company E – Section B: YEAR TWO

SECTION B: WORKFORCE PROFILE AND CORE & SUPPORT FUNCTIONS

1. Occupational levels

1.1 Please report the **total number of employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	2	0	0	0	2	0	0	4
Senior management	0	0	1	6	0	0	0	5	0	0	12
Professionally qualified and experienced specialists and mid-management	28	1	18	18	1	0	0	1	0	0	67
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	86	5	5	12	126	6	10	23	0	0	273
Semi-skilled and discretionary decision making	1109	69	154	32	619	23	31	22	0	0	2059
Unskilled and defined decision making	2540	127	403	25	510	49	96	3	0	0	3753
TOTAL PERMANENT	3763	202	581	95	1256	78	137	56	0	0	6168
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	3763	202	581	95	1256	78	137	56	0	0	6168

Company E – Section B, C, D and E: YEAR THREE

SECTION B: WORKFORCE PROFILE

1. WORKFORCE PROFILE

1.1 Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management				2				2			4
Senior management			1	5				6			12
Professionally qualified and experienced specialists and mid-management	5		4	3	2		1	1			16
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	62	6	12	25	11	5	3	19			143
Semi-skilled and discretionary decision making	1292	29	171	19	667	19	37	33			2267
Unskilled and defined decision making	2790	67	236	16	683	77	98	6			3973
TOTAL PERMANENT	4149	102	424	70	1363	101	139	67			6415
Temporary employees											
GRAND TOTAL	4149	102	424	70	1363	101	139	67			6415

SECTION C: WORKFORCE MOVEMENT

2. Recruitment

- 2.1. Please report the total number of new recruits, **including people with disabilities**. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management											
Senior management				1				1			2
Professionally qualified and experienced specialists and mid-management			3	2	1		1				7
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	28	2	3	11	3	3	1	11			62
Semi-skilled and discretionary decision making	485	9	82	7	165	13	14	24			799
Unskilled and defined decision making	1645	38	79	7	444	50	48	4			2315
TOTAL PERMANENT	2158	49	167	28	613	66	64	40			3185
Temporary employees											
GRAND TOTAL	2158	49	167	28	613	66	64	40			3185

3. Promotion

- 3.1. Please report the total number of promotions into each occupational level, **including people with disabilities**. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management											
Senior management											
Professionally qualified and experienced specialists and mid-management	2				1						3
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents											
Semi-skilled and discretionary decision making											
Unskilled and defined decision making	17		3								20
TOTAL PERMANENT	19		3		1						23
Temporary employees											
GRAND TOTAL	19		3		1						23

SECTION D: SKILLS DEVELOPMENT

5. Skills Development

- 5.1. Please report the total number of people **including people with disabilities**, who received training **ONLY** for the purpose of achieving the numerical goals, and not the number of training courses attended by individuals. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Top management									
Senior management									
Professionally qualified and experienced specialists and mid-management	6		1	1	3				11
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	1		2	1	2				6
Semi-skilled and discretionary decision making									
Unskilled and defined decision making	17		3		4				24
TOTAL PERMANENT	24		6	2	9				41
Temporary employees									
GRAND TOTAL	24		6	2	9				41

SECTION E: NUMERICAL GOALS & TARGETS

6. Numerical goals

- 6.1. Please indicate the numerical goals as contained in the EE Plan (i.e. the entire workforce profile **including people with disabilities**) you project to achieve at the end of your current Employment Equity Plan in terms of occupational levels. Note: A=Africans, C=Coloureds, I=Indians and W=Whites:

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management				2				2			4
Senior management			1	5	2			6			14
Professionally qualified and experienced specialists and mid-management	5		4	3	2		1	1			16
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	62	6	12	25	11	5	3	19			143
Semi-skilled and discretionary decision making	1292	29	171	19	667	19	37	33			2267
Unskilled and defined decision making	2790	67	236	16	683	77	98	6			3973
TOTAL PERMANENT	4149	102	424	70	1363	101	139	67			6415
Temporary employees											
GRAND TOTAL	4149	102	424	70	1363	101	139	67			6417

Appendix nine: completed quantitative research instruments (attached as electronic submission)

Appendix ten: statistical results

Note: only statistical results used presented in chapter five are included below. The full set of statistical data is attached separately as an electronic submission.

COMPANY A - Mann-Whitney Test

Ranks

Involved with EE (Y/N)		N	Mean Rank	Sum of Ranks
Q2.1	1.0	1	16.00	16.00
	2.0	17	9.12	155.00
	Total	18		
Q2.2	1.0	1	13.00	13.00
	2.0	17	9.29	158.00
	Total	18		
Q2.3	1.0	1	11.00	11.00
	2.0	17	9.41	160.00
	Total	18		
Q2.4	1.0	1	4.50	4.50
	2.0	17	9.79	166.50
	Total	18		
Q2.5	1.0	1	5.50	5.50
	2.0	17	9.74	165.50
	Total	18		

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	2.000	5.000	7.000	3.500	4.500
Wilcoxon W	155.000	158.000	160.000	4.500	5.500
Z	-1.329	-.690	-.311	-1.020	-.814
Asymp. Sig. (2-tailed)	.184	.490	.756	.308	.416
Exact Sig. [2*(1-tailed Sig.)]	.333 ^b	.667 ^b	.889 ^b	.444 ^b	.556 ^b

a. Grouping Variable: Involved with EE (Y/N)

b. Not corrected for ties.

Ranks

Involved with EE (Y/N)	N	Mean Rank	Sum of Ranks
Q2.6	1.0	1	17.00
	2.0	17	9.06
	Total	18	
Q2.7	1.0	1	12.50
	2.0	17	9.32
	Total	18	
Q2.8	1.0	1	10.50
	2.0	17	9.44
	Total	18	
Q2.9	1.0	1	7.00
	2.0	17	9.65
	Total	18	
Q2.10	1.0	1	7.50
	2.0	17	9.62
	Total	18	
Q2.11	1.0	1	11.00
	2.0	17	9.41
	Total	18	

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	1.000	5.500	7.500	6.000	6.500	7.000
Wilcoxon W	154.000	158.500	160.500	7.000	7.500	160.000
Z	-1.510	-.597	-.198	-.509	-.403	-.297
Asymp. Sig. (2-tailed)	.131	.551	.843	.611	.687	.767
Exact Sig. [2*(1-tailed Sig.)]	.222 ^b	.667 ^b	.889 ^b	.778 ^b	.778 ^b	.889 ^b

a. Grouping Variable: Involved with EE (Y/N)

b. Not corrected for ties.

Mann-Whitney Test

Ranks

Involved with EE (Y/N)		N	Mean Rank	Sum of Ranks
Q2.12	1.0	1	7.00	7.00
	2.0	17	9.65	164.00
	Total	18		
Q2.13	1.0	1	10.50	10.50
	2.0	17	9.44	160.50
	Total	18		
Q2.14	1.0	1	6.00	6.00
	2.0	17	9.71	165.00
	Total	18		
Q2.15	1.0	1	5.00	5.00
	2.0	17	9.76	166.00
	Total	18		
Q2.16	1.0	1	4.50	4.50
	2.0	17	9.79	166.50
	Total	18		

Q2.17	1.0	1	5.00	5.00
	2.0	17	9.76	166.00
	Total	18		
Q2.18	1.0	1	6.00	6.00
	2.0	17	9.71	165.00
	Total	18		
Q2.19	1.0	1	4.00	4.00
	2.0	17	9.82	167.00
	Total	18		
Q2.20	1.0	1	5.50	5.50
	2.0	17	9.74	165.50
	Total	18		

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	6.000	7.500	5.000	4.000	3.500	4.000	5.000	3.000	4.500
Wilcoxon W	7.000	160.500	6.000	5.000	4.500	5.000	6.000	4.000	5.500
Z	-.495	-.203	-.699	-.909	1.038	-.932	-.710	1.149	-.799
Asymp. Sig. (2-tailed)	.620	.839	.485	.364	.299	.352	.477	.251	.424
Exact Sig. [2*(1-tailed Sig.)]	.778 ^b	.889 ^b	.667 ^b	.556 ^b	.444 ^b	.556 ^b	.667 ^b	.444 ^b	.556 ^b

a. Grouping Variable: Involved with EE (Y/N)

COMPANY B: Mann-Whitney Test

Ranks

Involved with EE (Y/N)		N	Mean Rank	Sum of Ranks
Q2.1	1.0	2	4.50	9.00
	2.0	5	3.80	19.00
	Total	7		
Q2.2	1.0	2	5.50	11.00
	2.0	5	3.40	17.00

	Total		7		
Q2.3	1.0		2	5.00	10.00
	2.0		5	3.60	18.00
	Total		7		
Q2.4	1.0		2	6.00	12.00
	2.0		5	3.20	16.00
	Total		7		
Q2.5	1.0		2	6.00	12.00
	2.0		5	3.20	16.00
	Total		7		

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	4.000	2.000	3.000	1.000	1.000
Wilcoxon W	19.000	17.000	18.000	16.000	16.000
Z	-.632	-1.449	-.812	-1.673	-1.623
Asymp. Sig. (2-tailed)	.527	.147	.417	.094	.105
Exact Sig. [2*(1-tailed Sig.)]	.857 ^b	.381 ^b	.571 ^b	.190 ^b	.190 ^b

a. **Grouping Variable: Involved with EE (Y/N)**

b. Not corrected for ties.

Mann-Whitney Test

Ranks

Involved with EE (Y/N)		N	Mean Rank	Sum of Ranks
Q2.6	1.0	2	5.00	10.00
	2.0	5	3.60	18.00
	Total	7		
Q2.7	1.0	2	5.00	10.00
	2.0	5	3.60	18.00
	Total	7		
Q2.8	1.0	2	5.00	10.00
	2.0	5	3.60	18.00
	Total	7		
Q2.9	1.0	2	3.75	7.50
	2.0	5	4.10	20.50
	Total	7		
Q2.10	1.0	2	5.25	10.50
	2.0	5	3.50	17.50
	Total	7		
Q2.11	1.0	2	3.75	7.50
	2.0	5	4.10	20.50
	Total	7		

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	3.000	3.000	3.000	4.500	2.500	4.500
Wilcoxon W	18.000	18.000	18.000	7.500	17.500	7.500

Z	-0.864	-0.864	-0.864	-0.224	-1.025	-0.224
Asymp. Sig. (2-tailed)	.388	.388	.388	.823	.306	.823
Exact Sig. [2*(1-tailed Sig.)]	.571 ^b	.571 ^b	.571 ^b	.857 ^b	.381 ^b	.857 ^b

a. Grouping Variable: Involved with EE (Y/N)

b. Not corrected for ties.

Mann-Whitney Test

Ranks

Involved with EE (Y/N)		N	Mean Rank	Sum of Ranks
Q2.12	1.0	2	5.75	11.50
	2.0	5	3.30	16.50
	Total	7		
Q2.13	1.0	2	4.75	9.50
	2.0	5	3.70	18.50
	Total	7		
Q2.14	1.0	2	4.50	9.00
	2.0	5	3.80	19.00
	Total	7		
Q2.15	1.0	2	6.00	12.00
	2.0	5	3.20	16.00
	Total	7		
Q2.16	1.0	2	4.25	8.50
	2.0	5	3.90	19.50
	Total	7		
Q2.17	1.0	2	5.00	10.00

	2.0	5	3.60	18.00
	Total	7		
Q2.18	1.0	2	5.75	11.50
	2.0	5	3.30	16.50
	Total	7		
Q2.19	1.0	2	5.00	10.00
	2.0	5	3.60	18.00
	Total	7		
Q2.20	1.0	2	5.50	11.00
	2.0	5	3.40	17.00
	Total	7		

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	1.500	3.500	4.000	1.000	4.500	3.000	1.500	3.000	2.000
Wilcoxon W	16.500	18.500	19.000	16.000	19.500	18.000	16.500	18.000	17.000
Z	-1.496	-.648	-.418	-1.673	-.214	-.966	-1.496	-.966	-1.296
Asymp. Sig. (2-tailed)	.135	.517	.676	.094	.831	.334	.135	.334	.195
Exact Sig. [2*(1-tailed Sig.)]	.190 ^b	.571 ^b	.857 ^b	.190 ^b	.857 ^b	.571 ^b	.190 ^b	.571 ^b	.381 ^b

a. Grouping Variable: Involved with EE (Y/N)

COMPANY D - Mann-Whitney Test

Ranks

Involved with EE (Y/N)		N	Mean Rank	Sum of Ranks
Q2.1	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.2	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.3	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.4	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.5	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	1.500	1.500	1.500	1.500	1.500
Wilcoxon W	2.500	2.500	2.500	2.500	2.500
Z	-1.448	-1.383	-1.498	-1.448	-1.498
Asymp. Sig. (2-tailed)	.148	.167	.134	.148	.134
Exact Sig. [2*(1-tailed Sig.)]	.235 ^b	.235 ^b	.235 ^b	.235 ^b	.235 ^b

a. Grouping Variable: Involved with EE (Y/N)

b. Not corrected for ties.

Mann-Whitney Test

Ranks

Involved with EE (Y/N)		N	Mean Rank	Sum of Ranks
Q2.6	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.7	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.8	1.0	1	4.50	4.50
	2.0	16	9.28	148.50
	Total	17		
Q2.9	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.10	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.11	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	1.500	1.500	3.500	1.500	1.500	1.500
Wilcoxon W	2.500	2.500	4.500	2.500	2.500	2.500
Z	-1.566	-1.448	-1.079	-1.566	-1.566	-1.497
Asymp. Sig. (2-tailed)	.117	.148	.280	.117	.117	.134
Exact Sig. [2*(1-tailed Sig.)]	.235 ^b	.235 ^b	.471 ^b	.235 ^b	.235 ^b	.235 ^b

a. Grouping Variable: Involved with EE (Y/N)

b. Not corrected for ties.

Mann-Whitney Test
Ranks

	Involved with EE (Y/N)	N	Mean Rank	Sum of Ranks
Q2.12	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.13	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.14	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.15	1.0	1	2.50	2.50
	2.0	16	9.41	150.50

	Total	17		
Q2.16	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.17	1.0	1	3.00	3.00
	2.0	16	9.38	150.00
	Total	17		
Q2.18	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.19	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		
Q2.20	1.0	1	2.50	2.50
	2.0	16	9.41	150.50
	Total	17		

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	1.500	1.500	1.500	1.500	1.500	2.000	1.500	1.500	1.500
Wilcoxon W	2.500	2.500	2.500	2.500	2.500	3.000	2.500	2.500	2.500
Z	-1.497	-1.566	-1.448	-1.566	-1.566	-1.393	-1.566	-1.566	-1.566
Asymp. Sig. (2-tailed)	.134	.117	.148	.117	.117	.164	.117	.117	.117
Exact Sig. [2*(1-tailed Sig.)]	.235 ^b	.235 ^b	.235 ^b	.235 ^b	.235 ^b	.353 ^b	.235 ^b	.235 ^b	.235 ^b

a. **Grouping Variable: Involved with EE (Y/N)**

b. Not corrected for ties.

COMPANY A -Mann-Whitney Test

Ranks

Designated/Non-designated		N	Mean Rank	Sum of Ranks
Q2.1	1.0	17	9.12	155.00
	2.0	1	16.00	16.00
	Total	18		
Q2.2	1.0	17	9.29	158.00
	2.0	1	13.00	13.00
	Total	18		
Q2.3	1.0	17	9.41	160.00
	2.0	1	11.00	11.00
	Total	18		
Q2.4	1.0	17	9.79	166.50
	2.0	1	4.50	4.50
	Total	18		
Q2.5	1.0	17	9.74	165.50
	2.0	1	5.50	5.50
	Total	18		

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	2.000	5.000	7.000	3.500	4.500
Wilcoxon W	155.000	158.000	160.000	4.500	5.500
Z	-1.329	-.690	-.311	-1.020	-.814
Asymp. Sig. (2-tailed)	.184	.490	.756	.308	.416
Exact Sig. [2*(1-tailed Sig.)]	.333 ^b	.667 ^b	.889 ^b	.444 ^b	.556 ^b

a. Grouping Variable: Designated/Non-designated

b. Not corrected for ties.

Mann-Whitney Test

Ranks

Designated/Non-designated		N	Mean Rank	Sum of Ranks
Q2.6	1.0	17	9.06	154.00
	2.0	1	17.00	17.00
	Total	18		
Q2.7	1.0	17	9.32	158.50
	2.0	1	12.50	12.50
	Total	18		

Q2.8	1.0	17	9.44	160.50
	2.0	1	10.50	10.50
	Total	18		
Q2.9	1.0	17	9.65	164.00
	2.0	1	7.00	7.00
	Total	18		
Q2.10	1.0	17	9.62	163.50
	2.0	1	7.50	7.50
	Total	18		
Q2.11	1.0	17	9.41	160.00
	2.0	1	11.00	11.00
	Total	18		

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	1.000	5.500	7.500	6.000	6.500	7.000
Wilcoxon W	154.000	158.500	160.500	7.000	7.500	160.000
Z	-1.510	-.597	-.198	-.509	-.403	-.297
Asymp. Sig. (2-tailed)	.131	.551	.843	.611	.687	.767
Exact Sig. [2*(1-tailed Sig.)]	.222 ^b	.667 ^b	.889 ^b	.778 ^b	.778 ^b	.889 ^b

a. Grouping Variable: Designated/Non-designated

b. Not corrected for ties.

Mann-Whitney Test

Ranks

Designated/Non-designated	N	Mean Rank	Sum of Ranks
Q2.12	1.0	17	9.65
	2.0	1	7.00
	Total	18	
Q2.13	1.0	17	9.44
	2.0	1	10.50
	Total	18	
Q2.14	1.0	17	9.71
	2.0	1	6.00
	Total	18	
Q2.15	1.0	17	9.76
	2.0	1	5.00
	Total	18	
Q2.16	1.0	17	9.79
	2.0	1	4.50

	Total	18		
Q2.17	1.0	17	9.76	166.00
	2.0	1	5.00	5.00
	Total	18		
Q2.18	1.0	17	9.71	165.00
	2.0	1	6.00	6.00
	Total	18		
Q2.19	1.0	17	9.82	167.00
	2.0	1	4.00	4.00
	Total	18		
Q2.20	1.0	17	9.74	165.50
	2.0	1	5.50	5.50
	Total	18		

Test Statisticsa

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	6.000	7.500	5.000	4.000	3.500	4.000	5.000	3.000	4.500
Wilcoxon W	7.000	160.500	6.000	5.000	4.500	5.000	6.000	4.000	5.500
Z	-.495	-.203	-.699	-.909	1.038	-.932	.710	1.149	-.799
Asymp. Sig. (2-tailed)	.620	.839	.485	.364	.299	.352	.477	.251	.424
Exact Sig. [2*(1-tailed Sig.)]	.778 ^b	.889 ^b	.667 ^b	.556 ^b	.444 ^b	.556 ^b	.667 ^b	.444 ^b	.556 ^b

a. Grouping Variable: Designated

b. Not corrected for ties.

COMPANY B: Mann-Whitney Test

Ranks

Designated/Non-designated	N	Mean Rank	Sum of Ranks
Q2.1 1.0	6	3.92	23.50
2.0	1	4.50	4.50
Total	7		
Q2.2 1.0	6	4.00	24.00
2.0	1	4.00	4.00
Total	7		
Q2.3 1.0	6	3.75	22.50
2.0	1	5.50	5.50
Total	7		
Q2.4 1.0	6	4.33	26.00
2.0	1	2.00	2.00
Total	7		
Q2.5 1.0	6	4.25	25.50
2.0	1	2.50	2.50
Total	7		

Test Statistics^a

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5
Mann-Whitney U	2.500	3.000	1.500	1.000	1.500
Wilcoxon W	23.500	4.000	22.500	2.000	2.500
Z	-.408	.000	-.786	-1.080	-.786
Asymp. Sig. (2-tailed)	.683	1.000	.432	.280	.432
Exact Sig. [2*(1-tailed Sig.)]	.857 ^b	1.000 ^b	.571 ^b	.571 ^b	.571 ^b

a. Grouping Variable: Designated/Non-designated

b. Not corrected for ties.

Mann-Whitney Test

Ranks

Designated/Non-designated		N	Mean Rank	Sum of Ranks
Q2.6	1.0	6	4.08	24.50
	2.0	1	3.50	3.50
	Total	7		
Q2.7	1.0	6	4.50	27.00
	2.0	1	1.00	1.00
	Total	7		
Q2.8	1.0	6	4.50	27.00
	2.0	1	1.00	1.00
	Total	7		
Q2.9	1.0	6	4.33	26.00
	2.0	1	2.00	2.00
	Total	7		
Q2.10	1.0	6	4.42	26.50
	2.0	1	1.50	1.50
	Total	7		
Q2.11	1.0	6	4.33	26.00
	2.0	1	2.00	2.00
	Total	7		

Test Statistics^a

	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11
Mann-Whitney U	2.500	.000	.000	1.000	.500	1.000
Wilcoxon W	3.500	1.000	1.000	2.000	1.500	2.000
Z	-.279	-1.673	-1.673	-1.155	-1.323	-1.155
Asymp. Sig. (2-tailed)	.780	.094	.094	.248	.186	.248
Exact Sig. [2*(1-tailed Sig.)]	.857 ^b	.286 ^b	.286 ^b	.571 ^b	.286 ^b	.571 ^b

a. Grouping Variable: Designated/Non-designated

b. Not corrected for ties.

Mann-Whitney Test

Ranks

Designated/Non-designated		N	Mean Rank	Sum of Ranks
Q2.12	1.0	6	4.50	27.00
	2.0	1	1.00	1.00
	Total	7		
Q2.13	1.0	6	4.25	25.50
	2.0	1	2.50	2.50
	Total	7		
Q2.14	1.0	6	4.33	26.00
	2.0	1	2.00	2.00
	Total	7		
Q2.15	1.0	6	4.50	27.00
	2.0	1	1.00	1.00
	Total	7		
Q2.16	1.0	6	4.50	27.00

	2.0	1	1.00	1.00
	Total	7		
Q2.17	1.0	6	4.50	27.00
	2.0	1	1.00	1.00
	Total	7		
Q2.18	1.0	6	4.50	27.00
	2.0	1	1.00	1.00
	Total	7		
Q2.19	1.0	6	4.50	27.00
	2.0	1	1.00	1.00
	Total	7		
Q2.20	1.0	6	4.50	27.00
	2.0	1	1.00	1.00
	Total	7		

Test Statistics^a

	Q2.12	Q2.13	Q2.14	Q2.15	Q2.16	Q2.17	Q2.18	Q2.19	Q2.20
Mann-Whitney U	.000	1.500	1.000	.000	.000	.000	.000	.000	.000
Wilcoxon W	1.000	2.500	2.000	1.000	1.000	1.000	1.000	1.000	1.000
Z	-1.655	-.837	-1.080	-1.620	-1.655	-1.871	-1.655	-1.871	-1.673
Asymp. Sig. (2-tailed)	.098	.403	.280	.105	.098	.061	.098	.061	.094
Exact Sig. [2*(1-tailed Sig.)]	.286 ^b	.571 ^b	.571 ^b	.286 ^b	.286 ^b	.286 ^b	.286 ^b	.286 ^b	.286 ^b

a. Grouping Variable: Designated/Non-designated

b. Not corrected for ties.