

**Leadership styles, roles and attributes that leaders need to influence  
Employment Equity**

Neil Suresh Raghu  
17390274

*A research project submitted to the Gordon Institute of Business Science,  
University of Pretoria, in partial fulfilment of the requirements for the degree of  
Master of Business Administration.*

07 November 2018

## **Abstract**

In recent history, many organisations operating within South Africa have found themselves in trouble with the Department of Labour, due to non-compliance with the Employment Equity Act (EEA) that was passed over twenty years ago. The pace of transformation in the private sector has been slower than anticipated over the years, which will impact business sustainability in the long term. It is therefore critical for organisations to find the right people to lead this strategic process.

The aim of this study is to help executive teams to make appropriate recruitment decisions if their goal is to transform their organisation. This study has three purposes: first, it investigates what leadership style facilitates the successful implementation of employment equity strategies. Second, the study seeks to understand the specific role these leaders play in leading employment equity. A third purpose of the study is to decipher their leadership attributes. This study also highlights what type of training may be required to build the necessary capability for influencing and managing employment equity.

The study was conducted using a qualitative design through face to face, semi-structured interviews with leaders in organisations across various industries that are responsible for influencing and driving employment equity. The interview focused on the role of leadership and key attributes necessary to drive employment equity. It was found that the role of leadership is critical in driving employment equity by creating the vision, communicating the vision, developing the strategy and inspiring followers to create a culture of equality.

Further to this, the study reflected that two key leadership styles are applicable in driving employment equity, which are transactional and transformational leadership styles. While transactional leadership met some of the attributes necessary to drive employment equity, transformational leadership style was found to possess the key attributes required for leaders to drive and influence employment equity and is therefore more suited.

**Keywords:** Employment Equity, Transformational leadership, Affirmative action, Leadership attributes, Transactional leadership

## **Abbreviations and Acronyms**

EE:	Employment Equity
BBBEE:	Broad-Based Black Economic Empowerment
CEE:	Commission for Employment Equity
EEA:	Employment Equity Act No. 55 of 1998
EAP:	Economically Active population
USA:	United States of America
UK:	United Kingdom
BCEA:	Basic Conditions of Employment Act
JSE:	Johannesburg Stock Exchange
LMX:	Leader-Member Exchange
RQ:	Research Question
DoL:	Department of Labour

## **Declaration**

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the 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.

-----  
Neil Raghu

Date: 07 November 2018

## Contents

Chapter 1: Introduction to the Research Problem.....	1
1.1.    Introduction and Background .....	1
1.2.    Research Problem .....	4
1.3.    Significance of the research.....	5
1.4.    Research Scope and Purpose .....	6
Chapter 2: Theory and Literature Review .....	8
2.1.    Introduction.....	8
2.2.    Employment Equity .....	8
2.2.1.    What is Employment Equity .....	8
2.2.2.    Rationale for Employment Equity .....	10
2.2.3.    Barriers to implementing Employment Equity .....	16
2.2.4.    How are organisations measured on Employment Equity?.....	17
2.2.5.    Summary .....	18
2.3.    Leadership.....	18
2.3.1.    Leadership Styles.....	19
2.3.1.1.    Trait theory.....	19
2.3.1.2.    Leader-Member Exchange (LMX) .....	20
2.3.1.3.    Transactional Leadership .....	21
2.3.1.4.    Transformational Leadership.....	22
2.3.1.5.    Transactional & Transformational Leadership and Employment Equity ..	23
2.4.    Summary of Literature Review .....	24
Chapter 3: Research Questions .....	26
3.1.    Introduction .....	26
3.2.    Research Questions.....	26
Chapter 4: Research Methodology .....	27
4.1.    Introduction .....	27
4.2.    Research method and rationale .....	27
4.3.    Population .....	29

4.4.	Unit of analysis.....	29
4.5.	Sampling method and size .....	30
4.6.	Measurement instrument.....	30
4.7.	Data collection process .....	32
4.8.	Data Analysis .....	33
4.8.1.	Data analysis: interviews.....	33
4.8.2.	The coding process.....	34
4.9.	Limitations.....	34
Chapter 5: Results.....		36
5.1.	Introduction.....	36
5.2.	Research Context: Participant identification and description .....	36
5.3.	Findings .....	38
5.3.1.	RQ 1: What are the EE managers understanding of employment equity? 38	
5.3.1.1.	Purpose of EE .....	39
5.3.1.2.	EE integrated into the organisation .....	41
5.3.1.2.1	EE fully integrated .....	41
5.3.1.2.2.	Employment Equity part of the overall business strategy.....	42
5.3.1.2.3.	EE is a business imperative and enhances business .....	44
5.3.1.3.	Barriers to EE.....	47
5.3.1.4.	Prioritisation of EE.....	48
5.3.1.5.	Other views on the understanding of employment equity .....	49
5.3.1.6.	Conclusion .....	50
5.3.2.	RQ 2: What role do leaders play in driving EE?.....	51
5.3.2.2.	Inspire followers to adopt EE.....	51
5.3.2.3.	Implementation and execution of EE .....	54
5.3.2.4.	Creating a culture of EE .....	55
5.3.2.5.	Conclusion .....	57
5.3.3.	RQ 3: What are the key attributes of leaders?.....	57
5.3.3.2.	Being ethical .....	58
5.3.3.3.	Committed to employment equity .....	61

5.3.3.4. Courage .....	62
5.3.3.5. Visionary .....	63
5.3.3.6. Communication skills .....	65
5.3.3.7. Leadership being open-minded .....	66
5.3.3.8. Other Leadership attributes .....	67
5.3.3.9. Conclusion .....	68
5.3.4. RQ 4: What is the leadership style that best lends itself to implementing employment equity?.....	69
5.3.4.1. Transformational Leadership.....	69
Chapter 6: Discussion of Results.....	74
6.1. RQ1: What are the EE managers understanding or employment equity?.....	74
6.2. RQ 2: What role do leaders play in driving employment equity?.....	77
6.3. RQ 3: What are the key attributes of leaders who have been successful in implementing employment equity strategies and policies? .....	78
6.4. RQ 4: What is the leadership style that best lends itself to implementing employment equity?.....	80
6.5. Conclusion.....	82
Chapter 7: Conclusion.....	83
7.1. Introduction.....	83
7.2. Summary of main findings.....	83
7.2.1. Research question 1: What are the EE managers understating of employment equity? .....	83
7.2.2. Research question 2: What role do leaders play in driving employment equity? 84	
7.2.3. Research question 3: What are the key attributes of leaders who have successful in implementing EE strategies and policies? .....	84
7.2.4. Research question 4: What is the leadership style that best lends itself to implementing employment equity? .....	85
7.3. Recommendations for managers .....	86
7.4. Limitations of research.....	86
7.5. Suggestions for future research .....	87

8.	Reference List .....	88
9.	Appendices.....	97
9.1.	Appendix 1: Interview questions.....	97
9.2.	Appendix 2: Letter of Consent.....	99
9.3.	Appendix 3: Ethical Clearance .....	100
9.4.	Appendix 4: Consistency Matrix .....	101
9.5.	Appendix 5: List of codes for data analysis from Atlas.ti.....	102



## List of Tables

Table 1: Progression of EE by population group since 2001.....	3
Table 2: Comparison of Affirmative Action, EE and Managing Diversity .....	10
Table 3: Mid-year South African population estimates by population group and gender .....	12
Table 4: National EAP by population group and gender: 2018 .....	12
Table 5: Annual turnover threshold by industry.....	17
Table 6: List of themes by research question .....	34
Table 7: Profile of participants .....	37
Table 8: Frequency of quotations by theme for RQ1 .....	39
Table 9: Quotes reflecting understanding of EE .....	40
Table 10: Importance of integrating EE into the organisation.....	41
Table 11: Quotes on importance of EE being included in strategy.....	42
Table 12: Quotes on barriers to EE implementation .....	47
Table 13: Quotes linked to other themes for RQ1.....	50
Table 14: Frequency of quotes by theme for RQ2 .....	51
Table 15: Quotes reflecting the role of leaders to inspire followers .....	51
Table 16: Quotes on creating a culture of EE .....	56
Table 17: Frequency table by theme for RQ3.....	58
Table 18: Quotes illustrating the importance of being an ethical leader .....	58
Table 19: Quotes reflecting the importance of leadership commitment.....	61
Table 20: Quotes on leaders having courage .....	62
Table 21: Quotes linked to leaders being visionary.....	64
Table 22: Quotes on other leadership attributes .....	67
Table 23: Frequency table by theme linked to RQ4 .....	69
Table 24: Quotes on transformational leadership .....	69
Table 25: Quotes linked to transactional leadership style .....	72

## List of Figures

Figure 1: B-BBEE Generic scorecard and compliance levels .....	7
Figure 2: Top management by population group (2018) .....	11
Figure 3: Distribution of jobs for Top and Senior management roles by population group .....	13
Figure 4: Trends in Top management over past ten years by population group.....	14
Figure 5: Gender split at top management .....	14
Figure 6: Top management: Private and Public sector by population group .....	15
Figure 7: Gender split of participants.....	37

## **Chapter 1: Introduction to the Research Problem**

### **1.1. Introduction and Background**

This study has three purposes. Firstly, it investigates what leadership style facilitates the successful implementation of employment equity strategies. Secondly, the study seeks to understand the specific role these leaders play in leading employment equity and the third purpose of the study is to decipher their leadership attributes. This study also indicates what type of training programs may be required to build the necessary capability for influencing and managing employment equity.

The employment equity debate and the pace at which it is being implemented has been under scrutiny since its inception in 1998. The Employment Equity Act No.55 of 1998 (EEA) was promulgated with the aims of achieving fairness in the workplace by promoting equal opportunities, eradicating discrimination, and implementing affirmative action measures to correct the discrepancies of the past. Affirmative Action (AA) in South Africa is defined as Employment Equity. According to Archibong and Sharps (2013, p.29), affirmative action is defined as “consisting of proportionate measures undertaken with the purpose of achieving full and effective equality in practice for members of groups that are socially or economically disadvantaged, or otherwise face the consequences of past or present discrimination or disadvantage”.

South Africa is not the only country in the world to have policies to enforce fair representation in the workplace. The United States of America (USA) has had AA since the early 1960s, while the United Kingdom (UK) has a policy called ‘positive action’ since the late 1970s. India and Nepal refer to these practices as ‘reservation’, while Canada defines it as ‘employment equity’. South Africa is however the youngest among these countries when it comes to the implementation of AA.

Upon investigation in 2017, the local Department of Labour (DoL) found that 50 companies out of a sample of 72 were non-compliant with the EEA, which equates to thirteen percent of the total 375 companies listed on the Johannesburg Stock Exchange (JSE). This begs the question, what is the commitment of organisations to transformation?, and what are the leadership styles and attributes to those responsible for implementing EE?

According to Esterhuysen (2003, p.1), “the concept of ‘transformation’ has become a symbol of South-African-in-transition” referring to the significant changes that have taken place post-apartheid (1994) to redress the inequalities of the apartheid regime. The key objectives of transformation are to dismantle legacy of apartheid through basic infrastructure, culture and core values of society, and ensuring equal access to job opportunities, resources and skills development (Esterhuysen, 2003), while the broader strategic objective is to drive economic growth and eradicate poverty.

Even though there are a number of policies and pieces of legislation instated to enforce transformation, more specifically employment equity, the progress on adherence has been slow (Booyesen, 2007; Department of Labour, 2015; Horwitz & Jain, 2011; Selby & Sutherland, 2006).

The EEA is further supported and complemented by the Broad-Based Black Economic Empowerment (B-BBEE) Act 53 of 2003, which similarly seeks to promote economic transformation and to ensure access and participation by all Black people in the economy. Unless otherwise stated, the terms ‘Black people’, ‘previously disadvantaged groups’ and ‘designated groups’ will be used interchangeably throughout this study and refer to South African citizens that are African, Indian, Coloured, women, and people with disabilities.

The Commission for Employment Equity (CEE) is a statutory body established in terms of the EEA whose role is to monitor and evaluate progress towards achieving the objectives of EEA. The CEE found that within the private sector, there is a lack of equitable representation from a racial and gender perspective at the top management level. This “does not bode well for the future economic growth of the country as we continue not to be inclusive and representative of the demographic population distribution in the workplace in terms of the population groups” (CEE 2017-2018, p.55).

Some of the findings of the 2017 CEE report are:

- a) The White population group still occupies 67% of top management jobs, while 29% is occupied by Black South Africans; the remaining 4% is held by foreign nationals.
- b) At senior management level, the White population group occupies 56% of the jobs while Black people occupy 41% of the jobs and 3% are occupied by foreign nationals.

- c) At the “professionally qualified” level, 42% of the jobs are occupied by the White population group, 55% by Black people, and 3% by foreign nationals
- d) Semi-skilled employees are made up of 6% White, 92% Black people and 2% foreign nationals.
- e) Among the unskilled workers, the White population group represented 1% while the Black population group represented 95% with the remaining 4% being foreign nationals.

These findings reflect the level of inequality across the different population groups that exist twenty years after implementation of the policy. According to Piketty (2014), between 60 to 65 percent of South Africa’s wealth is concentrated in just ten percent of the population, reflecting the level of inequality and need for radical change. Some of the main challenges faced by South Africa are still inequality as identified by Raghavan (2013).

**Table 1: Progression of EE by population group since 2001**

OCCUPATIONAL LEVEL	PERIOD	WHITE	AFRICAN	COLOURED	INDIAN	MALE	FEMALE
Top Management	2001	87%	6%	3%	4%	87%	13%
	2017	67%	14.3%	5.1%	9.4%	77.1%	22.9%
Senior Management	2001	81%	9%	5%	5%	80%	20%
	2017	56.1%	22.1%	7.7%	10.9%	66.2%	38.8%
Professionally Qualified	2001	56%	33%	6%	5%	62%	38%
	2017	36.5%	42.2%	9.6%	8.8%	53.4%	46.6%
Technical Skilled	2001	18%	58%	18%	6%	60%	40%
	2017	19.6%	61.7%	11.3%	5.6%	52.9%	47.1%

Source: Department of Labour, 2018

Despite there being a movement of Black people into the different occupational levels since the first submission in 2001 — as reflected in the Table 1 — the CEE has repeatedly shown marginal progress in terms of equitable representation of the previously disadvantaged groups in the recent years.

Employment Equity and the implementation has been topical for years (Horwitz, Harish & Mbabane, 2005), while the EEA has been supported by many organisations, it has equally been met with resistance. Thomas (2002) argues that organisations face high financial costs for enforcing EE in the workplace instead of investing in job creation.

According to Thomas (2002), the Act has caused an over-regulation in the labour market. The enforced compliance is resulting in organisations placing unsuitable EE candidates

in roles just to meet their numerical goals (Coetzee & Bezuidenhout, 2011). EE is also perceived as reverse discrimination by some (Coetzee & Bezuidenhout, 2011). The CEE (2018, p.3) indicates that “South Africa is in dire need of ethical leaders” and asks the question “[h]ow do we create ethical leadership and how do we reward ethical leadership?” These questions clearly identify leadership as one of the driving forces behind employment equity.

While there are many studies focusing on barriers (Booyesen, 2007; Burger, Jafta, & Von Fintel, 2016; Roman & Mason, 2015), there is limited literature on the role and attributes leaders require to drive employment equity (Horwitz & Jain, 2011). This study explores the role and key attributes of leadership that drive employment equity within South African organisations. Through an exploratory study, the researcher seeks to identify the leadership style and attributes that facilitate the successful implementation of employment equity.

## **1.2. Research Problem**

The objective of this study is to enable executives to appoint the right leaders to manage the implementation of EE. To do this, the study will explore the leadership style, leadership attributes, and the role played by successful EE managers. The study will also address some of the gaps in literature by further investigating the role and attributes of leadership that are required to drive EE in South African organisations.

Many organisations underestimate the process of implementing and enforcing EE policies and practices and the impact it has on overall organisational culture (Nienaber, 2007). Business leaders face many challenges related to the core business activities; this is further exacerbated for leaders in South Africa, since they are also faced with compliance with the EEA. Further to compliance, these leaders need to ensure that their organisation is a responsible corporate citizen authentically supporting and driving the overall objectives of the country by removing any barriers or obstacles to successfully implement and enforce EE. Oosthuizen and Naidoo (2010, p.2) support this by stating “EE is one of the most pressing challenges facing South African managers”.

Leadership characteristics influence the success or failure of organisational transformation initiatives (Higgs & Rowland, 2011; Den Hartog, Van Muijen & Koopman, 1997). It is evident that there is a strong involvement of leadership with EE or AA policies; however it is not clear what leadership styles are suitable, if any.

There is extensive literature on leadership ranging from the traditional leadership theories such as trait theories and behavioural theories, while the more contemporary theories focus on leaders and their followers such as leader-member exchange theory (LMX theory) and transformational and transactional leadership theories. According to Uhl-Bien, Riggio, Lowe and Carsten (2014, p.86), transformational leadership is “instrumental in building follower commitment to achieving goals while challenging /inspiring/motivating them to perform”. Transformational leadership aims towards fair consequences and morally uplifting of their followers (Bass & Steidlmeier, 1999). Transactional leadership is characterised by leader-member exchange, or transactional relationship, through formal authority and clarifying roles, tasks and expected outcome or goal (Bass, 1999).

In recent media publications, several South African organisations have come under public scrutiny for scandals ranging from racial discrimination, corruption, bribery, unfair employment equity practices, sexual harassment and misconduct; all of which is not only damaging to the organisation, but equally damaging to the South African economy. The King IV Report places further emphasis on leadership and makes it clear that it is the responsibility of the board to ensure that necessary controls and processes are in place and functioning to prevent such acts from happening.

Therefore the role of leadership is critical in driving employment equity, needing to ensure that there is a strategy and execution plan in place to deliver the objective. While there are many studies focusing on the relationship between leadership styles and other elements, there is still a lack of literature that explains the leadership style and organisational climate specifically in South Africa (Cloete, 2011). The reason why this is so unique is linked to the dynamics of South Africa in terms of having a diverse workforce, affirmative action policies and an open economy (Eustace & Martins, 2014).

### **1.3. Significance of the research**

The rationale behind this study is three-fold.

Firstly, this study may help organisations identify certain leadership traits, characteristics or behaviours of incoming leaders during recruitment for roles responsible for driving EE within the organisation.

Secondly, from an academic point of view, there have been many studies on leadership, types of leadership, leadership and change, and leadership and culture, however there is limited research done in the context of leadership and EE in the South African context. Therefore, the study aims to further the body of knowledge in this area.

Lastly, this study will assist organisations in identifying gaps in their leadership model and execution of EE and help them close some of those gaps through designing training to build the key leadership capabilities necessary to enable better implementation of EE strategies.

Although the findings of this study cannot be applied across all South African organisations, the findings could motivate further research around this topic which could lead to greater insights into the types of leaders that need to be hired to drive change in the organisation, specifically related to employment equity.

#### **1.4. Research Scope and Purpose**

The study was conducted in organisations based in Gauteng, South Africa. While EE focuses on organisations operating within South Africa, the organisations chosen for this study also included multinational companies operating within South Africa. The scope of this study is limited to organisations in South Africa that have sustained a minimum 100 percent compliance B-BBEE rating over the last three or more years, which equates to a B-BBEE score of Level four. According to the B-BBEE Act of 2003, the levels are indicative of the scores attained at a total level by taking all elements of the scorecard into account. Figure 1 reflects the minimum and maximum thresholds per level. In the case of B-BBEE, the lower the score the better, for example, if an organisation has a level one score, it implies that the organisation is scoring full points at each level. For the purposes of this study, level four to level one organisations were chosen.



**Figure 1: B-BBEE Generic scorecard and compliance levels**

Scorecard per Codes			Level	Score per scorecard	Recognition level
Ownership	Voting rights and economic benefits in the hands of black people	25	1	≥100	135%
Management control	Black people in management level within the organisation	15	2	95 – 99	125%
Skills development	Total spend on training and development for black employees	20	3	90 – 94	110%
Enterprise and supplier development	Procurement from companies that are B-BBEE compliant, as well as procurement spend on Small and Micro Enterprises	40	4	80 – 90	100%
Socio-economic development	Initiatives intended to directly provide black people with means of generating income for themselves	5	5	75 – 80	80%
<b>Total</b>		<b>105</b>	6	70 – 75	60%
<b>Contributor status level</b>			7	55 – 70	50%
			8	40 – 55	10%
			Non compliant	<40	0%

The remainder of this study will focus on the following elements.

- Chapter two: A literature review that summarises, describes and critically evaluates research done in this field and highlights the gaps and further need for research.
- Chapter three: Focuses on the research questions that form the basis of the study.
- Chapter four: Describes the research methodology used to collect and analyse data.
- Chapter five: Presents the results of the data.
- Chapter six: Provides a discussion of the results.
- Chapter seven: Conclusion and insights from results.

## **Chapter 2: Theory and Literature Review**

### **2.1. Introduction**

This chapter reviews existing literature conducted to date on the three key constructs of this research: leadership attributes, leadership styles and employment equity.

With continued focus and pressure from the South African government on local organisations, employment equity has become more topical in the recent years with more cases on non-adherence, especially in the private sector (Peyper, 2017). This raises the question of what is leadership within these organisations doing to eliminate discrimination and encourage fair practices in the workplace while influencing adherence to the EEA?. It further questions what attributes do leaders need to possess to successfully drive EE strategies within these organisations, not exclusively from a legal compliance perspective but from building an inclusive, fair culture which embraces EE.

### **2.2. Employment Equity**

#### **2.2.1. What is Employment Equity**

The apartheid regime (1948-1994) was based on segregation of population groups according to race. This affected the jobs available to the affected group, access to education and restricted residential areas (Foxcroft, 1997). This impacted the economy directly through trade sanctions being imposed by the European Community and the USA, which in turn had a negative impact to the South African economy.

Since democracy in 1994, the South African government has introduced policies and legislation with the objective of redressing the issues of inequality and racial discrimination caused by the apartheid (Horwitz & Jain, 2011). Several pieces of legislation were introduced with the aim of driving transformation in the country to enable previously disadvantaged population groups, to participate in the economy without any restrictions, such as the Broad-Based Black Empowerment Act of 2003, linked to the constitutional charter. Another piece of legislation that was introduced to complement B-BBEE was the Employment Equity Act 1998, with a further amendment passed in 2013. The Department of Labour had conducted studies on similar policies and best practices in order to develop the code of best practice for the EE policy (Adèle Thomas, 2002).

In the literature, the word equity is used interchangeably with words such as 'equality', 'fairness' and 'egalitarianism' (Carleton & Porter, 2018; Chisamya, DeJaeghere, Kendall, & Khan, 2012; Schwartz, 2014). Huitt and Dawson (2011, p.3) state that "equity is based on the idea of moral equality, the principle that people should be treated as equals." From this we can infer that employment equity is referring to fairness in employment in the workplace.

As laid out in the Act (Department of Labour, 1998, p.12), the purpose of the EEA itself is to achieve equity in the workplace by:

- a. "promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination"; and
- b. "implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational and levels of the workforce."

The EEA suggests preferential treatment to Black people through processes of selection and recruitment, internal promotions, distribution of jobs, and remuneration policies to facilitate the advancement of designated groups (Wocke & Sutherland, 2008). Mula (2014) states that employment equity is a combination of equal employment and AA.

In essence, the aim of the EEA is to redress inequality and discrimination in the workplace as identified in exiting literature (Coetzee, 2015; Oosthuizen & Naidoo, 2010; Sing, 2011). Fichtner & Strader (2014, p.23) found that while there were varied versions of what was understood by EE, the general understanding revolved around the provision of equal opportunities for those who may have been disadvantaged as a result of the apartheid system of government. In addition to the EEA, the Skills Development Act (1998) was introduced to complement the EEA and encourage organisations to focus on training and development of Black people, to further develop the skills required.

While AA policies in countries such as the USA, UK and Canada seek to address past discrimination of minority groups, South Africa is different because past discrimination of the majority is being remedied. South Africa is more comparable to Malaysia in this regard since both countries aim to redress past discrimination of the majority ethnic group (Lee, 2016). However, approximately ten percent of the population holds between 60 to 65 percent of the wealth in South Africa with the Black population holding minimal equity, while the Malays in Malaysia held almost 31 percent equity. Table 2 reflects some of the key differences and context for the different policies linked to AA practices across

some of the countries. AA in the USA was more about achieving a numerical goal and a workforce representation reflecting the required number of disadvantaged groups, without any consideration for gender diversity or people with disabilities. There was no intent in the USA to create a climate of fair practices while the Canadian model contrasted this point by focusing on creating a fair employment climate. The Canadian model was different to the USA since it was designed to eliminate barriers of discrimination on the basis of race, gender and disabilities. South Africa's model of EE is based on a combination of both the AA policy from the USA and the Canadian EE policy.

**Table 2: Comparison of Affirmative Action, EE and Managing Diversity**

	Affirmative action	Employment equity	Managing diversity
Context	USA, mid 1960s-early 1980s	Canada, mid-1980s-1990s	USA and Canada, mid- to late 1980s-1990s
Triggering issues	Discrimination on basis of race, gender	Employment discrimination and disadvantage on basis of race, gender, disability, aboriginal ancestry	Demographic change leading to diverse workforce, labour market, and customer/client base
Intended to benefit	Blacks, women, Hispanics, native Americans, Asians	Women, racial minorities, persons with disabilities, aboriginal peoples	White able-bodied males; also "non-traditional" employees; corporate bottom line
Focus	Numerical representation, hiring, compliance	Barrier elimination, numerical representation, reporting	"To learn about others", i.e. those who are "different"
What drives implementation	Federal regulation and enforcement; legal and civil rights complaints and settlements	Federal and provincial legislation and regulation; compliance audits; human rights complaints; voluntary decisions by top management	Voluntary decision by top management
Typical applications	Collection and monitoring of workforce data; goals and timetables; targeted recruitment and selection	Collection and reporting of workforce data; review and revision of policies and practices; goal setting	Training (usually by external consultants) to provide information and promote awareness
Intended results	Representative workforce at all levels; access to employment for disadvantaged groups	Fair employment policies and practices; improved representation; supportive climate	Awareness of difference; improved interpersonal and intragroup communication; "human relations" skills; attitude change
Demonstrated results	Improved representation and pay for Black men and white women; some increase in representation of Blacks women and Hispanics	Small increases in representation of women and racial minorities in some job classes; fairer policies and practices; greater awareness	Few evaluations – but in some experimental settings, improved awareness and communication skills

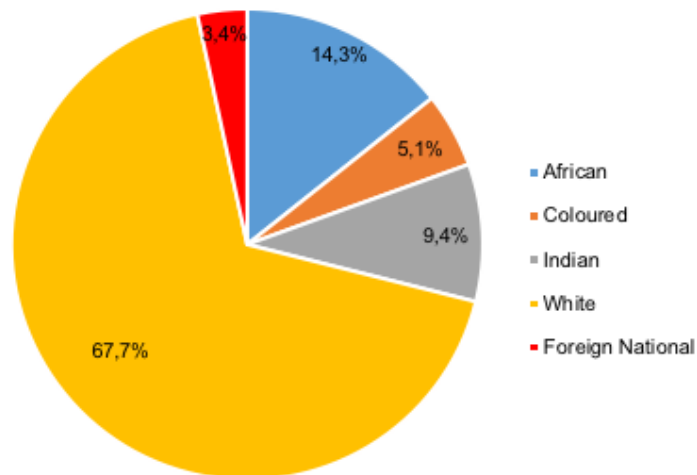
Source: Agocs and Burr (1996, p.33)

### 2.2.2. Rationale for Employment Equity

Even though the aim of EE was to create equal opportunities in the workplace, when initially introduced, very few organisations approached it from a business sustainability and competitive advantage standpoint (Burger & Jafta, 2010; Thomas, 1996). Oliphant (2014) argues that the rate of transformation in the labour market is "stubbornly slow". Oliphant (2017) stated that "[i]t is very concerning that there are just too many JSE listed companies that are completely ignoring the employment equity law". This is affirmed by other pieces of literature (Wittmann, 2012; Wonci, 2018).

This is further confirmed in the 2017-2018 annual report published by the CEE. The primary role of the CEE is to support government in assessing the progress of implementation of the EEA as well as any other matters or recommendations concerning the EEA.

**Figure 2: Top management by population group (2018)**



Source: Department of Labour, 2018, p18

The 18<sup>th</sup> report published in 2018, as reflected in Figure 2, found that 67.7 percent of the top management positions were occupied by the White population group, with the Black African population group holding 14.3 percent, the Indian group at 9.4 percent, Coloured group at 5.1 percent and foreign national group at 3.4 percent. The majority (77.1%) of top management jobs are held by males, while females occupy only 22.9 percent at the same occupation level.

Figure 2 also reflects that the minority population group are in top management roles across both public and private sectors while Black people, as defined by the EEA, collectively hold only 28.8 percent of top management roles. After 20 years of the EEA being instated, one would expect to see a better representation of Black people in these roles, however the lack of representation emphasises how slow the rate of transformation actually is.

**Table 3: Mid-year South African population estimates by population group and gender**

Population Group	Males		Females		Total	
	Number	% distribution of males	Number	% distribution of females	Number	% distribution of total
<b>Black African</b>	22 786 200	80.9	23 896 700	80.9	46 682 900	80.9
<b>Coloured</b>	2 459 500	8.7	2 614 800	8.9	5 074 300	8.8
<b>Indian / Asian</b>	740 200	2.6	708 100	2.4	1 448 300	2.5
<b>White</b>	2 194 200	7.8	2 325 900	7.9	4 520 100	7.8
<b>Total</b>	<b>28 180 100</b>	<b>100.0</b>	<b>29 545 500</b>	<b>100.0</b>	<b>57 725 600</b>	<b>100.0</b>

Source: Department of Labour, 2018

The 2018 Mid-Year Population report (Table 3) reflects that the South African population is estimated to be 57.7 million people, with approximately 51 percent being females and 49 percent males. The population group reflects that Black people (African, Coloured and Indian) make up more than 92 percent of the South African population, meaning that employment equity is focused on the majority group rather than the minority group.

According to Statistics South Africa (June 2018), the national unemployment rate is 27.2 percent. The unemployment rate measures the number of people actively looking for a job as a percentage of the labour force. The Black population group represents 64.2 percent of the unemployed. All of these statistics serves as inputs to the formulation of the national and provincial Economically Active Population (EAP) reflected in Table 4, which is used to measure compliance to the EEA.

**Table 4: National EAP by population group and gender: 2018**

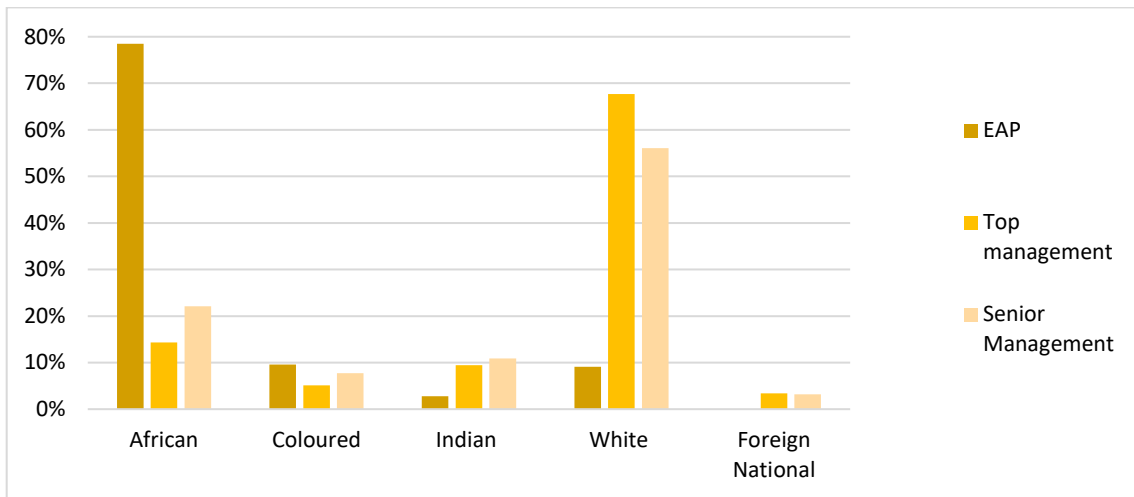
MALE			FEMALE			Total
AM	African Male	42.7%	AF	African Female	35.8%	78.5%
CM	Coloured Male	5.2%	CF	Coloured Female	4.4%	9.6%
IM	Indian Male	1.7%	IF	Indian Female	1.1%	2.8%
WM	White Male	5.1%	WF	White Female	4.0%	9.1%
		<b>54.7%</b>			<b>45.3%</b>	<b>100.0%</b>

Source: Department of Labour, 2018

The EEA prescribes that organisations set numerical targets based on the EAP reflected in Figure 3 and by level of occupation. EAP includes people between the ages of 15 to 64 who are either employed or unemployed but seeking employment. The EAP serves

as a benchmark to assist organisations in conducting analysis of their workforce to determine how well represented their workforce is compared to the requirements. This further enables organisation to strengthen their workforce strategy and numerical goals.

**Figure 3: Distribution of jobs for Top and Senior management roles by population group**

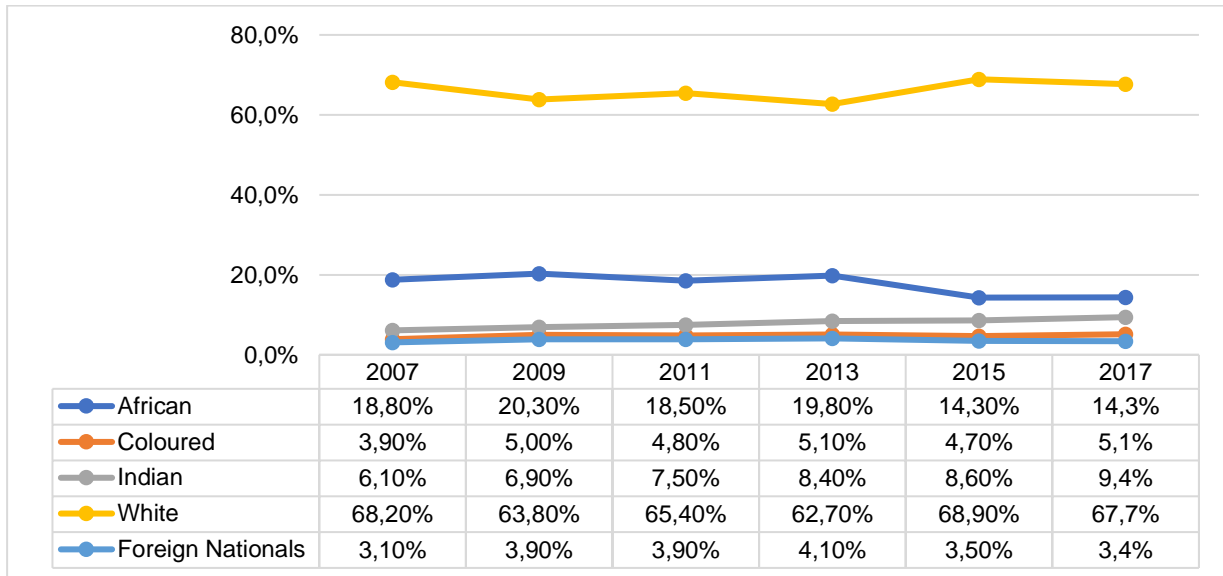


Source: Department of Labour, 2018

Even though the EEA has been in place for twenty years, Figure 3 reflects that the previously disadvantaged Black population group remains underrepresented in the top tiers of management, similar to findings of other empirical studies conducted in this field (Feldman, Msibi, & Manager, 2014; Jain, Horwitz, & Wilkin, 2012).

The White group represents more than six times the required EAP at top-management, while the Indian population is more than three times the required EAP at the same occupation level. In contrast, the African group is approximately one-fifth of the required EAP while the Coloured group is almost half of the required EAP at top management level.

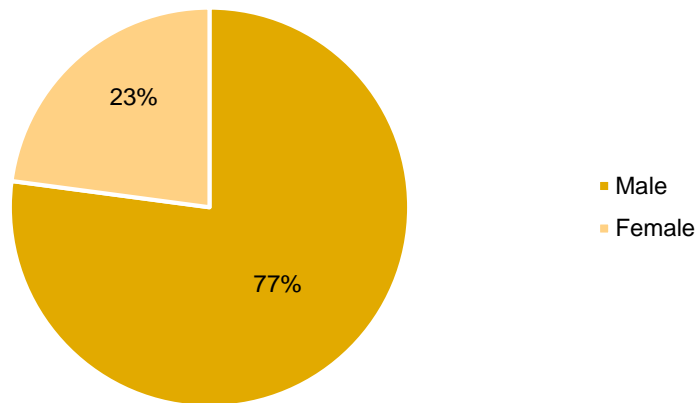
**Figure 4: Trends in Top management over past ten years by population group**



Source: CEE report (2013-2014, 2015-2016, 2017-2018)

Figure 4 reflects the trend in top management over the last ten years. The trend reflects the White population group holding the majority of the top management roles at a national level. Interestingly, at top management level, the African population group reflects a declining trend while the Indian and Coloured population group shows steady increases over the years.

**Figure 5: Gender split at top management**



Source: Department of Labour, 2018

The gender split at top management is skewed heavily towards males as reflected in Figure 5 which resonates with the views of Burger and Jafta (2010), Feldman et al., (2014) and Booysen and Nkomo (2010).

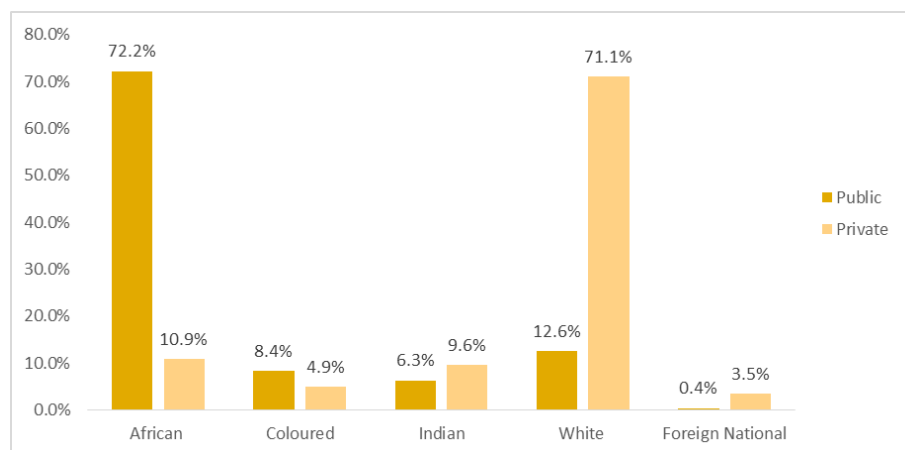


The preceding section represented information mainly on top management since this is the occupational level that has not moved significantly over the last 20 years. The CEE (2017-2018, p.6) indicates that there is simply no real “political will and commitment” to transform. This is similar to findings in other studies (Feldman et al., 2014; Jain et al., 2012).

Thomas and Jain (2004) propose that EE should be management’s commitment to creating a culture of employment equity both at an individual and organisational level rather than doing it for the sake of legal compliance only. Oosthuizen and Naidoo (2010) stated, “EE is one of the most pressing challenges facing South African managers” and that many organisations underestimate the process of instituting EE.

Ntim and Soobaroyen (2013) and Swartz and Firer (2005) found that during the apartheid era, White middle class males dominated top management within South African organisations. Twenty years into democracy, with strong pressure from government for organisations to transform, there is marginal change at top-management in terms of Black representation. It takes time for affirmative action policies to be fully implemented, for instance it took Malaysia twenty years to fully implement their EE plan (Roman & Mason, 2015). While empirical evidence reflects a contrasted view for South Africa, there have been calls to end AA. Given how far away South Africa is from effective EE implementation, there is no way a sunset clause could be contemplated (Department of Labour, 2018), meaning that the slow rate of transformation signals that South Africa is far from seeing the EEA ceased. In essence, top tiers of management in the private sector continue to be dominated by White males, which is excessively overrepresented in the workplace when compared to the national EAP.

**Figure 6: Top management: Private and Public sector by population group**



Source: Department of labour, 2018

The slow progress of EE in private sector emphasises the need to understand the barriers for implementation and possible drivers that can be leveraged to improve the implementation of EE. While the public sector has proven that a twenty year period is sufficient to adapt and transform at top management level — which is similar to the case of EE in Malaysia which implemented EE fully within twenty years (Roman & Mason, 2015) — the same cannot be said in the private sector in South Africa, as reflected in Figure 6.

### **2.2.3. Barriers to implementing Employment Equity**

The trend over the last twenty years reflects the slow progress in implementing EE strategies, policies and practices (Department of Labour, 2018; Horwitz & Jain, 2011; Selby & Sutherland, 2006). According to the CEE 2017-2018 report, organisations have attributed their slow implementation of EE to a lack of skilled labour to draw from in order to increase Black participation in the top tiers of the organisation. However, training and development activities in organisations reflect activities favouring the White population group, which is contradictory to the skills development policy objective. Skills development was meant to support the development of Black people to complement the EE policy and not drive a further gap.

Further to the lack of skilled labour, through an investigation conducted by the CEE (2017-2018), it was found that a key factor restricting EE implementation was lack of commitment from top management responsible for driving these strategies and ethical leadership. However, Roman & Mason (2015); Leonard & Grobler (2006) argue that EE is not only the responsibility of the EE manager or top management but the responsibility of all managers across the organisation.

While many organisations are focused purely on compliance, there is a greater need for organisations to go beyond pure compliance and make a real commitment to drive EE. There is a stark difference between implementing EE for the sake of compliance as a tick-box approach and implementing EE with real commitment with integrated holistic approach for long term business sustainability (Selby & Sutherland, 2006; Thomas & Jain, 2004). Booyesen (2007, p.62) found the main reason behind EE being treated as a tick-box exercise was due to a lack of “shared understanding of or communication of the value of EE implementation.” Leonard & Grobler (2006) agreed with fact that communication is critical in the implementation of EE and went as far to say that non commitment to communicate on EE results in failing at their leadership responsibilities.

Sing (2011) on the other hand found that a lack of clear roles and responsibilities being defined was another driver hindering implementation of EE.

#### 2.2.4. How are organisations measured on Employment Equity?

The EEA requires all designated employers or organisations to submit an annual EE plan to the Director-General of the Department of Labour. A designated employer is an organisation that employs more than 50 people or an organisation that may employ less than 50 people but has an annual turnover that is equal to or greater than a certain value specified in section four of the Act (Table 5), which is dependent on the industry within which the organisation operates.

**Table 5: Annual turnover threshold by industry**

<b><i>Sector or subsectors in accordance with the Standard Industrial Classification</i></b>	<b><i>Total annual turnover (ZAR)</i></b>
Agriculture	R6 million
Mining and Quarrying	R22,5 million
Manufacturing	R30 million
Electricity, Gas and Water	R30 million
Construction	R15 million
Retail and Motor Trade and Repair Services	R45 million
Wholesale Trade, Commercial Agents and Allied Services	R75 million
Catering, Accommodation and other Trade	R15 million
Transport, Storage and Communications	R30 million
Finance and Business Services	R30 million
Community, Special and Personal Services	R15 million

Source: Department of Labour, South Africa, 1998

The EEA compels organisations to share their EE plan which includes numerical goals to achieve equitable representation of designated groups, organisations' strategic direction for EE, affirmative action measures, gaps on remuneration, and action plans with timelines to close those gaps and to adjust their existing workforce to reflect the EAP. No plan can be shorter than a year or longer than five years. It is believed that this practice will lead to a plan to develop people accordingly over the period rather than 'token appointments' for the sake of meeting a quota. The objective of the EE plan is to achieve equitable representation and fair treatment of designated population groups. The EE plan should identify any barriers to fair employment practices and measures taken to prohibit those barriers.

The plan mandates designated organisations to have certain governance structures in place to monitor and evaluate procedures, including internal dispute resolution

mechanisms and appointing an EE manager or senior manager to ensure implementation and monitoring of the EE plan. All data from the submissions received are captured into the Employment Equity Registry and are used for analysis by the CEE in compiling EE progress reports. These structures and policies may exist for the sake of compliance with the EEA but it has not been internalised and genuinely adopted and implemented in the workplace (Booyesen, 2007; Selby & Sutherland, 2006).

There are different levels of monitoring that can be undertaken through the various levels in the organisation, for example employees and trade union representatives can report any contraventions to the Act by an employer to the relevant bodies for investigation, labour inspectors are authorised to conduct inspections as stipulated in the Basic Conditions of Employment Act (BCEA), or the Director-General is authorised to conduct a review and impose fines or penalties through the Labour Court should it be believed that an organisation is not complying to the EEA.

### **2.2.5. Summary**

EE was implemented with the objectives of removing barriers of discrimination and creating equal opportunities for previously disadvantaged groups of people. While the EEA has been adopted well in the public sector, the private sector has not changed much since implementation of the Act, with the top tier management role still being dominated by White males. Some of the key challenges identified in implementing EE are linked to lack of commitment from top management to transform. Therefore, gaining a deeper understanding into the leadership styles, attributes and the role of leadership is critical in closing this gap.

## **2.3. Leadership**

This section examines the role of leadership in the implementation of EE. The literature review also explores what leadership styles and attributes influence the implementation of employment equity strategies. While several pieces of literature focus on various styles of leadership, roles of leadership, and organisational impact, there is limited literature focusing on leadership and EE. It is imperative for organisations to strategically implement EE for business sustainability and executives to pay special attention to the leaders that are hired or placed in roles responsible for implementation of EE, since the role of these leaders are critical. According to the Department of Labour (1998), the role of leadership is to develop EE measures, monitor and evaluate the implementation of

EE against those measures, identification and removal of any barriers to EE implementation, consult with employees on matters related to EE, provide resources to help drive EE and ensure reporting of those measure are done in time to the DoL.

While the role of leaders have been clearly laid out in the EEA, gaps still remain as EE is not gaining the required traction to move the dial. Leadership commitment has been found to be one of the main barriers in implementing EE (Booyesen, 2007; Department of Labour, 2018; Thomas & Jain, 2004).

However, there are some studies that indicate a strong relationship between leadership and EE or AA (Eliyana, 2015; Kagoda, 2011) and suggest that that when leaders at the highest occupational level take an active role in implementing EE strategies, the impact appears to be more effective (Booyesen, 2007; Esterhuizen & Martins, 2008; Leonard & Grobler, 2006). In drawing from experiences of employment equity in other countries, Thomas (2002) argues that management commitment to employment equity must be present. According to Anderson & Ackerman Anderson (2010), corporate transformation is interpreted as an infinite process that requires significant changes to behaviours, mind-sets and organisational culture which then results in the desired change.

### **2.3.1. Leadership Styles**

#### **2.3.1.1. Trait theory**

The trait theory of leadership implies certain traits and characteristics differentiate leaders from other leaders and individuals and have an influence on their effectiveness as a leader (Colbert, Judge, Choi, & Wang, 2012). While there were many studies focusing on trait theory and leadership in the early twentieth century, the results proved to be inconclusive with inconsistencies due to the number of traits that could be considered. This was confirmed by House and Aditya (1997) who concluded that the search for a universal set of traits that could be considered across different studies was futile.

A study conducted by Derue, Nahrgang, Wellman and Humphrey (2011) found that leadership behaviours influenced their effectiveness more than leadership traits, while Zaccaro (2007) argues that leadership behaviours and traits should be considerate of the situation since the situation is critical in determining leadership behaviour.

The addition of the situational aspect led to the development of contingency theory which argued that the previous theories failed since they neglected to take into consideration factors of the environment that had an influence on leadership style and organisational structure. One of the limitations on all of these theories identified thus far is the omission of the follower and the assumption that leaders “use a fairly homogeneous style with all the people in their work unit” (Robbins, Judge, & Hasham, 2009, p.267).

The more contemporary theories acknowledged the gap by not including the follower aspect. These contemporary models include LMX theory, and transactional and transformational leadership which will be elaborated on in the following sections.

### **2.3.1.2. Leader-Member Exchange (LMX)**

Graen and Uhl-Bien (1995) stated that leadership has three domains, namely Leader (L), Member (M) and Exchange (X). This model implies that leadership does not exist if there are no followers or members. LMX was built on the basis that leaders have differentiated leadership styles across different subordinates (Graen & Uhl-Bien, 1995). The word exchange (X) is defined as an act of giving one thing and receiving another in return, which implies that the relationship between leadership and follower is based on an exchange of something. This model is more appropriate when considering affirmative action policies or EE, since these policies and practices require engagement and consultation between leaders and followers to achieve the objective of EE (Department: Labour South Africa, 1998).

Leadership is ultimately about the process of relations (Uhl-Bien, 2006). According to Uhl-Bien and Maslyn (2003), there are levels of reciprocity based on the relationship between leader and follower; higher quality relationships involve equal benefit for both the leader and the follower while lower quality relationships may not necessarily have benefit of equal value for both. While critics of LMX argue that it is transactional in nature, based on the exchange or transaction that takes place between leader and follower, there are however elements of being transformational as well, since leadership in relationships are concluded with mutual interest and goes beyond the self-interest of the leader.

According to Bass (1999), LMX is both transactional and transformational, the early stages of LMX is transactional but as it continues to develop elements of trust, loyalty

and respect and evident. For the purposes of this study, the focus is on transactional and transformational leadership assuming that the leader-member relationship exists.

### **2.3.1.3. Transactional Leadership**

Transactional leadership is characterised by transactional exchanges between leader and follower to meet a certain objective or outcome (Bass, 1985, 2000; Burns, 1978). Transactional leadership is “an exchange process based on the fulfilment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes” (Aga, 2016, p.518) while Saravo, Netzel and Kiesewetter (2017 p.8) state that transactional leadership “involves the practice of exchanging benefits for excellent performance.” From this, one can infer that transactional leadership can be characterised as an outcome-based leadership style since the exchange between leader and follower only occurs if the agreed upon objectives are met. Since organisations are compelled to submit reports and track progress on their EE numerical goals and plans and to provide corrective measures for any significant deviations, the transactional leadership style may be effective in achieving these goals.

Bass and Avolio (1997) posited that transactional leadership consists of two elements, namely contingent reward and management by exception. Contingent reward is where the leader sets expectations, provides feedback on meeting these expectations and offers rewards associated with meeting the expectations which appeal to the self-interest of the follower (Bass, Avolio, Jung, & Berson, 2003).

Management by exception is made up of active and passive management. Active management by exception is where the leader actively monitors progress compared to goals identified and takes corrective action if there is any deviation (Bass & Riggio, 2006) while passive management by exception is where the leader only becomes involved when there is an error or deviation.

While there is empirical evidence that supports this leadership style with effectiveness within certain context (Bass et al., 2003), there is a fair amount of criticism of this leadership style. One of the main criticism is that the transactional leadership style neglects to take into account situational and contextual factors that affect organisations (Yukl & Mahsud, 2010). However, some argue that as leaders become more innovative and adaptive, they will move from a purely transactional style to a transformational style of leadership (Bass, 2008).

#### **2.3.1.4. Transformational Leadership**

According to Burns (1978 p.141), a transformational leader is “one who raises the followers’ level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes”. Bass (1985, 1990) built on Burn’s definition to state that transformational leadership can be defined by the impact it has on followers.

While Burns (1978) believed that transactional and transformational leadership styles were two independent styles that were complete opposites, Bass (1985) argued that transactional and transformational were separate concepts and the best leaders practice both types of leadership styles. Transformational leaders put others first and display a positive outlook (Avolio, 2011) and operate across four dimensions — idealised influence, inspirational leadership, intellectual stimulation and individualised consideration — to successfully achieve identified objectives (Avolio, Bass, & Jung, 1999; Bass & Riggio, 2006).

Idealised influence and inspirational motivation occur when the leader motivates and inspires followers through promoting a consistent vision and serves as a role model for their followers. These two dimensions are usually grouped together and referred to as charisma. Individualised consideration shows genuine concern for the needs and feelings of the followers through support and coaching offered by the leader (Avolio et al., 1999). Intellectual stimulation is when the leader challenges the followers to attain a higher level of performance through encouraging the followers to be innovative and creative in defining solutions to achieving their goals. Contrary to this view, Yukl (1999) criticised some of these dimensions — intellectual stimulation and idealised influence — for being vague and not clearly identifying how the leader influenced these dimensions.

While Bass (1985) found that transformational leaders emphasise vision, values, intellectual stimulation and the well-being of their followers, more recent studies have found that transformational leaders pay attention to fairness, especially “procedural and interactional fairness” and communicate well (Bacha & Walker, 2013). Ng & Sears (2012) found transformational leaders to be more focused and concerned with social fairness. Characteristics and behaviours of transformational leaders are key in influencing their followers to deliver beyond expectations (Rowold & Heinitz, 2007). Evans (2010) posited that transformational leaders are more effective in implementing diversity strategies due



to several attributes, namely emotional and cultural intelligence, caring leadership style, employee well-being, considerate and empowering others.

The literature highlights that transformational leadership style to be the most closely associated with the implementation of diversity strategies, EE, AA and gender based policies due to it having behaviours and characteristics that go beyond self-interest.

### **2.3.1.5. Transactional & Transformational Leadership and Employment Equity**

Ng & Sears (2012) found that both transactional and transformational leadership styles have influence over the implementation of diversity strategies. However, there was a stronger correlation between transformational leadership and diversity management (Ashikali & Groeneveld, 2015; Ng & Sears, 2012) when compared to transactional leadership.

While transformational leaders may be better equipped at motivating and inspiring their followers to exercise their moral responsibility, when it comes to enforcing compliance to a policy like EE, transactional leadership styles may work better. In contrast to this, Ashikali and Groeneveld (2015) believe that organisations could benefit from managing diversity policies by adopting a transformational leadership style.

The basis of EE is fairness, morals and ethics, this was raised by the CEE (2018) as one of the main reasons for failure to implement EE and attributed the slow pace of adoption to having low ethics leaders who are focusing on compliance rather than the commitment to embracing shared value and sustainability. A study conducted by Bacha and Walker (2013) found that transformational leadership displays attributes that are in line with ethical behavior such as having concern for others, having a vision, morals, a sense of fairness, stimulates their employees, and are role models for their employees. It was found that ethical leadership is significantly and positively associated with all dimensions of transformational leadership (Toor & Ofori, 2009). Bedi, Alpaslan, & Green (2016) found that while ethical leadership is positively associated with transformational leadership, ethical leadership is also associated with the contingent reward component of transactional leadership. When a leader displays ethical behaviors, their followers develop more trust towards their organisation and find it easier to view their organisations policies and procedures in a positive light (Xu, Loi, & Ngo, 2016).

It is a challenge for organisations operating in South Africa to create working environments where employees experience fair employment practices and job satisfaction (Booyesen, 2007; Coetzee, 2015; Selby & Sutherland, 2006) as well as having a 'creative vision' of how to maximise the output of the entire workforce (Oosthuizen & Naidoo, 2010), which emphasises the need for communication of the underlying purpose of EE. The need for strong communication was echoed by Leonard (2006, p.212), who found that "communication and leadership are pivotal to the management of EE strategies and the transformation of values that will contribute to the creation of an equitable workplace." Puth (2002) added that successful transformational leaders are leaders that effectively communicate with their followers in ensuring that they understand the strategic goals of the organisation.

#### **2.4. Summary of Literature Review**

Although EE has been practised by organisations in South Africa over the past twenty years, there are concerns regarding the rate at which it is being adopted and integrated into some organisations in the private sector (CEE, 2017-2018). The private sector accounts for more than 73 percent of the working population in South Africa. The public sector on the other hand, which accounts for almost 19 percent of jobs nationally, has proven that twenty years is enough to make significant progress towards representing the South African population in their workforce.

Thomas (2002, p.251) states that "while legislation can provide a foundation to prevent the occurrence of overt discrimination, by itself, without enforced compliance is not sufficient to remove discrimination." While there are numerous articles focusing on barriers to implementation of EE, the CEE saw a trend reflecting a slow pace of transformation and implementation of EE. To understand the underlying barriers for implementation, the CEE launched an investigation through sector engagements in 2016 which found that one of the key reasons was "the lack of commitment from Top management" and there is "no political will and commitment" to transform which is completely counterproductive to the purpose of the Act (Department of Labour, 2018, p.3). The report further suggests that leaders with low ethics tend to focus on compliance rather than genuine commitment to sustainably supporting the EEA. The lack of commitment has urged the CEE to explore further mechanisms to encourage real commitment from leadership rather than a pure compliance standpoint.

Leadership exhibits ethical behaviour when they do what is morally right and assist in elevating their follower's moral awareness and self-actualisation. Leadership does have an important role to play in implementing EE and the literature alludes to transformational leadership as the most effective leadership style to implement and drive EE. Transformational leadership was found to have strong association with deontological values, suggesting that the behaviours displayed by this type of leader are built on the foundation of altruism, principles, morals and ethical belief (Groves & LaRocca, 2011; Judge & Piccol, 2004). While transformational leadership may be seen as the most effective, the context and situation must not be ignored as this may require other types of leadership styles to accomplish the objective.

Though the literature has found transformational leadership to be the most suited to AA, gender based policies and employment equity in the context of Canada, there is gap in literature applicable to South Africa. The context of South Africa cannot fully be compared to Canada and while the transformational leadership style may be suitable in the Canadian context, there is gap in understanding what style of leader is required to manage EE in the South African context. Therefore, this study aims to find the key roles and leadership style applicable to influence EE in the South African context.

## **Chapter 3: Research Questions**

### **3.1. Introduction**

The literature review completed in chapter two emphasised that the role of leadership is critical in implementing successful EE strategies within an organisation. The purpose of this exploratory research is to gain a deeper understanding and insights of the leadership traits that drive successful achievement of EE plans within an organisation.

### **3.2. Research Questions**

**Question 1:** What is the EE managers understanding of employment equity?

The first question is to identify if there is a common understanding of EE across different organisations or if it is interpreted differently, it also seeks to understand the main barriers to EE.

**Question 2:** What role do leaders play in driving employment equity?

This question seeks to understand what role leaders play and whether there is a structured, aligned approach to managing EE and if it forms part of the overall strategy of the organisation.

**Question 3:** What are the key attributes of leaders who have been successful in implementing EE strategies and policies?

This question seeks to identify key characteristics, behaviours, skill-sets, personality types, and traits of leaders that have successfully and sustainably implemented EE.

**Question 4:** What is the leadership style that best lends itself to implementing EE?

The question aims to understand if there is a specific leadership style that is more effective in rolling out EE.

## **Chapter 4: Research Methodology**

### **4.1. Introduction**

This chapter explains the rationale behind the selected research design for this study. It also details the research methodology, data collection techniques, data analysis and concludes with the limitations of this study.

### **4.2. Research method and rationale**

The aim of the study is to explore the leadership styles, roles and attributes that leaders need to possess to effectively implement an EE strategy. Even though there is a wealth of knowledge on leadership, leadership styles and attributes, there is however limited literature about leadership and the attributes required to successfully implement EE strategies, policies and practices in a South African context. Since there is limited literature available (Horwitz & Jain, 2011), an inductive approach was selected for this study. While there maybe existing literature, models and theories existing for other types of affirmative action policies, there is limited theories or frameworks that is specifically for EE in South Africa.

Saunders & Lewis (2012) identify three types of studies which are: exploratory, descriptive and explanatory.

The exploratory type seeks new insights and bring other dimensions or views to the field of research through .

Descriptive on the other is designed to give an accurate representation of the participants in the research through observations, surveys, interviews and re-analysing secondary data. This method requires quantitative responses and due to the nature of this study it would not be appropriate for data collection.

Explanatory study builds on the descriptive study by identifying explanations between patterns between sets of data that influence each other. While this type could be either qualitative or quantitative, again due to the nature of this study it would not be deemed appropriate.

Therefore the purposes of this study, the exploratory study was deemed most suitable and will be conducted by firstly identifying relevant academic literature in the field of study, then interviewing subject matter experts in the field and then conducting interviews with participants identified based on specific criteria.

According to Mouton (2008), qualitative (exploratory) research focuses on words and observations to reflect reality and undertakes to describe people in their natural settings. Therefore, an exploratory research approach is used for this study as more unwritten attributes or behaviours are to be identified.

As this is a qualitative approach, it will not require hypotheses testing. Quantitative methods are a pragmatic approach to research and entail testing of theory through variables identified in relevant literature, which is measured with numbers and subjected to statistical tests to validate theorised relationships (Creswell, 2009; Yilmaz, 2013). Since there is limited information for this study, a quantitative method would be unsuitable.

Some of the most common methods of collecting data using a qualitative method are through interviews, observations and documents (Saunders & Lewis, 2012). Interviews could be formal structured interviews using a standard questionnaire for each interview while semi-structured interviews can be informal and unstructured conversations guided by identified key themes. The choice of semi-structured interviews was ideal for this study as they allowed the researcher the opportunity to ask different questions while staying within the identified themes, rather than a defined set of questions. This is especially useful since the expected responses are based on personal experiences and opinions and could easily stray from the identified themes. The interviews also allowed for the conversation to not only focus on current role but go beyond exiting role and probe the participant for insights gained across their career if it was still relevant. In addition, the interviews made it easier for the researcher to identify emerging themes and point of saturation.

The research technique of in-depth, semi-structured interviews focused on top and/or senior management that was responsible for driving EE within South African organisations. The researcher probed participants to during the interview process to gain a granular level of information.

The study was cross-sectional in nature, since data was collected from different participants at a point in time, also described as a snapshot (Saunders & Lewis, 2012) rather than being longitudinal in nature and assessing the same participant over a period of time.

### **4.3. Population**

According to Saunders and Lewis (2012, p.132), a population is “the complete set of group members” and it may not necessarily be people or employees and could be organisations or places. According to the EEA, all qualifying organisations within South Africa must submit an EE plan which reflects the numerical goals of the organisation across the entire workforce profile in terms of race, gender and disability. While the EE plan would have been a good qualifier used to select the relevant population for this study, the EE plan was not accessible by the researcher as these are not publicly shared documents.

Therefore, the population for this study would be based on South African organisations that have a minimum B-BBEE score between one and four which represents, one hundred percent compliance. According to the B-BBEE Act (No.53, 2003) organisations that meet the 100 percent compliance, which equates to a level four contributor, are deemed to be transformed and should have met the minimum requirements for each element within the B-BBEE scorecard. EE is considered under the Management control and Skills development elements of the B-BBEE scorecard, contributing approximately 15% weighting of the total scorecard depending on the industry. In order to earn points for the EE element of the B-BBEE scorecard, the organisation needs to present a forward-thinking EE plan that will see the smooth transformation of their organisations over a specified period not longer than five years.

In addition to the B-BBEE score, there were two more selection criteria used. These were:

- a) Participants must have at least five years of experience with EE, and
- b) Participants must be in a senior role responsible for implementing or driving EE within the organisation.

Participants only qualified for an interview if all three criteria were met.

### **4.4. Unit of analysis**

The unit of analysis was the individual leader and not the organisation, related to their views, experiences and insights on leadership and the implementation of EE. The

rationale for this was linked to the study focusing on leadership styles, roles and attributes necessary to successfully implement EE. This was done by asking questions about their personal experiences throughout the interview process without any reference to their current or past place of employment.

#### **4.5. Sampling method and size**

Saunders, Lewis and Thornhill (2009) state that there are two types of sampling methods: probability and non-probability. Probability sampling is used when the population size is known while non-probability sampling is used when the researcher does not have a complete list of the population. Since the population for this study is unknown because not all organisations in South Africa are B-BBEE compliant and it is not mandatory for them to declare their B-BBEE score or level, this study used non-probability sampling.

The different types of non-probability sampling are purposive sampling, quota sampling, snowball sampling, self-selection sampling and convenience sampling (Saunders & Lewis, 2012). Convenience sampling was used by leveraging relationships between the researcher and a subject matter expert to create an introduction to leaders that met the criteria. Thereafter, snowball sampling was used to gain access to top and senior management across industries as many of these leaders have professional relationships with other leaders at their level.

According to Saunders and Lewis (2012), the minimum non-probability sample size is between 5 and 25 for in-depth interviews. The targeted sample size for this study was 15 participants. While the researcher had secured 15 interviews, one interview had to be cancelled due to the participant being ill. Therefore the researcher concluded the study with 14 interviews.

#### **4.6. Measurement instrument**

Based on the aim and nature of this study, in-depth, face-to-face interviews were identified as the most suitable method for data collection. The semi structured interviews were based on a set of themes aligned to the research questions identified in the previous chapter, with only some questions predetermined (Saunders & Lewis, 2012).



An interview guide was designed around the research questions identified in chapter three. The questions were presented in a structured way in the interview to allow the participants to provide input so that their responses could be aligned to the underlying research questions. Open-ended, probing questions were asked, focused on the research problems while paying special attention to the participant's responses. The main reason behind this type of structure was to allow the participant the opportunity to openly express their thoughts and response without being directed into any specific answer by the researcher.

Where the researcher noticed similarities or divergent responses in comparison to prior interviews conducted, the researcher would probe further to establish cohesiveness, validating the results. While there are 11 official languages in South Africa, Howie (2003) stated that the official language of business and government in South Africa is English and therefore all interviews will be conducted in English.

Each participant was asked to complete a consent form prior to the interview and upon agreement from the participant agree, a voice recording of each interview was conducted and transcribed for the purposes of analysis. In conjunction to the voice recording, key note taking was done by the researcher. The length of the interviews was projected to last 60 minutes, which allowed sufficient time to cover the different topics. After running pilot interviews, it was realised that 45 minutes was sufficient for the interview.

Pilot interviews were conducted with three executives who the researcher had access too with the aim of refining the interview questions, structure, length, depth, appropriateness, inconsistencies and general style of the interview. All feedback from the pilot interviews was considered and where necessary adjustments were made for the final interview process. The pilot interviews gave the researcher the opportunity to experience first-hand how to conduct interviews and practice how to probe further when required, all of this in turn has assisted in strengthening data validity.

According to Saunders and Lewis (2012, p.128), reliability is "the extent to which data collection methods and analysis procedures will produce consistent findings". For this type of research that focuses on development and promotion of previously disadvantaged people and racial demographics across the organisation, the participants could possibly give unreliable information to protect the image of themselves and the organisation they represent (subject bias). Should this happen, the data reliability would be compromised and therefore it is of utmost importance that the researcher gave

assurance to the participant of anonymity and confidentiality to the highest level. The consent form expresses the level of confidentiality and anonymity (Appendix 2).

#### **4.7. Data collection process**

The data collection process involved 14 in-depth, face-to-face, semi-structured interviews with top or senior management responsible for EE in the organisation. Face-to-face interviews were chosen so that the researcher could gauge participant's body language and levels of comfort during the interview. The interviews were done at each participant's place of employment during dates and times suitable for the participants, during the weekdays. All interviews were conducted in the Gauteng province, 13 done in Johannesburg and one in Pretoria.

According to Britten (1995), there are many advantages to this type of research since interviews allow the participants the opportunity to engage at the desired level by the researcher, asking probing questions, being able to clarify any questions or answers, and untangling complex topics. Participants were encouraged to respond openly, freely and without prejudice.

The interview questions were designed to probe participants for insights to their personal experiences. With the consent of the participant, each interview was voice recorded in conjunction with note taking by the researcher. While the interviews were setup for 45 minutes post the pilot interview, the longest interview lasted 42 minutes and the shortest interview lasted 18 minutes.

The data collection process was broken down into two parts.

1. Pilot interview: a senior management participant and subject matter expert whom the researcher had access too were used to pilot the interview and assess the quality, timing, flow of the process and make necessary changes prior to conducting the actual interviews with the final participants.
2. Actual interview: interviews with each participant were scheduled for 45 minutes. At the point in time of securing the interview, the researcher highlighted the need to voice record the interview to avoid any issues on the actual day.

Even though the objective and rationale for the study was explained when securing the interviews, the researcher made it a priority to re-emphasise the objective before the

start of the interview. The process of data collection through the interviews followed the approach listed below.

- a) Introduction of the researcher,
- b) Explained the rationale and objective of the study,
- c) Listed topics/themes of focus (based on gaps in the literature),
- d) The expected duration of the interview was highlighted,
- e) The participant was asked to sign the consent form (Appendix B),
- f) Researcher emphasised the confidentiality and their voluntary participation with a right to terminate the interview at any point in time should they want to,
- g) The researcher then asked permission to voice record the interview and explained the purpose for the voice recording,
- h) Conduct interviews,
- i) Researcher was cognisant of participant's body language and captured relevant notes throughout the interview,
- j) Detailed note taking and responses to each question by the researcher,
- k) Conclusion and thanked the participant.

The audio recordings were done using a smart phone with a transcription application so that the recordings were automatically transcribed as the interview progressed. The information transcribed using the application was not always accurate due to it being unable to identify certain accents, not being able to catch all of the words should there be any noise or sound interference. Therefore, the researcher had to ensure accuracy by going through each interview audio recording and transcription and making amendments where needed.

## **4.8. Data Analysis**

This section focuses on the data analysis, explaining how the interviews were done and analysed.

### **4.8.1. Data analysis: interviews**

Once the interviews were completed, the audio recording and transcription done by the smartphone application were checked for accuracy and completeness. Once the researcher was satisfied that the transcriptions were accurate, two software computer programs, namely Atlas.ti 7 and Microsoft Excel, were used for analysis. This process was followed after each interview to ensure consistency. Saunders and Lewis (2012)

encourage a consistent method of preparing and recording the data as this makes the analysis simpler. The transcriptions were uploaded into Atlas.ti 7 to conduct the coding process.

#### 4.8.2. The coding process

Once the transcriptions were uploaded into Atlas.ti, the researcher analysed each transcription looking for codes that were thought to be value adding to the research. The details behind each and every response had to be assessed carefully before assigning a code since the study was inductive in nature, making the data analysis so much more critical. Codes and associated quotations that were thought to be valuable in the process were identified throughout each transcription. The codes were described in a systematic way to avoid duplication of codes and the creation of unnecessary codes.

A total of 86 codes, with 343 quotations linked to them, were identified after the two rounds of coding. The list of codes (Appendix E) was then exported to Microsoft Excel to link them back to research questions and further filtering. Through a process of merging similar codes and sorting, the number of codes reduced to 62 which can be found in Table 6. The use of sorting and filters in Excel derived frequency tables which were used to present the results.

**Table 6: List of themes by research question**

<b>RQ1: What is the EE managers understanding of EE?</b>	<b>RQ2: What role does leadership play in driving EE?</b>	<b>RQ3: What are the key attributes that leadership need to possess to influence EE?</b>	<b>RQ4: What is the leadership style that best lends itself to implementing EE?</b>
Integrated into organisation	Inspire followers to embrace EE	Being ethical	Transformational
Barriers to EE	Implementation and Execution of EE	Committed to EE	Transactional
Prioritisation of EE	Create a culture of EE	Courage	Charismatic
Purpose of EE	Figure of authority	Visionary	Situational
Perception of EE		Strong Communication skills	No particular leadership style
Governance of EE		Open minded	
		Responsible	
		Other	
		Care for others	

#### 4.9. Limitations

With the data collection being reliant on interviews only, the data is more susceptible to biases (Zikmund, 2013) from both the participants' and the researcher's side.

The potential limitations could be created by interviewer bias and response bias. Interviewer bias occurs when the participant responds in certain way due on the non-

verbal behaviour of the interviewer. Response bias occurs if the participant is sensitive to certain themes and therefore chooses not to reveal information or not discuss certain topics which the interviewer may wish to explore.

One possible limitation could be the varied interpretation of EE by the different leaders, since there are many foreign nationals in key leadership roles, specifically within multinational organisations. The understanding and interpretations of the term could impact the validity of the data. Therefore, one of the first questions in the interview asked for the participant to define or describe what they thought EE was specifically in the South African context.

The research was cross-sectional in nature, focusing on a point in time and this study could be further built on by conducting a longitudinal study over a longer period.

## **Chapter 5: Results**

### **5.1. Introduction**

The purpose of this study was to investigate which leadership styles and attributes leaders need to possess to successfully implement EE strategies. This was done by exploring perceptions of leaders that have been or are in roles that are responsible for employment equity in their organisation.

This chapter presents the findings from the fourteen face-to-face, in-depth interviews conducted. An interview guide (Appendix 1) was used to probe the participants with the objective of addressing the research questions developed in chapter three. Tables and figures containing themes that emerged from the interviews are presented to illustrate the findings. Quotations from the interviews will be included to support the findings. After presenting the findings per research question, a summary of findings and conclusion will summarise the key insights from participants.

As a reminder, the research questions for this study are:

**RQ1:** What are the EE managers understanding of employment equity?

**RQ 2:** What role do leaders play in driving EE?

**RQ 3:** What are the key attributes of leaders who have been successful in implementing EE strategies and policies?

**RQ 4:** What is the leadership style that best lends itself to implementing EE?

A consistency matrix (Appendix 4) was used to ensure that the questions in the interview aligned to each of the research questions.

### **5.2. Research Context: Participant identification and description**

The criteria used to select applicable participants were the based on three elements.

- a. The participant must be in a leadership role and responsible for EE in the organisation,
- b. Their organisation must have a minimum level four B-BBEE score which according to the B-BBEE codes is equal to 100% compliance. and
- c. The participant must have had at least five years of exposure to EE strategies, policies and practices.

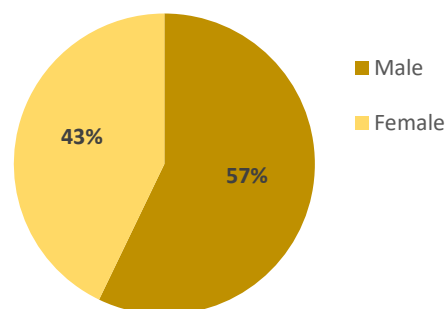
Based on these criteria, participants were well suited to share experiences and insights regarding leadership attributes to successfully implement EE. Data was collected from fourteen participants across different industries situated in Johannesburg, South Africa. A consolidated view of the participants is reflected in Table 7. Of the eight males interviewed, 38% were White, 50% African and 13% Indian. Six females were interviewed, consisting of 50% White, 33% African and 17% Coloured. Based on the qualifying criteria, reflected in yellow in Table 7, the participants must be responsible for driving EE in their organisation, they must have more than five years of experience in the EE, and their organisation must have a B-BBEE certificate scoring between level one and level four. The average age of the participants was 46 years, with the youngest being 30 years old and the oldest being 60 years old.

**Table 7: Profile of participants**

Participant	Occupation Level	Responsible for driving EE (YES/NO)	Years experience in EE	Ethnicity	Age	Gender	Number of Employees in organisation	Industry	BBBEE Level	Meet qualifying criteria
		Y	> 5 Years						≤ Level 4	Y/N
Participant 1	Executive	Y	11-20	African	43	Male	5000 - 5500	Manufacturing	3	Y
Participant 2	Senior Management	Y	5-10	African	46	Male	5000 - 5500	FMCG	3	Y
Participant 3	Executive	Y	11-20	Indian	52	Male	3000 - 3500	FMCG	4	Y
Participant 4	Executive	Y	21-30	White	55	Male	3000 - 3500	FMCG	4	Y
Participant 5	Executive	Y	11-20	White	35	Male	1 - 49	Information Technology	2	Y
Participant 6	Senior Management	Y	5-10	Coloured	30	Female	100 - 149	Consultants	1	Y
Participant 7	Senior Management	Y	11-20	White	38	Female	3000 - 3500	FMCG	4	Y
Participant 8	Executive	Y	5-10	African	47	Male	3000 - 3500	FMCG	4	Y
Participant 9	Executive	Y	>31	White	60	Male	1000 - 1500	Information Technology	3	Y
Participant 10	Senior Management	Y	21-30	African	55	Male	1000 - 1500	Information Technology	3	Y
Participant 11	Senior Management	Y	11-20	African	42	Female	8000+	Financial Services	2	Y
Participant 12	Executive	Y	21-30	African	49	Female	1000 - 1500	Telecommunications	4	Y
Participant 13	Executive	Y	11-20	White	35	Female	50 - 100	Educational	8	N
Participant 14	Executive	Y	21-30	White	56	Female	3000 - 3500	Auditing & Consulting	1	Y

Figure 7 reflects the gender split as the researcher felt it would be important to gain both male and female insights and perspectives. Eight males and six females participated in the study.

**Figure 7: Gender split of participants**



Even though Participant 13's company did not meet the minimum criteria of a B-BBEE level four, other information was used to assess if the data was usable for the purposes of this study, such as

- a) The organisation scored more than 50 percent on the EE element within B-BBEE, which was in line with or better when compared to other organisations used in the study.
- b) Participant 13's organisation is one of the most recognised and accredited business schools in South Africa.
- c) The challenges linked to achieving a better B-BBEE score while also being able to meet the EEA requirements would bring another perspective into the study, possibly with different insights.

For these reasons, the researcher deemed it valid to include Participant 13's interview as part of the data set.

### **5.3. Findings**

In this section the findings are presented organised by research question.

A total of 347 quotations were identified and 98 codes (Appendix D) emerged through the coding process of the transcripts using the Atlas Ti 7 software. These were distilled into themes and through code weaving the following findings emerged. Quotations from the interviews support the presentation of the findings.

#### **5.3.1. RQ 1: What are the EE managers understanding of employment equity?**

This research question aimed to understand how EE is defined or understood, and how it is integrated into the organisation.

The frequency table (Table 8) reflects the codes and number of quotations linked to each code across all participants in the interview process. The four themes above the red dotted line covers 95 percent of the total quotations linked to research question one (i.e. 152 of 160 quotations). Therefore, the study will focus on these four codes. While these six codes represent the majority of the quotations for this question, it does mean that the rest of the quotations were omitted or ignored for the purposes of this study.



**Table 8: Frequency of quotations by theme for RQ1**

Theme	Number of quotes
Integrated into organisation	84
Barriers to EE	25
Prioritisation of EE	22
Purpose of EE	21
Perception of EE	6
Governance of EE	2
<b>Total</b>	<b>160</b>

### **5.3.1.1. Purpose of EE**

When the participants were asked to define EE or how it is understood in their organisation, each participant gave their understanding; however, all responses encompassed the ideas of fairness and equality. This was made clear in the following responses.

*The main reason why we are doing this, to give equal opportunity to those that have been previously disadvantaged. (Participant 4)*

*The whole idea is to ensure that people from designated groups or who were previously not advantaged have got an opportunity, and they are represented in the company. (participant 8)*

*It's an everyday daily thing about making the right decision a hundred times a day. (Participant 14)*

While this was the general consensus of fairness and equality and going beyond compliance of EE as reflected in Table 9, interestingly, Participant 10 voiced a different opinion by stating that

*Firstly, it has not been on top of the agenda up until we actually got a visit from the Department of Labour to say, 'you guys are not moving', based on what we have on records and then subsequent to that, from a compliance standpoint we had to do something to comply. (Participant 10)*

**Table 9: Quotes reflecting understanding of EE**

Participant	Sub-theme	Response
Participant 8	<i>Fairness; Equality</i>	<i>The whole idea is to ensure that people from designated groups or who were previously not advantaged have got an opportunity, and they are represented in the company.</i>
Participant 14	<i>Ethical; Moral</i>	<i>It's an everyday daily thing about making the right decision a hundred times a day.</i>
Participant 4	<i>Equality; Fairness</i>	<i>The main reason why we are doing this, to give equal opportunity to those that have been previously disadvantaged.</i>
Participant 8	<i>Equality</i>	<i>Employment equity is about making sure that in that change we represent society so therefore it is becoming part of our organization strategy in everything we do.</i>
Participant 1	<i>Integrated</i>	<i>So, its policies, governance, everything, so it does become like the way we do things.</i>
Participant 2	<i>Equality, Fairness</i>	<i>Ensuring that everybody feels that they have equal opportunity, and those that never had opportunity are prioritized.</i>
Participant 14	<i>Equality</i>	<i>...critical that you drive both processes equally hard is you set your numerical, and at the same time you create an enabling culture, and a culture that really, it's such a cliché, "embraces diversity."</i>
Participant 10	<i>Compliance</i>	<i>Firstly, it has not been on top of the agenda up until we actually got a visit from the Department of Labour to say, 'you guys are not moving', based on what we have on records and then subsequent to that, from a compliance standpoint we had to do something to comply.</i>

### 5.3.1.2. EE integrated into the organisation

#### 5.3.1.2.1 EE fully integrated

This theme refers to the importance of having EE integrated into the overall business across functions and levels, making it part of the organisational culture. There was unanimous agreement across all participants that EE must be integrated into the organisation. Words and phrases such as “intertwined”, “part and parcel” and “embedded” came through in the interview process, reflecting the level of integration.

Table 10 reflects quotations linked to this sub-theme under the overall theme of “Integrated into the organisation”.

**Table 10: Importance of integrating EE into the organisation**

Participant	Sub-theme	Response
Participant 1	<i>Fully integrated</i>	<i>It has to be part and parcel of your business or else it's not going to be sustainable.</i>
Participant 6	<i>Fully integrated</i>	<i>I think employment equity was well integrated in our organization was actually built without pushing it and it did take a lot from management to do B-BBEE very open-minded and be mindful of the needs of our business...</i>
Participant 8	<i>Fully integrated</i>	<i>...because if leadership does not drive this and make it embedded as part of our plans and measures it's just going to be a tick box.</i>
Participant 8	<i>Fully integrated</i>	<i>The ability to connect the work of employment equity to the business and the business case and the business model...</i>
Participant 14	<i>Fully integrated</i>	<i>You cannot do that as an isolated function, you've got absolutely no authority over those people, so it absolutely has to be integrated.</i>
Participant 7	<i>Fully integrated</i>	<i>I think that by rebasing ourselves now, and integrating it a lot more, we obviously seeing a lot of more short-term benefits, I am referring to the last three years or so.</i>
Participant 9	<i>Fully integrated</i>	<i>It's absolutely critical for the success of any employment Equity program that there is, it's</i>

		<i>just going to be part of the DNA of an organization...</i>
--	--	---

Should employment equity not be integrated into the business, there is a possibility of it not being sustainable like, the example given by Participant 7.

*I think our past, has taught us that, if employment equity is on its own and its treated as another project, firstly the most faithful learning and probably the most paramount pieces is that if we are not all moving from the same point of reference and context on why we do this we can go, and we have gone horribly wrong.*

### 5.3.1.2.2. Employment Equity part of the overall business strategy

All 14 participants indicated that EE was handled and treated as part of the overall business strategy; the consistent views reflect that EE is not treated as a project or led by a single function, but across the organisation. Table 11 reflects some of the quotes linked to EE being part of the strategy.

**Table 11: Quotes on importance of EE being included in strategy**

Participant	Sub-theme	Response
Participant 1	<i>Linked to overall strategy</i>	<i>It forms part of the strategy, or if it falls, part of the HR strategy, obviously, the HR strategy will have to be aligned to the to the business.</i>
Participant 14	<i>Linked to overall strategy</i>	<i>You have to be able to link EE to the business strategy, ideally so that your Business Leaders understand the why of EE, and you can see the bigger picture and not just see it as a tick box.</i>
Participant 7	<i>Linked to overall strategy</i>	<i>So it is written integrally into strategy and I think that for me is probably being the most predominant stark difference in the execution of it is that it's now it's not one person's, it's not one function's.</i>

Participant 8	<i>Linked to overall strategy</i>	<i>Employment equity is about making sure that in that change we represent society so therefore it is becoming part of our organization strategy in everything we do.</i>
Participant 11	<i>Linked to overall strategy</i>	<i>Employment equity is more part of a strategy, and I say that because in companies where it has worked, I used to work for one particular company that I won't mention, transformation worked, employment equity in particular, at the time when I left, exco was 70% Black, which is something that a lot of companies are battling with today.</i>
Participant 3	<i>Linked to overall strategy</i>	<i>So, I think embedding at the strategic levels and simplifying the language is going to help a lot in terms of people understanding the rationale and I think HR is very key in openly and robustly challenging appointments.</i>
Participant 6	<i>Linked to overall strategy</i>	<i>There needs to be a strategy and it needs to be clear and transparent because if your employees pick up that these are just tick-box exercises and people don't really possess the skills needed, there is going to be very great resistance and uproar.</i>
Participant 8	<i>Linked to overall strategy</i>	<i>Employment equity is a component of our overall transformation plan, one of our must win battles strategically for the business is to transform the organization.</i>
Participant 12	<i>Linked to overall strategy</i>	<i>You cannot develop your business strategy and treat people, B-BBEE or EE as an add-on.</i>
Participant 13	<i>Linked to overall strategy</i>	<i>I think by accident some of the boxes will be ticked, but there will be no to transformation because that will not happen if it's not strategically driven and strategy is driven from the top down.</i>

Participant 9	<i>Linked to overall strategy</i>	<i>There's no specific unit in this organization. It's part and parcel of the leadership structure and part and parcel of the strategy.</i>
Participant 7	<i>Linked to overall strategy</i>	<i>...we have our house in order and it's led by strategy, the strategy allowed for that we couldn't do before, a lot more leadership visibility, a lot more leadership engagement with the topic, with the strategy with the goals, with the KPI's or so with the results...</i>

Further to EE being linked with strategy, it was believed that if EE does not form part of strategy and is led from the most senior person in the organisation, it will not succeed and be for compliance purposes only, this view surfaced strongly by participant's 8 statements.

*It is critical and that is why the chief officer for employment equity and overall transformation is the chief executive officer, this is the market head for .... because if leadership does not drive this and make it embedded as part of our plans and measures, it's just going to be a tick box.*

*It has become a compliance thing because reports need to be submitted, which is not embedded in the organization, purely on the basis that the work on leadership and strategy has not been done.*

### **5.3.1.2.3. EE is a business imperative and enhances business**

A strong view suggesting that EE is a business imperative and will improve the business capability in the long term was found from the interviews. Business imperative implies a goal or opportunity that the organisation has identified and has a plan to achieve the goal. Nine of the 14 participants felt strongly about leveraging EE requirements in terms of EAP to deliver on business opportunities. Since EE candidates represented the majority of the population — which in most cases would be the majority of the consumers to these organisations — EE candidates would be able to better serve the business with their insights and deeper understanding of these

consumers or customers. This in turn will help the business be more relevant to their consumers or customer base. Some of the quotations linked to this thought follow.

*Our job is to connect with consumers and to bring them products that resonate with them, in our business we touch every population group, so to have a team that is reflective of getting us closer to that consumer insight, already has shown merit. (Participant 7)*

Participant 1 echoed similar sentiments, stating

*I used to use this analogy or this example: So, guys, look at our product, who are our main consumers or our customers? and the customers of the products we manufacture? Who are they? It's EE candidates. So, think if they had to boycott our product, it doesn't make sense that 80% of our products goes to these people, and yet our leadership is the opposite.*

Participant 4's views were consistent with that of Participant 1 and Participant 7 and they stated that

*The idea behind the reason for is it to have diversity in the business which gives us a commercial capability, and when EE was first implemented, there was initially a lot of resistance and feelings of insecurity. But when you move beyond just the pure racial connotation of what we are trying to progress in some people views at the time, the real rationale is that we are doing it for transformation and diversity to be competitive.*

Participant 4 later highlighted the importance of EE and enabling the organisation to be more competitive by saying

*... whilst companies need to be competitive, sustainably and diversity is one of those assets you will have to be more competitive, there needs to be a maturity to accept that this is the right thing to do.*

Similarly, Participant 3 added

*... firstly, is the business need, just to give an example, eighty percent of consumer decisions are made by women globally, that's a fact. So, in terms of purchase decision and survival up an enterprise, if you don't have more women in your organization in marketing and in all fields, then there's a gap because we are FMCG.*

Participant 8 added similar dimension of leveraging EE to maximise the organisations opportunity by adding

*The ability to connect the work of employment equity to the business and the business case and the business model, for example: a leader who is able to understand that a huge portion of consumers of our products come from designated groups, and how that can be translated into business and to see that beyond just the compliance element, but see it in the context of the business opportunity,...*

Beyond organisations that were in the manufacturing sector and offered a consumer product, the following participants represented the services sector in education and financial services and shared the same sentiments as the participants in the manufacturing sector.

Participant 13 stated

*We're in the business of serving business and, we want to be able to have diverse innovative, consideration when we make decisions, and the number of things we want to reflect.*

Participant 11 stated

*If we were to decide, for example, that we are not going to transform, the complexion of who the customers are, has changed a lot. If you take our ... bank for example, today the customer base that you can see is different. So, for us to be sustainable, we have to be responsive.*

While EE can be seen as a legislative policy that organisations need to comply with, the majority of the participants in this study revealed that EE goes beyond the compliance and is seen as a business imperative with a view of better insights into, and understanding of, the broader consumer and customer base. This understanding will enable the organisation better to serve their consumer or customer.

This was supported by the following statement made by Participant 8.

*The whole thing of employment equity and it's not only about demographics, it's also about the whole company belief the values.*



Many participants also implied that EE needs to be approached from two angles; one from a compliance to the EEA perspective and the other from an integrated business strategy approach. The consistent view is that leadership is critical in directing the approach to and how EE is deployed in the organisation.

### 5.3.1.3. Barriers to EE

While there was a general consensus across the interviews regarding the broad understanding of EE, there was an equally strong consistent view related to the inhibitors of effective implementation, and the one that stood out the most was the lack of understanding of EE. The views of the participants on this topic are reflected in Table 12.

**Table 12: Quotes on barriers to EE implementation**

Participant	Sub-theme	Response
Participant 3	<i>Lack of understanding EE</i>	<i>It's not always due to a lack of leadership or lack of vision, and lack of a transformation mind-set. It's a lot to do with the scepticism of the "why?"</i>
Participant 4	<i>Lack of understanding EE</i>	<i>But when you move beyond just the pure racial connotation of what we are trying to progress, in some people views at the time, the real rationale is we doing it for transformation and diversity to be competitive, and I think that's a lot clearer today in the change management process, but initially, there was a lot of resistance because of the lack of understanding.</i>
Participant 7	<i>Lack of understanding EE</i>	<i>You meet resistance every step of the way because people just don't understand why you are doing things, they don't understand the bigger picture they confront context in your decision making, so I think that's a very important part of the business, the frame and the rationale behind why are going to move in a certain direction.</i>

Participant 7	Lack of understanding EE	<i>I inherited a team that was exactly in that mind-space, disempowered, disengaged, didn't understand the role of transformation or why it was being done to them, and so actually we have to stop. There were very big leadership fundamentals that we have to stop there before we could do any strategy, working together in a room, to understand how we got there.</i>
---------------	--------------------------	--

#### 5.3.1.4. Prioritisation of EE

This sub-theme refers to the level of commitment and resources behind implementing, tracking and ensuring compliance of EE. There seems to be a consensus across 13 of the 14 participants that leadership has to be involved in leading and cascading EE within the organisation. For EE to be taken seriously, they also agreed that it should be done with the intention EE was intended for and not purely for compliance purposes, for example, some of the views expressed were as follows.

*The employment equity committee, that oversee specifically the employment equity component of our transformation committee, this is discussed at executive management level, which is how we are tracking versus the plan and commitment to the department of labour, this is reviewed in that forum. (Participant 4)*

*There are a number of structures that guides this, at the national level we have got to the broad-based Black economic empowerment steering committee of which employment Equity gets reported, but in line also the National Employment Equity legislation, we've got what we call the National Employment equity and training forum, which has good representatives from top management, from the union, non-unionized employees, people with disability, people from non-designated group's, White, where we look at the key elements of our workforce profile. (Participant 8)*

*...without the senior people, it would just be a talk show and no real and substantive implementation would be realised. (Participant 8)*

*We've got a number of governance structures, at the bottom we've got the consultative forums which mandated by law that all organizations have to have, but then we have a body that is called SETCOM which is the Strategic, Ethics and Transformation Committee is made up of members of the board which have been delegated by the board to be accountable for transformation. (Participant 11)*

*It's implemented at the lowest level, but it is managed at the highest level. (Participant 12)*

*We do have an EE forum, we meet quarterly but we report on a monthly basis. (Participant 12)*

*The governance around it is very firm. We've got an external person chairing it for us, who has really partnered with us on the journey making sure you know that these just got proper governance in place. (Participant 13)*

While each organisation had different forums that were responsible for driving, monitoring and taking corrective action for EE, it was evident through the responses that there is some kind of governance structure in place and top management are very involved.

#### **5.3.1.5. Other views on the understanding of employment equity**

While the analysis for research question 1 focused on the top six codes that covered the majority of the quotations, the remaining quotations will be covered in this section and represented in Table 13.

**Table 13: Quotes linked to other themes for RQ1**

Participant	Sub-theme	Response
Participant 11	<i>Perception of EE</i>	<i>...earlier on it was more maybe overt, people saying things like its reverse discrimination, lowering of standards...</i>
Participant 11	<i>Perception of EE</i>	<i>...people think when you talk of employment equity, we just going to take any incompetent person from the taxi rank and give jobs too, and that is not what it's about.</i>
Participant 8	<i>Perception of EE</i>	<i>One of the main challenges is the notion of employment equity being seen as reverse discrimination</i>
Participant 8	<i>Governance of EE</i>	<i>... next challenge is really the effectiveness of the governance structures, where sometimes we find this employment Equity communities to be toothless bulldogs.</i>

Some of the views outlined in Table 13 highlight views restricting the successful implementation of EE strategies such as perceptions of EE and not having effective governance structures for EE to flourish.

### **5.3.1.6. Conclusion**

The findings for research question one strongly present views that EE is not a stand-alone project done with the intentions of meeting legislative requirements, but rather something that has to form part of the overall organisational strategy. It must be integrated across levels and functions with the purpose of supporting transformation within the organisation and at a country level.

The data reflects that this goes beyond a tick-box or numbers game as this is not sustainable in the long term. When EE is well integrated and forms part of the strategy, the organisation is better equipped to serve their customers or consumers, so it goes beyond a legislative process.

### 5.3.2. RQ 2: What role do leaders play in driving EE?

Similarly, as explained in for research question one, the frequency table (Table 14) reflects the codes and frequency of quotations per code. a total of 97 quotations were identified and linked to four themes indicated in Table 14. The next section will focus the top three themes that contribute 90% of the quotations for this research question.

**Table 14: Frequency of quotes by theme for RQ2**

Theme	Number of quotes
Inspire followers to adopt EE	36
Managing the implementation & execution of EE	28
Create a culture of EE	24
Figure of authority	9
<b>Total</b>	<b>97</b>

#### 5.3.2.2. Inspire followers to adopt EE

This theme refers to the one of the roles of leadership and the importance to inspire their followers to commit and embrace EE. All 14 participants identified this as being one of the key roles of leadership. The quotations listed in Table 15 reflect these views.

**Table 15: Quotes reflecting the role of leaders to inspire followers**

Participant	Sub-theme	Response
Participant 2	<i>Level of commitment</i>	<i>I believe if the board does not necessarily believe so much in employment equity, the CEO is not going to take it seriously, and his captains will not implement it as urgently and diligently.</i>
Participant 2	<i>Level of commitment</i>	<i>It starts with having a buy-in straight from the board of directors to the CEO in his exco team, to the different divisions that exists within the organization, and that message been being communicated as frequently as possible.</i>

Participant 3	Level of commitment	<i>I've been through three leaders or CEOs of the organization where there was a level of buy-in let's call it and agreement and the need to make it happen. ...and where we moved and shifted the needle a bit, I think now more than ever before it seems to be the closest that we were before due to a buy-in connecting the dots beyond the numbers game versus the business rationale.</i>
Participant 3	Level of commitment	<i>It has to come from the number one in the organisation. If you're a multinational as we are, it has to be signed in every year and a renewal of the commitment every year from the person who's in charge of our organization.</i>
Participant 13	Level of commitment	<i>I mean, you can't have true transformation, I think you can tick boxes, but you cannot have true transformation within an organization without senior leadership completely buying into it.</i>
Participant 3	Level of commitment	<i>The chairman and MD of a company has to say employment equity is a non-negotiable priority.</i>
Participant 4	Level of commitment	<i>... that should be much higher up on the agenda and everything we do from a leadership point of view, and it is important for me as delivering business results.</i>
Participant 4	Level of commitment	<i>All of this starts at senior leadership of the company, it's not a project happening on the side, it doesn't belong to one function. It's a commitment from every individual in the company to get this right.</i>
Participant 9	Level of commitment	<i>...you're not going to get anywhere, if you don't even have non-exec board buy-in and shareholder buy-in.</i>
Participant 7	Setting the tone	<i>It has a lot to do with the tone that the leadership sets, and that you know, they are certain things that we will not budge on, and then they are certain things where we will ask for more engagement, more conversation around how we would get there.</i>
Participant 11	Setting the tone	<i>Leadership takes a very active role in driving EE.</i>
Participant 7	Setting the tone	<i>If we don't have leadership bringing it alive and facing the challenges...</i>

Participant 8	<i>Setting the tone</i>	<i>We need to ensure that there's a deep appreciation of the why we do that, and leadership to role model the whole need for this transformation...</i>
Participant 6	<i>Transparent Communication</i>	<i>... being fair and transparent in communicating the strategy and having the team's buy-in...</i>
Participant 2	<i>Transparent Communication</i>	<i>...and that message been being communicated as frequently as possible.</i>
Participant 3	<i>Transparent Communication</i>	<i>...senior leadership, Black or White need to ensure that they talk unapologetically about it, it must almost become a business language versus an add-on think that's where we can do much more.</i>
Participant 13	<i>Transparent communication</i>	<i>... obviously communication is central, there needs to be really strong communication interpersonal skills, but it's a leader that can take people with them on the journey.</i>
Participant 4	<i>Visionary; Transparent communication</i>	<i>...a clear vision of why the change, and to be able to articulate that, and I think that that energy and commitment has to be very clear when you are communicating and messaging it, from a leadership point of view.</i>
Participant 14	<i>Visionary</i>	<i>Communication is critical, but your leaders need to be bold enough to be quite clear about the expectation if you want to be in this organization...</i>

The sub-themes that emerged through the analysis that support leaders in inspiring their followers embrace EE are: level of commitment of leaders, transparent communication of EE, setting the tone and being visionary.

In order to inspire their followers, leaders need to have an EE strategy, with clear expectations and goals of what needs to be achieved, a roadmap of how to get there. This must be openly communicated to all employees within the organisation, this is seen as setting the tone of what EE is about and why the organisation is embarking on this journey. Communication was mentioned by eight participants in thirteen quotations. The data reflects that communication is key to making sure the entire organisation understands the EE journey and the reason behind it as stated by the following participants.

However, none of this would be achievable if there is no commitment from the most senior leader in the organisation all the way to the lowest level. The data reflects the commitment of leadership to drive the EE agenda, to ensure that it is on the agenda and it gets the required level of focus and commitment throughout the organisation. The data also reflects that transformation would not be taken seriously if the head of the organisation did not commit to EE.

Commitment and communication go hand in hand for driving EE and this can be clearly seen through the responses from majority of the participants.

### **5.3.2.3. Implementation and execution of EE**

Leadership linked to the execution of EE was mentioned by seven participants in 28 quotations. From the following quotations it is apparent that leadership is an important element in driving execution of EE.

*The person right at the top of a division and will be responsible for implementation within the business, obviously the responsibility will be cascaded down to heads of departments.... within my role, I am responsible for facilitating that implementation. So, I need to make sure that their meetings happen quarterly and need to make sure that you stick with the plan. (Participant 2)*

*We've had a strong start with a strong CEO leading it, change in a CEO, I don't believe we had the same momentum, we lost some momentum. (Participant 4)*

*Leadership plays a role in creating resources and making sure the resources are available for all those activities to happen for example, the whole thing about employment equity planning, review of the plan, needs time, needs resources, need support and leaders have to do that. (Participant 8)*

*... providing the right level of resources to make it happen, setting targets, monitoring the achievement of the targets, and ensuring that we*



*strategically course correct if we are not achieving our goals. (Participant 14)*

*Anyone can write a master strategy and it can only be a literally as good as the paper it's written on, but if we don't have leadership bringing it alive and facing the challenges.... We need people who will be will take that strategy as we said off paper into execution. (Participant 7)*

Over and above driving implementation and providing resources to implement EE, leadership is critical in removing the barriers to implementation of EE a presented in the quotes below:

*...every leader has to make sure that they thrash out any barrier that stands in the way of us achieving our employment equity... (Participant 2)*

*...they are responsible to ensure that there is no push back and those that are responsible for the push backs are dealt with accordingly... (Participant 2)*

*...the barriers are taken directly to Exco and Exco responds to the barriers... (Participant 13)*

*It takes the CEO in front of the process to say, we will not tolerate this or we there's certain things that are disconnected from our values... (Participant 7)*

The sub-themes that emerged in this section were facilitating implementation of EE, providing resources to drive the implementation of EE and to remove any barriers that presented itself in implementing EE.

#### **5.3.2.4. Creating a culture of EE**

This theme was represented with 24 quotations from eight participants. Table 16 reflects some of the quotations linked to sub-themes that emerged through the analysis of the data.

**Table 16: Quotes on creating a culture of EE**

Participant	Sub-theme	Response
Participant 8	<i>Driving an EE culture</i>	<i>What is our standpoint on discrimination? What is a leadership standpoint on gender balance? What is our standpoint on leadership and management position representation, so that you know leadership ensures that there are no unfair processes that impact other people not to get fair opportunities.</i>
Participant 13	<i>Driving an EE culture</i>	<i>...if you want real transformation and inclusive organizational environment, then you can't separate the two out. It's a long-term journey and plan which has to be championed by senior leadership...</i>
Participant 14	<i>Driving an EE culture</i>	<i>...it's critical that you drive both processes equally hard is you set your numerical's, and at the same time you create an enabling culture, and a culture that really, it's such a cliché "Embraces diversity".</i>
Participant 4	<i>Driving an EE culture</i>	<i>... should be much higher up on the agenda and everything we do...</i>
Participant 7	<i>Driving an EE culture</i>	<i>Nothing can start, no work, no results, no KPI can be delivered, if you don't have that leadership climate right...</i>
Participant 2	<i>Cascading EE across the organisation</i>	<i>...the person right at the top of a division and will be responsible for implementation within the business, obviously the responsibility will be cascaded down to heads of departments.</i>
Participant 8	<i>Cascading EE across the organisation</i>	<i>...discuss openly and agree on the top leadership standpoint on these topics, and then to cascade and align.</i>
Participant 12	<i>Cascading EE across the organisation</i>	<i>...it's implemented at the lowest level, but it is managed at the highest level.</i>

Participant 7	<i>Cascading EE across the organisation</i>	<i>...leadership is the driver, leadership is in the front setting the direction and writing that plan, but then there are many levels within leadership, so I think with all due respect as good as it is with our CEO and our senior leadership team to steer us.</i>
---------------	---	---

The two sub themes that emerged through the analysis were driving an EE culture and cascading EE across the organisation. The data indicated that leadership is instrumental in creating a culture conducive for EE to be implemented successfully.

### **5.3.2.5. Conclusion**

The data reflects that the role of leadership is complex when it comes to EE. Beyond linking EE to the overall strategy and leveraging the benefits of having a diverse workforce, true commitment to implementing EE is the starting point, transparent and open frequent communication ensures the entire organisation is on the same page in terms of business rationale and the need for EE. Further to communication, leadership need to remove any barriers prohibiting EE from being implemented. In conjunction to removing any barriers, leadership need to track and monitor and put corrective action measures in place when there is a deviation from the plan. These actions of leadership will help create an overall organisational culture that supports and embraces EE.

### **5.3.3. RQ 3: What are the key attributes of leaders?**

This question seeks to identify key attributes that leaders need to possess to successfully and sustainably implement EE. As in the previous two questions, the use of a frequency tables of codes with quotations (Table 17) will be used to zoom into the codes that represents more than 80 percent of the total quotations (143 of 175) for this question.

**Table 17: Frequency table by theme for RQ3**

Theme	Number of quotes
Being ethical	41
Committed to EE	27
Courage	23
Visionary	22
Strong Communication skills	15
Open-minded	15
Responsbile	14
Other	12
Care for others	6
<b>Total</b>	<b>175</b>

### 5.3.3.2. Being ethical

Being ethical emerged as the top theme for this research question. There was a consistent view across all participants that favoured this theme. Taking it a level lower, three sub-themes emerged which were: being fair, being trusted and leading by example. Table 18 below presents quote that illustrate the importance of being ethical.

**Table 18: Quotes illustrating the importance of being an ethical leader**

Participant	Sub-theme	Response
Participant 2	<i>Being fair</i>	<i>...ensuring that everybody feels that they have equal opportunity, and those that never had opportunity are prioritized.</i>
Participant 6	<i>Being fair</i>	<i>You've got to have a vision and you got to be fair, In terms of personality.</i>
Participant 6	<i>Being fair</i>	<i>You're more interactive and fair in your ways, your leadership style will evolve naturally.</i>
Participant 6	<i>Being fair</i>	<i>... having a strategy, being fair and transparent in communicating the strategy and having the team's buy-in.</i>

Participant 8	<i>Being fair</i>	<i>... transformative leadership, which can be articulated as the ability to treat people fairly, and to situations in a consistent way.</i>
Participant 14	<i>Being fair</i>	<i>... and they drive things fairly and with integrity.</i>
Participant 9	<i>Being fair</i>	<i>Equity is an interesting word in itself. It's a cultural fairness.</i>
Participant 1	<i>Being fair</i>	<i>Forget about the law, forget about the act, forget about anything, is just a question from the moral point of view to look at it that is this the right thing to do.</i>
Participant 13	<i>Being trusted</i>	<i>... people know that you're truly trying to be authentic and you're consistent in what you do and how you do it etc. then the trust is usually there.</i>
Participant 13		<i>You can't achieve much without trust of in the form of transformation in a business.</i>
Participant 9	<i>Being trusted</i>	<i>... needs to be a trusting leadership style leaders who don't trust undermine their own ability to get things done.</i>
Participant 11	<i>Being trusted</i>	<i>There seems to be a deficit of trust when it comes to the empowerment of Black people.</i>
Participant 14	<i>Being trusted</i>	<i>I try to lead with integrity and truthfulness, or rather honesty.</i>
Participant 13	<i>Being trusted</i>	<i>... people know that you're truly trying to be authentic and you're consistent in what you do.</i>
Participant 7	<i>Being trusted</i>	<i>... it's empathy, authenticity which links to trust, some people split up consistency and authenticity, in my mind it's the same thing.</i>
Participant 9	<i>Being trusted</i>	<i>... genuinely care for the people, grow their people...</i>
Participant 11	<i>Leading by example</i>	<i>... if they're not walking the talk, we won't see any change in the in transformation without top and senior management, particularly top management.</i>
Participant 1	<i>Leading by example</i>	<i>If you are giving a lip service people see it, because you can't be saying that we are taking it seriously, you need to conform, but the people are not stupid, they will say: But look at that top, what</i>

		<i>have you done on the top, so it's really leading by example.</i>
Participant 3	<i>Leading by example</i>	<i>It's a non-negotiable priority of top management endorsing and living it and also giving examples constantly of what they are doing to encourage it.</i>
Participant 8	<i>Leading by example</i>	<i>.... it's too easy to stand and make presentations, you have to demonstrate that you are doing it yourself as a leader and those leadership traits make a difference to influence others to follow you.... We need to ensure that there's a deep appreciation of the why we do that, and for leadership to role model the whole need for this transformation.</i>

Fairness ranked number seven out of the top eight codes that was identified in the frequency table with 14 quotes from six participants. The theme that emerges from the quotes reflect that in order for EE to work and be successful, leadership need to promote equality and fairness consistently in everything linked to EE, from a strategy point, from a communication point of view, and to treat people equally irrespective of any demographic differences. Some of the quotes linked to these themes are reflected

Trust ranked sixth highest, with 14 quotes from six participants linked to it. The themes that come out strongly from these quotes are 'being authentic', 'honest', and 'truthful'. Table 21 highlights some of the quotes that allude to this.

From the responses it is evident that authenticity and being genuine about the reasons and rationale behind supporting EE helps leaders create a relationship of trust with their followers. This then makes it easier for them to believe in the vision and to feel inspired.

Leading by example refers to leaders 'walking the talk' and ensuring that they are living examples of what EE is about. This code was mentioned by seven participants in twelve quotations.

For EE to be taken seriously and encouraged throughout the organisation, in other words leadership needs to ensure that they are practicing what they preach.

It is clear that the role of leadership is critical for endorsing and being that figure of authority to gain buy-in and compliance throughout the organisation.

### 5.3.3.3. Committed to employment equity

The second highest code was commitment, this spoke to the level of buy-in and commitment required from leadership. There were 12 of the 14 participants that emphasised the level of commitment and buy-in required by top and senior leadership to effectively cascade and drive EE successfully and sustainably. Table 19 reflects some of the quotations linked to the commitment.

**Table 19: Quotes reflecting the importance of leadership commitment**

Participant	Response
Participant 2	<i>If the board does not necessarily believe so much in employment equity, the CEO is not going to take it seriously, and his captains will not implement it as urgently and diligently.</i>
Participant 2	<i>It starts with having a buy-in straight from the board of directors, to the CEO, and his Exco team, to the different divisions that exists within the organization.</i>
Participant 3	<i>It has to come from the number one of the organization.</i>
Participant 3	<i>... you know, to have Black female controlling billion rand businesses. It's very fascinating for people on the outside but inside we take it for granted.</i>
Participant 4	<i>It's a commitment from basically every individual in the company to get this right.</i>
Participant 6	<i>I don't think employment equity was a priority for them before, purely because senior management didn't buy-in, in a polite way of saying it is that our entire board was White males.</i>
Participant 7	<i>This is a deep emotional commitment to want to see transformation. It's not about numbers or scorecards, it's not a written piece of strategy, so for me it really starts with the mountain.</i>

Participant 9	<i>We've had fantastic success at bringing in good Black people.</i>
Participant 6	<i>... having a strategy, being fair and transparent in communicating the strategy and having the team's buy-in and knowing so the leadership team definitely needs to be collaborative.</i>
Participant 11	<i>... and the passion of commitment, real commitment now, not the talking and the philosophy.</i>

#### 5.3.3.4. Courage

The code with the third highest frequency was 'courage', this came up consistently throughout all of the interviews as one of the key attributes that leaders must possess. Table 20 presents the quotations across the participants, nine participants reached consensus that courage was an essential attribute for implementation of EE.

Participant 4 emphasised the importance of this attribute by stating "*they need to have courage, courage to talk about change when it becomes, and it can be a difficult subject on the table which is highly emotive*" and so did Participant 7 in saying "*these are not easy topics and they do sometimes require an enormous amount of courage to tackle them.*"

**Table 20: Quotes on leaders having courage**

Participant	Response
Participant 3	<i>I think that we should not be apologists in the way you talk about employment equity.</i>
Participant 4	<i>They need to have courage, courage to talk about change when it becomes and it can be a difficult subject on the table which is highly emotive.</i>
Participant 4	<i>It's not an exact science. It's not soft in any way, you need a lot of courage to sit down and have these conversations.</i>
Participant 4	<i>... and sometimes it's an uncomfortable space for leadership or line management to sit down and say, 'Actually, this is what happened.'</i>



Participant 8	<i>... courage to really also make unpopular decisions at times, and somebody who can communicate well and somebody who walks the talk.</i>
Participant 11	<i>I think in transformation that is lacking that courage of conviction.</i>
Participant 11	<i>... what is required is one of courageous leadership, because the issue of saying there are no skilled Black people...</i>
Participant 7	<i>These are not easy topics and they do sometimes require an enormous amount of courage to tackle them.</i>
Participant 7	<i>... there were many tough conversation that needed to be had, and we have to ease those concerns. We had to work through some of those biases as a leadership team.</i>
Participant 7	<i>... for our journey we took time to have uncomfortable conversations, we took time to have essential conversations, and I think as a team that was really a game changer for us.</i>

### 5.3.3.5. Visionary

This code had 22 quotations linked to it and it referred to the leader having a clear vision, with clear expectations with a plan on how to achieve the vision. Out of all the participants, eleven participants felt strongly about this code. Table 21 reflects some of the views on having a vision and the importance of it. The participants were very clear with comments like:

*It takes visionary leadership, it takes forward-looking leadership, it takes inclusive leadership. (Participant 7)*

*Be able to articulate that, and I think that that energy and commitment has to be very clear when you are communicating and messaging it, from a leadership point of view. (Participant 4)*

**Table 21: Quotes linked to leaders being visionary**

Participant	Response
Participant 1	<i>It's a journey we trying to get too, so you need to transform and inspire, show the people why you need to do what you do.</i>
Participant 2	<i>You need to have a clear vision of where the company is going in terms of EE.</i>
Participant 4	<i>... in this particular case of change, think you need to have a very clear vision of why the change.</i>
Participant 4	<i>... be able to articulate that, and I think that that energy and commitment has to be very clear when you communicating and messaging it, from a leadership point of view.</i>
Participant 6	<i>You've got to have a vision and you got to be fair, in terms of personality.</i>
Participant 6	<i>... so if you are bigger picture orientated, you are able to lead your group.</i>
Participant 7	<i>It does require at times quite a firm hand to say we're going to do this and here's why.</i>
Participant 7	<i>It takes visionary leadership, it takes forward-looking leadership, it takes inclusive leadership.</i>
Participant 8	<i>They defined clear milestones and results of what needs to be done and put together a guiding team to ensure this regular follow-up and tracking.</i>
Participant 12	<i>... extremely clear and eloquent in the thinking...</i>
Participant 12	<i>... guys remember and are we building this, and this where we going.</i>
Participant 14	<i>They must have a vision of where they going.</i>
Participant 14	<i>Your leaders need to be bold enough to be quite clear about the expectation.</i>

On the flip side, when the participants were asked about experiences with leadership displaying negative attributes some of the responses were as follows.

*...delegated to others and especially those junior and do not dedicate time necessary to review what this where we are, where we need to go, and do not provide the required support. (Participant 8)*

*I have seen of go horribly wrong, and where that has happened is again where your senior leadership isn't clear of exactly what they're trying to achieve. (Participant 13)*

*If you take a very short-sighted approach, with no clear communication plan, but at the heart of it, is a senior leadership who doesn't understand long-term how we going to address it and what is the intent behind the employment equity plan therefore miss the essence of what this legislation is trying to drive. (Participant 13)*

*...the one thing is that is a leader who can't see possibilities and who can't work with complexity and ambiguity, who sees life as an either/or. (Participant 14)*

These views strongly reflect the importance of leaders being able to have a clear plan working towards a vision.

#### **5.3.3.6. Communication skills**

This theme had 15 quotations linked to it and ranked number four in the top attributes of leaders. This was consistent across 12 of the 14 participants. From the data it is evident that communication must be open and transparent, since communication is a two-way process rather than being forced down one-way.

Communication is key to explaining the need for change and the need for EE implementation, as described by different participants below.

*... vision of why the change and to be able to articulate that, and I think that, that energy and commitment has to be very clear when you are communicating and messaging it, from a leadership point of view. (Participant 4)*

*Communication is critical but also, your leaders need to be bold enough to be quite clear about the expectation. (Participant 14)*

*... communication is a critical key part of change management. (Participant 13)*

*I think without leadership, putting the reasons behind why the change we would be supporting EE, we would not have made the progress we have made. (Participant 4)*

*I think that's a that's a very important part of the business the frame and the rationale behind why are going to move in a certain direction.*  
(Participant 7)

Communication is also seen as a central point to create alignment and transparent communication.

*Obviously, communication is central, there needs to be really strong communication interpersonal skills.* (Participant 13)

*... invest to get everyone to the same level of understanding, and in also to respect and acknowledge that we will come with our own views, we will come with our own histories, will come with our own biases, and will come with our own lenses, but when we come to make a business decision, that we come against that common framework.* (Participant 7)

The responses indicate that while fear maybe inherent in the case of EE implementation, transparent and open communication on the rationale and vision reduce levels of resistance and fear.

### **5.3.3.7. Leadership being open-minded**

This code had 15 quotations from 7 participants. The common theme arising out of these quotes is that leadership need to be able to apply multiple lenses and view EE from multiple viewpoints to before drawing a conclusion, in order to fully maximise the business opportunities that may present itself through the process of EE and to be able to fully integrate into the organisation seamlessly.

*You need to be open-minded and mindful of the objectives of business and how you are able to draw the best out of out of the different individuals.*  
(Participant 6)

*You need to be open to understand the different ways of work, the different ethics, the different cultures, to be able to get to where you need to be.*  
(Participant 6)

*You need to have is an empowering mindset, sometimes you got situations where things are not perfect, people are not fully confident, how you promote that, how you guide, how you help them?* (Participant 8)

*You have to be able to apply multiple lenses and really understand in this broad landscape. (Participant 13)*

*... listen to different perspective and come to a conclusion. (Participant 8)*

*... the will to understand another's viewpoint or data set. (Participant 7)*

*A leader who's also open to different views. (Participant 1)*

*... be aware of your own biases to be aware and astute of your team's biases to work through these challenges. (Participant 7)*

### 5.3.3.8. Other Leadership attributes

Some of the themes that emerged from other attributes are reflected with quotes in Table 22. Some of themes are 'accountable', 'resilient' and 'leading by example'. There were other codes within this section but mentioned once or twice and could not be considered a theme.

**Table 22: Quotes on other leadership attributes**

Participant	Theme	Response
Participant 11	<i>Being accountable</i>	<i>Strategic, Ethics and Transformation Committee is made up of members of the board which have been delegated by the board to be accountable for transformation.</i>
Participant 2	<i>Being accountable</i>	<i>Every single functional leader of every aspect of the business is accountable for their piece.</i>
Participant 9	<i>Being accountable</i>	<i>... at the right level and hold people to it and prepared to hold people accountable.</i>
Participant 7	<i>Reflective</i>	<i>It definitely calls for a very self-aware, very self-introspective leadership team to be able to be aware of your own biases.</i>
Participant 7	<i>Reflective</i>	<i>If you're not able to show self-awareness as a leader of your own biases, we're in a very dangerous place.</i>
Participant 7	<i>Resilient</i>	<i>You need somebody who's resilient, because implementation of EE, you don't just do it in</i>

		<i>isolation, you have to face sometimes you have to face Exco.</i>
Participant 12	<i>Resilient</i>	<i>All I've done is I have been non-negotiable, that's it.</i>
Participant 14	<i>Resilient</i>	<i>... good EE leader definitely needs resilience and tenacity.</i>
Participant 8	<i>Creating alignment</i>	<i>... top leadership to discuss openly and agree on the top leadership standpoint on these topics, and then to cascade and align.</i>
Participant 7	<i>Creating alignment</i>	<i>... refrained and recollected and reset our journey and we did that collectively as an aligned leadership team.</i>
Participant 6	<i>Emotional intelligence</i>	<i>... need to have Emotional intelligence, it's not a soft skill but I think that plays a big role when dealing with people across the organisation.</i>
Participant 14	<i>Emotional intelligence</i>	<i>... they have good EQ, and they drive things fairly and with integrity.</i>
Participant 7	<i>Handle complexity</i>	<i>... bringing it alive and facing the challenges and working through all the complexity that comes with something like...</i>
Participant 13	<i>Handle complexity</i>	<i>... being able to deal with the complexity that comes with people leadership change management...</i>

### **5.3.3.9. Conclusion**

Many of the behaviours or attributes that came up as common themes linked back to RQ2, which focused on the role of leadership. The participants viewed these attributes as essential for leaders that are driving or influencing employment equity activities.

### 5.3.4. RQ 4: What is the leadership style that best lends itself to implementing employment equity?

Through the process of literature review, the two types of leadership style most relevant a study focusing on EE were identified: transformational and transactional leadership styles. Therefore, through the interview process the participants were probed to identify which was thought to be the best style that lends itself to driving EE. The participants were not restricted to these two styles if they felt strongly about any other leadership style being more relevant. A total of 55 quotations were identified, as reflected in Table 23.

**Table 23: Frequency table by theme linked to RQ4**

Theme	Number of quotes
Transformational	37
Transactional	11
Charismatic	3
Situational	2
No particular leadership style	2
<b>Total</b>	<b>55</b>

#### 5.3.4.1. Transformational Leadership

Transformational leadership style came out on top having 67% (37 quotes out of a total of 55). This style was favoured by 12 of the 14 participants versus transactional or any other style that the participants could associate with implementing EE. Table 24 reflects some of the sub-themes that emerged through the data analysis phase.

**Table 24: Quotes on transformational leadership**

Participant	Sub-theme	Response
Participant 1	<i>Visionary</i>	<i>Transformational, because I tend to believe that whatever we do, it's a journey we trying to get to, so you need to inspire, show the people why you need to do what you do.</i>
Participant 7	<i>Visionary</i>	<i>Visionary leadership. It takes forward-looking leadership takes inclusive leadership</i>

Participant 6	<i>Visionary; Fair</i>	<i>So, if you are bigger picture orientated, you are able to lead your group, you're more interactive and fair in your ways.</i>
Participant 8	<i>Fair</i>	<i>... transformative leadership, which can be articulated as the ability to treat people fairly.</i>
Participant 12	<i>Inspire followers</i>	<i>Transformational because he's able to take people with them, come on journey with me.</i>
Participant 8	<i>Inspire followers</i>	<i>Leadership traits make a difference to influence others to follow you.</i>
Participant 2	<i>Inspire followers</i>	<i>Somebody who is a rep who's sitting out there is saying, 'hey, there's hope for me'.</i>
Participant 4	<i>Inspire followers</i>	<i>... when it comes to change management, it's transformation because you need to inspire people to move to the next level.</i>
Participant 4	<i>Inspire followers</i>	<i>You must be able to inspire and open the dialogue to be able to have the conversations...</i>
Participant 11	<i>Inspire followers</i>	<i>... transformational to inspire and I think in my role you have more of the transformational style, however from time to time I do have to 'crack the whip.'</i>
Participant 8	<i>Communication skills</i>	<i>... openness and communication is key with the ability to listen to others.</i>
Participant 13	<i>Communication skills; Inspire</i>	<i>... really strong communication interpersonal skills, but it's a leader that can people with them on the journey.</i>
Participant 7	<i>Communication skills; Transparency</i>	<i>A transformational leader, I find it extremely important to take the time to create a very open and engaging environment.</i>
Participant 13	<i>Empathy; Open-minded</i>	<i>Consultation, to be able to consult, can't dictate, can't be transactional, which I suppose is the empathy you have to be able to apply multiple lenses.</i>
Participant 5	<i>Puts others first; transparency</i>	<i>You will need some patience for this process and I think as well you need to get your existing staff</i>



		<i>know that this doesn't affect their ability to grow within it within the organization.</i>
Participant 9	<i>Puts others first</i>	<i>the transformational leader will place the person ahead of the task.</i>
Participant 2	<i>Empathy</i>	<i>Transformational because I'm not going to be here forever, so you need to influence and sometimes teach people how to survive.</i>
Participant 7	<i>Collaboration</i>	<i>... work very collaboratively, so for me, it's always about bringing people close.</i>
Participant 13	<i>Sustainable</i>	<i>I definitely think transformational, there has to be longevity to it.</i>

While there were consistent responses promoting transformational leadership for implementing EE, one participant (Participant 11) highlighted a contradictory point in their response by stating that *“sometimes we have all these transformational leaders, who are about the talking, and the philosophy with vision, but there is no results.”*

The themes that emerged in this section were that leadership needs to be visionary, by having a clear vision and understanding of why comply with EE and how to get there. Another theme that came out strongly was that of inspiring their followers to join that vision and buy into the broader objectives of EE. A theme of communication and being fair also came out consistently.

Even though Participant 11 felt that transformational leaders don't always achieve results through applying a transformational style, the participant also tends to think of themselves as a transformational leader when it comes specifically to EE stating that *“transformational to inspire, and I think in my role you have more of the transformational style, however from time to time I do have to ‘crack the whip’.”*

#### **5.3.4.2. Transactional Leadership**

Transactional leadership ranked second in the list of quotations with 11 quotations from 8 participants. Table 25 reflects the quotes linked to this code.

**Table 25: Quotes linked to transactional leadership style**

Participant	Sub-theme	Response
Participant 1	<i>Not sustainable; Results driven</i>	<i>With transactional leadership you'll get the results but it's not sustainable.</i>
Participant 11	<i>Results driven</i>	<i>The one thing that I like about the transactional style is the focus on results.</i>
Participant 9	<i>Results driven</i>	<i>... uses the person, listen to the word, 'uses' the person to do the task.</i>
Participant 11	<i>Results driven</i>	<i>... you don't have the focus on the result is going to be problematic.</i>
Participant 8	<i>Results driven</i>	<i>We need people who can drive results and make sure things do happen.</i>
Participant 14	<i>Results driven</i>	<i>... at that point in time particular point, time having somebody more transformational would not be effective. We needed to actually just get things done, but we needed it to be done by somebody who would fit in.</i>

The theme that emerges through the responses is that of 'results driven', meaning that transactional leadership style is effective in driving results and the responses implied short term rather than long term such as “[w]ith transactional leadership you'll get the results but it's not sustainable” (Participant 1). Further to this, participant 14 stated, “at that point in time particular point, time having somebody more transformational would not be effective. We needed to actually just get things done, but we needed it to be done by somebody who would fit in.”

Participant 5 also indicated that they are a transactional leader by nature but when dealing with EE and a diverse group of team members, they are learning to be more transformational.

These quotations and analysis reflect that the transactional leadership style could work for periods where organisations need to get quick results, but may not be sustainable for the purposes of EE.

#### **5.3.4.3. Conclusion**

While both leadership styles can be used exclusively or in a combination to drive EE, depending on the organisation's needs, transformational seem to be more favoured by the participants of this study. While transactional leadership may be effective in achieving results, transformational themes were around being visionary, having strong communication skills, inspiring their followers, all of which is more suitable for driving and implementing EE.

## Chapter 6: Discussion of Results

This chapter is a discussion of the findings based on the results presented in chapter five in comparison or contrast to the literature review presented in chapter two. The objective of this study was to determine the best suited leadership style for influencing employment equity, the attributes related to these leaders and their role in driving EE. The discussion will be presented by research questions identified in chapter three.

### 6.1. RQ1: What are the EE managers understanding or employment equity?

Research question one investigates how EE is understood across organisations and industries and if there is any common point of reference among them. The findings presented in chapter five indicate that there is an acknowledgment firstly from all the participants that EE is the right thing to do from a business sustainability point of view and for the economic growth of South Africa in the broader spectrum.

According to (Fichtner, JD, & Strader, 2014), while there may be varied views on the definition of EE, the general view is directed towards a provision of equal opportunities for those population groups that were previously disadvantaged during the apartheid regime. The purpose of the EEA is to redress inequality and discrimination (Coetzee, 2015; F. M. Horwitz & Jain, 2011; Oosthuizen & Naidoo, 2010). While this view was captured by each and every participant, quotation from participants 2, 4 and 8 below stood out by saying:

*“...every leader has to make sure that they thrash out any barrier that stands in the way of us achieving our employment equity, as well as diversity, ensuring that everybody feels that they have equal opportunity, and those that never had opportunity are prioritized...”*

*“...the main reason why we doing this, to give equal opportunity to those that have been previously disadvantaged...”*

*“...the whole idea is to ensure that people from designated groups or who were previously and not advantaged have got an opportunity, and they are represented in the company.”*

There was a consistent understanding of employment equity and the reason behind it, which supports existing literature. While the understanding of EE was consistent, the way in which EE was structured or setup within the organisation was found to be key determinant in whether the implementation of EE succeeded or failed.

The importance of integrating EE into the organisation and including it as part of the overall business strategy was highlighted as some of the key things necessary for EE to be successful. The views that were captured in support of this were that of participant 7, "...it is written integrally into strategy and I think that for me is probably been the most predominant stark difference in the execution of it...", further to this, participant 1 said "...it has to be part and parcel of your business or else it's not going to be sustainable...". Participant 8 went further to state: "...because if leadership does not drive this and make it embedded as part of our plans and measures, it's going to be a tick box."

Selby & Sutherland (2006, p.58) argue that EE must "be tackled in a holistic manner and as part of a highly integrated process." The integrated holistic approach and going beyond compliance was also emphasised by Thomas & Jain (2004) as being one of the key enablers for successful implementation of EE. The CEE (2018) found that one of the main reasons why transformation has been slower than anticipated is due to EE being done purely from a compliance tick-box standpoint rather than a sustainable integrated view.

Therefore the results presented in the previous chapter that emphasise the importance of an integrated approach to EE implementation are aligned and support existing literature.

In order to integrate into the overall business strategy and approach EE in a holistic manner there needs to be commitment from top leadership. Leonard & Grobler (2006) highlight the importance of commitment, not only at top management level but through all levels throughout the organisation. Roman & Mason (2015) argue that it is not only the EE managers responsibility to achieve EE but a combined effort from managers across all levels.

The findings support the literature expressing that commitment is critical to the successful implementation of EE. Some of the views captured in relation to the importance of commitment by participant 2, 3 and 13:

*“...It starts with having a buy-in straight from the board of directors to the CEO and his exco team...”*

*“...if you don't buy into the EE strategy broader BBEE strategy, then the country will never grow any the country doesn't grow the business will never grow.”*

*“...I mean you can't you can't have true transformation, I think you can tick boxes, but you cannot have true transformation within an organization without senior leadership completely buying into it...”*

Another theme that emerged was that of EE enhances the organisation, meaning that if there is commitment to integrate EE into the overall business strategy and across all levels within the organisation the outcome will enhance the business. Burger & Jafta (2010); Thomas (1996) found that one of the reasons for EE failing was that very few organisations approached EE from a business sustainability and competitive advantage standpoint. The findings in this study supports this view and stresses the importance of treating EE as a business imperative which will enhance business capabilities.

The view of participant 4 and participant 8 clearly highlights this point by stating:

*“...whilst companies need to be competitive sustainably and diversity is one of those assets you will have to be more competitive, there needs to be a maturity to accept that this is the right thing to do.”*

*“The ability to connect the work of Employment Equity to the business and the business case and the business model...”*

One of the key themes that emerged through the data analysis was that of barriers to implementing EE, while each participant had slightly differed views, there was however a single sub-theme that stood out which was a lack of understanding as to why EE should be done. Some of the response captured were:

*“It's not always due to I think a lack of leadership or lack of vision, and lack of a transformation mind-set. It's a lot to do with the scepticism of the “why”... (Participant 3)*

*“...clearer today in the change management process, but initially, there was a lot of resistance because of the lack of understanding of the real message...”*

(Participant 4)

*“...you meet resistance every step of the way because people just don't understand why you doing things, they don't understand the bigger picture...”* (Participant 7)

These findings affirm the literature of Booyesen (2007) which found lack of understanding to be one of four barriers that caused difficulties in EE implementation linked to poor communication from leadership.

## **6.2. RQ 2: What role do leaders play in driving employment equity?**

Research question two focused on the role of leadership in implementing EE. One the roles of leadership identified by Thomas & Jain (2004) is to create a culture of EE at an organisational level as well as an individual level and not only for the purposes of compliance to EEA, this was driven by EE not been included as part of the overall business strategy.

The findings in this study indicate three main roles of leaders in implementing EE, one to inspire their followers in understanding the value of EE implementation through open communication and showing genuine commitment towards the implementation of EE, the second role was to drive the implementation and execution of the EE strategy by removing barriers to implementation and providing resources to help drive EE. The third role was to create a culture of EE through integrating EE into the business strategy and cascading the importance and commitment through all levels in the organisation.

To stress the importance of communication, participant 8 and 13 stated:

*“...leadership ensures the why or purpose of employment equity is understood by making sure that while staying true to our values and principles, they are clear plans...”*

*“...obviously communication is central, there needs to be really strong communication interpersonal skills, but it's a leader that can people with them on the journey...”*

These findings on the importance of communication of EE affirm the views in existing literature emphasising the importance of communication of EE implementation or changes (Booyesen, 2007; Leonard & Grobler, 2006).

To create a culture of EE, leadership need to execute each role successfully as each theme adds to the overall culture of EE. One of the areas that leadership has direct influence over is to integrate EE into the overall organisational strategy. As stated by

participant 7, *“...it is written integrally into strategy and I think that for me is probably being the most predominant stark difference in the execution of it...”*, similar views were echoed by participant 14 in saying: *“...It has to be integrated into your business strategies because it's in your business that you are hiring people, developing them, retaining them...”*

It is evident that the role of leadership is complex and requires focus not only on business matters of competition and growing market share, but also prioritise important policies such as EE and integrate it seamlessly into the business strategy so that it becomes part of everyday life as quoted by participant 14 *“...It's an everyday daily thing about making the right decision a hundred times a day...”*. Integration and making EE part of business strategy is aligned to the findings of Burger & Jafta (2010).

### **6.3. RQ 3: What are the key attributes of leaders who have been successful in implementing employment equity strategies and policies?**

Research question three investigates the key attributes of leaders that are successful in implementing EE. One of the key themes that surfaced was that of leader being ethical. The nature of this study and EE is grounded on ethical and moral values since EE is all about fairness and creating equal opportunities.

One of the main reasons cited by the CEE (2018) for the private sector not transforming and complying with EE fast enough is the lack of ethical leadership. The CEE (2018, p.3) posited that *“Leaders with low ethics focus on compliance, as opposed to commitment in response to legislation.”*. Leadership exhibit ethical behaviour when they do what is morally right. There was a consistent view from all participants in this summary supporting ethical behaviour, the views of participant 8 highlight ethical behaviour stated: *“...transformative leadership, which can be articulated as the ability to treat people fairly, and to situations in a consistent way...”*

*“...forget about the law, forget about the act, forget about anything, is just a question from the moral point of view to look at it that is this the right thing to do...”*

The findings indicate that when leaders display ethical behaviour, a relationship of trust is formed between leader and follower. When there is trust, it makes it easier for followers to believe in the policies and procedures of the organisation (Xu, Loi, & Ngo, 2016). This view was captured by participant 13's comments related to trust:



*“...people know that you're truly trying to be authentic and you're consistent in what you do and how you do it etc. then the trust is usually there...”*

*“You can't achieve much without trust of in the form of transformation in a business...”*

Participant 13 linked trust to being authentic; another finding that speaks to being authentic and highlighted through the data analysis and linked to ethical behaviour was that of 'leading by example' as stated by participant 8 *“...you have to demonstrate that you are doing it yourself as a leader and those leadership traits make a difference to influence others...”*. Besides forming trust, leading by example was seen as a leaders commitment to EE. The findings imply that trust is more easily formed when leaders are seen to lead by example as illustrated by participant 8 who stated: *“...it's too easy to stand and make presentations, you have to demonstrate that you are doing it yourself as a leader and those leadership traits make a difference to influence others to follow you.”*

The theme of commitment was a recurring theme identified through every research question and the importance of leadership commitment to EE is seen as the underlying theme that drives successful and sustainable implementation of EE. Some of the quotes that represented this point through the analysis were:

*“If you have a leader that just doesn't buy-in, then nothing is going to change.”*  
(Participant 14),

*“If you don't buy into the EE strategy broader BBEE strategy, then the country will never grow any the country doesn't grow the business will never grow.”* (Participant 3)

*“...I think you can tick boxes but you cannot have true transformation within an organization without senior leadership completely buying into it...”* (Participant 13)

Participant 4 went further to state *“All of this starts at senior leadership of the company, it's not a project happening on the side, It doesn't belong to one function. It's a commitment from basically every individual in the company to get this right...”*

The findings on leadership commitment and ethical behaviour are consistent with existing literature. These findings are aligned to and affirm the findings in existing

literature (Department of Labour, 2018; Esterhuysen, 2003; Selby & Sutherland, 2006; Adele Thomas, 2003).

Another sub-theme that was highlighted through the analysis phase linked to leadership attributes was leadership being able to 'see the bigger' picture and have clear expectations of the end goals for EE and a vision on how to achieve that end goal as outlined by participant 4, "...a very clear vision of why the change and be able to articulate that...", similarly participant 12 stated that the vision must be "...extremely clear and eloquent in the thinking...", coupled with that was the theme of having good communication skills and communicating the vision, the strategy and any changes linked to EE as described by participant 6 "...transparent in communicating the strategy."

Participant 3 also highlighted the importance of communication by stating: "...from a communication point of view to also give more progress updates on how and the sound bites of what we need to focus on."

The findings linked to communication and being visionary are aligned to literature that emphasises their importance (Booyesen, 2007; Leonard & Grobler, 2006; Oosthuizen & Naidoo, 2010; Puth, 2002)

The discussion above related to ethical behaviours are leadership commitment are consistent and support the existing literature. In addition to the existing literature, another finding of this study was the attribute of being a courageous leader for the purpose of implementing EE. The main findings that suggest this as key attribute is linked to leadership having the courage to engage in difficult and awkward conversations with their leadership teams and employees across the organisation to firmly endorse the implementation of EE, communicate the value of implementing EE and share the organisations stance on dealing with anybody that continues to discriminate or treat another person unfairly.

#### **6.4. RQ 4: What is the leadership style that best lends itself to implementing employment equity?**

Research question four set out to determine if there was a leadership style that is most suitable for driving, influencing and implementing EE. The literature review laid out in chapter two highlighted the most appropriate styles of leadership that have been instrumental in areas such as diversity management or other affirmative action policies, which were the transactional and or transformational leadership style.

The analysis of the data favoured the transformational leadership style over the transactional style with some of the following viewpoints:

*“...transformational, because I tend to believe that whatever we do, it's a journey we trying to get so you need to transform to get to inspire, show the people why you need to do what you do...”* (Participant 1),

*“...you must be able to inspire and open the dialogue to be able to have the conversations that are topical...”*. (Participant 4),

*“...we need transformative leadership, which can be articulated as the ability to treat people fairly, and to situations in a consistent way...”* (Participant 8),

*“...transformational, there has to be longevity to it...”* (Participant 13),

*“...to be able to consult, can't dictate, can't be transactional, which I suppose is the empathy you have to be able to apply multiple lenses...”* (Participant 13),

*“...care for people genuinely, grow their people...”* (Participant 9),

The above data indicate sub-themes of sustainability referring to 'longevity', being able to have open conversations linking to transparent leaders having a good communicative skills, the empathy and care for their people links to putting others first and going beyond self-interest. In addition, inspiring and empowering followers are also very evident in the findings.

All of these sub-themes or attributes are aligned and support the findings in existing literature for each one of them. Transformational leaders emphasise vision, values, intellectual stimulation and well-being of others (Bass, 1985; Oosthuizen & Naidoo, 2010). In addition, Bacha & Walker (2013) found transformational leaders to display ethical behaviours and pay attention to fairness. Avolio (2011) suggests that transformational leaders put others first and display a positive outlook. Groves & LaRocca (2011) found the transformational leadership style had strong association with deontological values, implying that transformational leaders behaviours stem from a moral and ethical belief.

Transactional leadership style has been described as an exchange based relationship with the objective of achieving an identified agreed upon goal between the leader and the follower (Aga, 2016; Bass, 2000; Saravo et al., 2017). Yukl & Mahsud (2010) argue

that this leadership style neglects to take contextual factors that affect organisations into account. Some of the findings that supports the existing literature were found in the analysis of data for this study such as: *“With transactional leadership you'll get the results but it's not sustainable...”*, implying that due to it being transaction based, it's not sustainable. Participant 9 implied that transactional leaders focus on the exchange relationship by stating: “They use the task to develop the person, the more self-centred leader uses the person, listen to the word uses the person to do the task...”.

The findings of this study supports the views identified in existing literature that transformational leadership style is better suited than transactional leadership style for driving and implementing EE sustainably (Ashikali & Groeneveld, 2015; Bacha & Walker, 2013; Groves & LaRocca, 2011; Ng & Sears, 2012; Toor & Ofori, 2009).

## **6.5. Conclusion**

The study examined the roles of leadership in driving EE, attributes that leadership need to possess to successfully implement EE and the leadership style that best lends itself with the implementation of EE in organisations operating in South Africa.

The findings of this study supports existing literature and have been summarised under each research question presented throughout this chapter.

## **Chapter 7: Conclusion**

### **7.1. Introduction**

This study was aimed at identifying what leadership style facilitates the successful implementation of EE strategies; understand the specific role these leaders play in leading employment equity and determine their leadership attributes. The approach taken in this study was that of an exploratory qualitative one. This chapter will firstly present the main findings of this study by research question, and then recommendations for management. In addition, this chapter will cover the limitations of this study and scope for future research.

### **7.2. Summary of main findings**

#### **7.2.1. Research question 1: What are the EE managers understating of employment equity?**

The rationale and reasons behind EE are well understood to be a policy that allows fair representation and equal opportunities for those population groups that have been previously disadvantaged under the apartheid regime.

The related themes that emerged through this study was that for EE to be sustainable and implemented successfully, it must be integrated into the organisation and included in the overall strategy as a start. EE must be given priority by top management in the organisation so that it will be treated with seriousness, in addition, any barriers identified through the implementation of EE must be dealt with immediately and escalated to top management if required.

EE must not be done purely for the purposes of compliance but rather from a business sustainability and business enhancing standpoint. This affirms the view that EE must be implemented holistically instead of a purely compliance approach (Department of Labour, 2018; Selby & Sutherland, 2006; Adèle Thomas & Jain, 2004).

### **7.2.2. Research question 2: What role do leaders play in driving employment equity?**

This research questions seeks to understand the role of leadership in driving EE, the research identified three themes that framed what the role of leaders are.

One of the themes were to inspire their followers to fully embrace EE through frequent and open communication on the purpose, vision and roadmap to achieve the goals of EE. While communication was found to be of high importance, leadership's commitment to EE was found to be more critical in inspiring followers. If there is no genuine commitment from leaders then there should be no expectations to a change in transformation. It was also found that followers found it easier to follow leaders on the EE journey when they saw a real commitment from leadership.

One of the main barriers identified to successful implementation of EE was a lack of understanding of the value and purpose of implementing EE. The role of leaders through open communication to set the right tone and to clear these misunderstandings and barriers.

The second theme that emerged under the roles of leaders was managing the implementation and execution of EE. Leaders were seen to be facilitators and a figure of authority endorsing the implementation of EE. This was done by leadership providing resources to facilitate the implementation of EE and to remove any barriers that stood in the way of implementation.

The third theme that emerged as a role was that of leadership creating an organisational culture of EE. This was done through integrating EE into the organisational strategy and cascading the strategy and purpose through all levels within the organisation.

### **7.2.3. Research question 3: What are the key attributes of leaders who have successful in implementing EE strategies and policies?**

This research question was aimed at identifying the key attributes of leaders that were successful in implementing EE. The main theme that emerged from this research question was leadership need to display ethical behaviours such as being fair, leading by example and being able to trust leaders. Fairness was highest ranking attribute among the theme of ethical behaviour, fairness in the way leaders treated irrespective

of demographic background, fairness in developing a strategy for EE that creates opportunities for the previously disadvantaged, fairness in communicating EE openly and transparently. It was found that followers find it easier to trust leaders that not only displayed ethical behaviours but lived them as well. Leading by example was seen to have been associated with authenticity and genuineness.

The other theme that emerged was leaderships commitment to EE, if leaders do not buy into EE, it becomes difficult to implement since it is not seen as authentic and seen as EE is done for the sake of compliance and not true transformation. For EE to be given the level of commitment and attention it requires it is critical that leaders at the highest level are fully committed and communicate that commitment to the rest of the organisation.

#### **7.2.4. Research question 4: What is the leadership style that best lends itself to implementing employment equity?**

This research question aimed to identify the leadership style was best suited to driving EE strategies. The findings affirm the exiting literature that transformational leadership style is best suited for driving and implementing EE strategies. Transformational leaders emphasise vision, fairness, inspiring their followers and strong communicative skills (Bacha & Walker, 2013), which are aligned fully to the required attributes defined in the findings of research question three to successfully implement EE. The study supports the findings that there is a strong correlation between transformational leadership and implementation of EE (Ashikali & Groeneveld, 2015; Evans, 2010; Ng & Sears, 2012). The study further affirms the findings of that ethical leadership is positively associated with transformational leadership (Bedi, Alpaslan, & Green, 2016).

The study found that transactional leadership was effective in getting to result in terms of the EE numerical targets but was criticised for not being sustainable. This is aligned to the study conducted by Bedi, Alpaslan, & Green (2016) which found that while ethical leadership was positively associated with transformational leadership styles, it was also associated with the contingent reward dimension of transactional leadership.

### **7.3. Recommendations for managers**

Compliance to EE is mandatory for qualifying organisations in South Africa and with all the pressures of running businesses, leadership may not give the level of attention that EE deserves. The recommendation is to ensure that the importance and value of implementation of EE is emphasised throughout the organisation and EE is a standing agenda item in key forums.

Secondly, leadership must take a firm standpoint by communicating that no form of discrimination against any person of any demographic background be tolerated, supported with necessary course of action that will be taken against anyone that is guilty.

Thirdly, leaders that are hired into roles that are responsible for EE must embody a strong ethical background and a transformational leadership style.

### **7.4. Limitations of research**

The data collection was done through semi structured, face-to-face interviews only, this could mean that the data is more susceptible to biases (Zikmund, 2013) since the participant does not want to be seen in bad light especially since the nature of the study is linked to leadership attributes, roles and styles.

Another limitation could be the varied interpretation of EE by the different leaders, since there are many foreign nationals in key leadership roles that may have been to other affirmative action policies in other countries and differs to EE in South Africa, specifically within multinational organisations. The understanding and interpretations of the term could impact the validity of the data.

The study was cross-sectional in nature, focusing on a point in time rather than longitudinal. This means that these participants may have been in the process of making changes to their EE plans or strategy and these changes usually take time to be implemented, while this study only captured the current and previous timeframes.



## **7.5. Suggestions for future research**

While this study focused on organisations within the Gauteng province, the findings cannot be generalised for other cities within South Africa since the demographic representation is some of major cities outside of Gauteng have differentiated value and belief systems. Since transformational leadership is found to have a foundation of morals and ethics this study could capture very different responses in those cities which would further add to the body of knowledge.

Another suggestion would be to focus on each of the constructs independently or with other elements that may prove to be more suitable.

Lastly, while this research was cross-sectional in nature capturing views of participants at a point in time, it would be interesting to identify a few organisations and leaders and conduct the same study over a period of time since EE could take time to implement across large organisations.

## 8. Reference List

- Aga, D. A. (2016). Transactional Leadership and Project Success: The Moderating Role of Goal Clarity. *Procedia Computer Science*, 100, 517–525.
- Agócs, C., & Burr, C. (1996). Employment equity, affirmative action and managing diversity: Assessing the differences. *International Journal of Manpower*, 17(4–5), 30–45.
- Anderson, D., & Anderson, L. A. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership* (Vol. 36). John Wiley & Sons.
- Archibong, U., & Sharps, P. W. (2013). A comparative analysis of affirmative action in the United Kingdom and United States. *Journal of Psychological Issues in Organizational Culture*, 3(S1), 28-49.
- Ashikali, T., & Groeneveld, S. (2015). Diversity Management in Public Organizations and Its Effect on Employees' Affective Commitment: The Role of Transformational Leadership and the Inclusiveness of the Organizational Culture. *Review of Public Personnel Administration*, 35(2), 146–168.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire: Suggestions for modification arose when a. *Journal of Occupational and Organizational Psychology*, 72, 441–462.
- Bacha, E., & Walker, S. (2013). The Relationship Between Transformational Leadership and Followers' Perceptions of Fairness. *Journal of Business Ethics*, 116(3), 667–680. <https://doi.org/10.1007/s10551-012-1507-z>
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Collier Macmillan.
- Bass, B. M. (2000). The future of leadership in learning organizations. *Journal of leadership studies*, 7(3), 18-40.

- Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32.
- Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207–218.
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10(2), 181–217.
- Bedi, A., Alpaslan, C. M., & Green, S. (2016). A Meta-analytic Review of Ethical Leadership Outcomes and Moderators. *Journal of Business Ethics*, 139(3), 517–536.
- Booyesen, L. (2007). Barriers to employment equity implementation and retention of blacks in management in South Africa. *South African Journal of Labour Relations*, 31(1), 47–71.
- Booyesen, L. A. E., & Nkomo, S. M. (2010). Gender role stereotypes and requisite management characteristics: The case of South Africa. *Gender in Management*, 25(4), 285–300.
- Britten, N. (1995). Qualitative research: qualitative interviews in medical research. *Bmj*, 311(6999), 251-253.
- Burger, R., & Jafta, R. (2010). Affirmative action in South Africa: an empirical assessment of the impact on labour market outcomes. *CRISE (Centre for Research on Inequality, ...)*, 76(76), 1–26. Retrieved from <http://r4d.dfid.gov.uk/pdf/outputs/inequality/workingpaper76.pdf>
- Burns, J. M. (1978). *Leadership* New York. NY: Harper and Row Publishers.
- Burger, R., Jafta, R., & Von Fintel, D. (2016). *WIDER Working Paper 2016/66 - Affirmative action policies and the evolution of post-apartheid South Africa's racial wage gap*.

- Carleton, P. R., & Porter, J. D. (2018). A comparative analysis of the challenges in measuring transit equity: definitions, interpretations, and limitations. *Journal of Transport Geography*, 72(December 2017), 64–75.
- Chisamya, G., DeJaeghere, J., Kendall, N., & Khan, M. A. (2012). Gender and Education for All: Progress and problems in achieving gender equity. *International Journal of Educational Development*, 32(6), 743–755.
- Cloete, M. (2011). *The relationship between leadership styles and organisational climate* (Doctoral dissertation).
- Coetzee, M. (2015). The Perceived Treatment of E Mployees From, 18(1), 56–69.
- Coetzee, M., & Bezuidenhout, M. (2011). The fairness of affirmative action: In the eye of the beholder. *Southern African Business Review*, 15(2), 75–96.
- Colbert, A. E., Judge, T. A., Choi, D., & Wang, G. (2012). Assessing the trait theory of leadership using self and observer ratings of personality: The mediating role of contributions to group success. *Leadership Quarterly*, 23(4), 670–685.
- Creswell, J. W. (2009). Mapping the field of mixed methods research.
- Den Hartog, D. N., Van Muijen, J. J. and Koopman, P. L. (1997), *Journal of Occupational Psychology*, 70, 19-34.
- Department: Labour South Africa. (1998). Summary of the Employment Equity Act. *The South African Labour Guide*, 25(1), 1–13. Retrieved from <http://www.labourguide.co.za/employment-equity/summary-of-the-employment-equity-act-55-of-1998-issued-in-terms-of-section-25-1>
- Department of Labour. (1998). Employment Equity Act No 55, 1998. *Government Gazette*.
- Department of Labour. (2015). *Commission for Employment Equity Annual Report*.
- Derue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their

- relative validity. *Personnel Psychology*, 64(1), 7–52.
- Eliyana, A. (2015). Influence of Organizational Culture and Leader Member Exchange to Affirmative Action Policy , Diversity and Employee Work Quality at Pt Pelabuhan Indonesia III, 4(2), 261–276.
- Esterhuizen, W., & Martins, N. (2008). Organisational justice and employee responses to employment equity. *South African Journal of Labour Relations*, 32(2), 66–85.
- Esterhuysen, W. P. (2003). The Challenge of Transformation. *South African Journal of Business Management*, 34(3), 1–8.
- Eustace, A., & Martins, N. (2014). The role of leadership in shaping organisational climate: An example from the fast moving consumer goods industry. *SA Journal of Industrial Psychology*, 40(1), 01-14.
- Evans, D. (2010). Aspiring to leadership ... a woman's world? An example of developments in France. *Cross Cultural Management*, 17(4), 347–367.
- Feldman, A., Msibi, S., & Manager, T. (2014). Influence of cross-cultural leadership on organizational culture: Arcelormittal, Newcastle, a South African perspective. *African Journal of Hospitality, Tourism and Leisure*, 3(1).
- Fichtner, J. R., JD, & Strader, T. J. (2014). Non-Work-Related Computing and Job Characteristics: Literature Review and Future Research Directons. *Journal of Psychological Issues in Organizational Culture*, 4(4), 65–79.
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multa-domain perspective. *Management Departement Faculty Publications*, (Lmx), 219–247.
- Groves, K. S., & LaRocca, M. A. (2011). An Empirical Study of Leader Ethical Values, Transformational and Transactional Leadership, and Follower Attitudes Toward Corporate Social Responsibility. *Journal of Business Ethics*, 103(4), 511–528.

- Higgs, M., & Rowland, D. (2011). What does it take to implement change successfully? A study of the behaviors of successful change leaders. *The Journal of Applied Behavioral Science*, 47(3), 309-335.
- Horwitz, F., Harish, J., & Mbabane, L. (2005). Trade Union Consultation By Employers Under Employment Equity Legislation. *South African Journal of Labour Relations*, 29(2), 4–32.
- Horwitz, F. M., & Jain, H. (2011). An assessment of employment equity and Broad Based Black Economic Empowerment developments in South Africa. *Equality, Diversity and Inclusion*, 30(4), 297–317.
- House, R., & Aditya, R. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*.
- Howie, S. J. (2003). Language and other background factors affecting secondary pupils' performance in Mathematics in South Africa. *African Journal of Research in Mathematics, Science and Technology Education*, 7(1), 1-20.
- Huitt, W., & Dawson, C. (2011). Social Development: Why It Is Important and How To Impact It. *Social Development*, (2006), 1–27.
- Jain, H. C., Horwitz, F., & Wilkin, C. L. (2012). Employment equity in Canada and South Africa: A comparative review. *International Journal of Human Resource Management*, 23(1), 1–17.
- Judge, T. A., & Piccol, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89(5), 755–768.
- Lee, H. A. (2016). Affirmative Action Regime Formation in Malaysia and South Africa. *Journal of Asian and African Studies*, 51(5), 511–527.
- Leonard, A., & Grobler, A. F. (2006). Exploring challenges to transformational leadership communication about employment equity: Managing organizational change in South Africa. *Journal of Communication Management*, 10(4), 390–406.

Leonard, A., & Wheatley, M. (2004). COMMUNICATING AFFIRMATIVE ACTION DURING TRANSFORMATIONAL CHANGE : A SOUTH AFRICAN CASE STUDY PERSPECTIVE Supervisor : Prof AF Grobler, (April).

Mouton, J. (2008). *How to succeed in your Masters and Doctoral studies*. Pretoria: Van Schaik Publishers.

Mula, A. B. (2014). *The impact of employment equity legislation on employee engagement within generation Y* (Doctoral dissertation, University of Pretoria).

Ng, E. S., & Sears, G. J. (2012). CEO Leadership Styles and the Implementation of Organizational Diversity Practices: Moderating Effects of Social Values and Age. *Journal of Business Ethics*, 105(1), 41–52.

Nienaber, H. (2007). Assessing the management status of South Africa. *European Business Review*, 19(1), 72-88.

Ntim, C. G., & Soobaroyen, T. (2013). Black Economic Empowerment Disclosures by South African Listed Corporations: The Influence of Ownership and Board Characteristics. *Journal of Business Ethics*, 116(1), 121–138

Oliphant, M.N. (2014, April 9). The pace of transforming society and notably, the labour market is still 'stubbornly' slow – Labour Minister Oliphant. Retrieved June 23, 2018, from <http://www.labour.gov.za/DOL/media-desk/media-statements/2014/the-pace-of-transforming-society-and-notably-the-labour-market-is-still-2018stubbornly2019-slow-2013-labour-minister-oliphant>

Oliphant, M.N. (2017, May 9). *17th Employment Equity report launch*. Retrieved June 23, 2018, <https://www.gov.za/speeches/minister-mildred-oliphant-17th-employment-equity-report-launch-9-may-2017-0000>

Oosthuizen, R. M., & Naidoo, V. (2010). Attitudes towards and experience of employment equity. *SA Journal of Industrial Psychology*, 36(1), 1–9.

Peyper, L. (2017, August 10). 72 JSE-listed firms flagged for employment equity inspections, fin24. Retrieved from <https://www.fin24.com/Economy/72-jse-listed-firms-flagged-for-employment-equity-inspections-20170810>

Raghavan, S. (2013, December 6). South Africa still struggling to fulfil Mandela's hopes and dreams. *The Washington Post*. Retrieved from [https://www.washingtonpost.com/world/africa/south-africa-still-struggling-to-fulfill-mandelas-hopes-and-dreams/2013/12/06/95ce7a26-5e80-11e3-8d24-31c016b976b2\\_story.html](https://www.washingtonpost.com/world/africa/south-africa-still-struggling-to-fulfill-mandelas-hopes-and-dreams/2013/12/06/95ce7a26-5e80-11e3-8d24-31c016b976b2_story.html)

Robbins, S. T., Judge, T. a, & Hasham, E. S. (2009). *Organizational Behavior*. Pearson Education Limited.

Roman, L. J., & Mason, R. B. (2015). Employment equity in the South African retail sector : Legal versus competence and business imperatives. *South African Journal of Labour Relations*, 39(2), 84–104.

Rowold, J., & Heinitz, K. (2007). Transformational and charismatic leadership: Assessing the convergent, divergent and criterion validity of the MLQ and the CKS. *Leadership Quarterly*, 18(2), 121–133.

Saravo, B., Netzel, J., & Kieseewetter, J. (2017). The need for strong clinical leaders – Transformational and transactional leadership as a framework for resident leadership training. *PLoS ONE*, 12(8), 1–13.

Saunders, M. & Lewis, P. (2012). *Doing Research In Business & Management: An Essential Guide to Planning Your Project*. Edinburgh Gate: Pearson International Publishing

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. Pearson education.

Schwartz, S. H. (2014). Rethinking the Concept and Measurement of Societal Culture in Light of Empirical Findings. *Journal of Cross-Cultural Psychology*, 45(1), 5–13.

Swartz, N. P., & Firer, S. (2005). Board structure and intellectual capital performance in South Africa. *Meditari Accountancy Research*, 13(2), 145–166.

Selby, K., & Sutherland, M. (2006). "Space creation": a strategy for achieving employment equity at senior management level. *South African Journal of Labour*



- Relations*, 30(2), 42–65.
- Sing, D. (2011). Promoting and auditing affirmative action in the south african public service. *Public Personnel Management*, 40(4), 349–358.
- Thomas, A. (2002). Employment equity in South Africa: Lessons from the global school. *International Journal of Manpower*, 23(3), 237–255.
- Thomas, A. (2003). Employment equity practices at selected companies in South Africa. *South African Journal of Labour Relations*, 27(3), 6–40.
- Thomas, A., & Jain, H. C. (2004). Employment equity in Canada and South Africa: Progress and propositions. *International Journal of Human Resource Management*, 15(1), 36–55.
- Toor, S. ur R., & Ofori, G. (2009). Ethical leadership: Examining the relationships with full range leadership model, employee outcomes, and organizational culture. *Journal of Business Ethics*, 90(4), 533–547.
- Uhl-Bien, M. (2006). Relational Leadership Theory: Exploring the social processes of leadership and organizing. *Leadership Quarterly*, 17(6), 654–676.
- Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *Leadership Quarterly*, 25(1), 83–104.
- Wittmann, V. (2012). Gender and empowerment in South Africa. *Multicultural Education and Technology Journal*, 6(4), 248–260.
- Wocke, A Sutherland, M. (2008). The impact of employment equity regulations on psychological contracts in South Africa. *The International J*, 19(4), 528–542.
- Wonci, T., (2018, March 15). Successful transformation of SA's economy must be seen for what it is. BusinessDay. Retrieved July 17, 2018, from <https://www.businesslive.co.za/bd/opinion/2018-03-15-successful-transformation-of-sas-economy-must-be-seen-for-what-it-is>
- Xu, A. J., Loi, R., & Ngo, H. yue. (2016). Ethical Leadership Behavior and Employee

- Justice Perceptions: The Mediating Role of Trust in Organization. *Journal of Business Ethics*, 134(3), 493–504.
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education*, 48(2), 311-325.
- Yukl, G. (1999). An Evaluative Essay on Current Conceptions of Effective Leadership. *European Journal of Work and Organizational Psychology*, 8(1), 33–48.
- Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal*, 62(2), 81–93.
- Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62(1), 6–16.
- Zikmund, W., Babin, B., Carr, J., & Griffin, M. (2013). *Business research methods*. USA, South Western: Cengage Learning

## 9. Appendices

### 9.1. Appendix 1: Interview questions

The following draft interview questions would be asked by the researcher in the interview.

- a. How is employment equity understood or defined in your organisation?
  - Is the responsibility of a function or does it form part of the overall business strategy?
  - Is it a project based approach?
- b. What was the approach in driving employment equity policies and practices?
  - Is there a governance structure in place such as EE meeting's etc.?
  - At what level is it reviewed?
- c. How critical is the role of leadership in driving employment equity strategies and practices?
  - Do you think if senior management was not actively involved, would this still be at top of minds?
- d. What is the role of leadership in driving employment equity in the organisation?
- e. If employment equity were to be treated as a project without the support and drive of leadership, do you think that the objective would be achieved?
- f. Was there any resistance to changes made for purposes of employment equity?
  - In your experience, have you encountered any challenges with regards to driving employment equity strategies?
- g. What leadership style best lends itself to implementing employment equity practices?
  - Transactional, Transformational or other?
- h. In your opinion, what are the key leadership attributes, characteristics or traits required to drive employment equity in any organisation?

- Based on your experience, how crucial is it for leaders to possess these attributes in order to succeed?
  - What key skills, hard or soft skills do you think are required?
  - Think of a leader that has been successful in implementing EE, tell me about them? What is it about them that has made a difference?
  - Similarly, think of a leader that has not yet gotten it right? What are the attributes that are restricting this leader from the previous leader?
- i. What type of a leader do you regard yourself to be? Why?
- Transactional or Transformational? Elaborate.
- j. Has employment equity practices impacted the overall organisational culture? If so, how has it impacted the culture?
- k. How is employment equity measured in your organisation, How frequently is it measured?
- Is there something linked to the EE plan?
  - How do you know if you have successful in achieving the plan?
- l. What are the tools used to track, monitor and implement employment equity?
- Is there any specific tools or learning?
- m. What is your suggested approach for organisations that want to successfully implement employment equity practices?
- From your experience, is there anything that stands out for you that is a must from a leadership perspective for successful implementation of EE strategies?

## 9.2. Appendix 2: Letter of Consent



Dear participant

### Informed Consent Letter

I am conducting research to assess the attributes of leadership in implementing employment equity strategies within South African organisations, specifically more about the leadership style. Our interview is expected to last about an hour, and will help us understand the following points:

- Ascertain the role of leadership in the implementation of employment equity strategies.
- Investigate the factors that motivate leaders to drive effective employment equity practices.
- Investigate the factors that enable leaders to successfully implement employment equity strategies.
- Explore how employment equity is measured within different organisations

Your participation is voluntary and you can withdraw at any time without penalty. Our interview will be audio recorded, and all data will be kept confidential. All data will be reported without identifiers. This research is in partial fulfilment of the requirements of my Masters in Business Administration (MBA) degree through the Gordon Institute of Business Science (University of Pretoria).

If you have any concerns regarding this research, please contact me or my supervisor. Our details are provided below.

Researcher: Neil Raghu

Research Supervisor:

Dr Dorothy Ndletyana

Email: [neil.raghu@gmail.com](mailto:neil.raghu@gmail.com)

Email: [NdletyanaD@gibs.co.za](mailto:NdletyanaD@gibs.co.za)

Telephone: 083 398 8677

Telephone: 082 378 5769

\_\_\_\_\_  
Signature of participant:

\_\_\_\_\_  
Signature of researcher

Date: \_\_\_\_\_

Date: \_\_\_\_\_

### 9.3. Appendix 3: Ethical Clearance



12 July 2018

Raghu Neil

Dear Neil

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

*You are therefore allowed to continue collecting your data.*

*Please note that approval is granted based on the methodology and research instruments provided in the application. If there is any deviation change or addition to the research method or tools, a supplementary application for approval must be obtained*

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

*Kind Regards*

GIBS MBA Research Ethical Clearance Committee

## 9.4. Appendix 4: Consistency Matrix

PROPOSITONS/ QUESTIONS/ HYPOTHESES	DATA COLLECTION TOOL
<p><b>Research question 1</b> What is the EE managers understanding of employment equity?</p>	<p>Interview questions a,c,d &amp; e            a. How is employment equity understood or defined in your organisation?            b. What was the approach in driving employment equity policies and practices?            e. If employment equity were to be treated as a project without the support and drive of leadership, do you think that the objective would be achieved?            f. Was there any resistance to changes made for purposes of employment equity?            j. Has employment equity practices impacted the overall organisational culture? If so, how has it impacted the culture?            m. What is your suggested approach for organisations that want to successfully implement employment equity practices?</p>
<p><b>Research question 2</b> What role does leadership play in driving employment equity?</p>	<p>c. How critical is the role of leadership in driving employment equity strategies and practices?            d. What is the role of leadership in driving employment equity in the organisation?</p>
<p><b>Research question 3</b> What are the key attributes of leaders who have been successful in implementing employment equity strategies?</p>	<p>h. In your opinion, what are the key leadership attributes, characteristics or traits required to drive employment equity in any organisation?            i. What type of a leader do you regard yourself to be? Why?</p>
<p><b>Research question 4</b> What is the leadership style that is best lends itself to implementing employment equity?</p>	<p>g. What leadership style best lends itself to implementing employment equity practices?            i. What type of a leader do you regard yourself to be? Why?</p>

## 9.5. Appendix 5: List of codes for data analysis from Atlas.ti

<b>ATLAS.ti Report</b>	Aligned to values	engaging	Cascading EE
<b>MBA Research</b>	Beyond Compliance	EQ	Create a culture of equality
<b>Codes grouped by Smart codes</b>	Business imperative	Fair	Endorsing EE
Report created by Neil Raghun on 02 Nov 2018	Compliance	Greater good for others	Facilitate implementation of EE
	Enhance business	Handle complexity	Figure of authority
	Integrated	Honest	Implementation
<b>Codes (98)</b>	Strategy	Inclusive	Inspire
Blanket approach	Structure	Integrity	Integrate into strategy
Can't handle complexity	Tick box	Mind-set	Keep it simple
Conflict avoidant	Treated as a project	moral and ethical	Open Communication
dictator	Employment Equity defined	Passionate	Provide resources for EE
Inconsistent	Employment Equity negatives	Receptive	Remove barriers
Lack commitment	Employment Equity perception	Reflective	Show commitment
Lack vision	Employment Equity setup	Resilience	Transactional leadership
Limited vision	Good interpersonal skills	Tenacity	Transformational leadership
No Buy-in	Good soft skills	Trust	
non-consultative	Multiple perspective	Truthful	
Passive	Accountable	Understand rules	
Poor communication skills	Aligned	Visionary	
Resistant to change	appreciative of the history	Walk the talk	
Self interest	Authentic	Importance of Leadership	
Unconscious biases	clear expectations	Important to measure	
Dont understand why EE	Committed	Leadership attributes - bad	
EE complicated	Communication skills	Leadership attributes - good	
compliance	Consistent	Leadership buy-in	
poor governance	Courage	Leadership styles	
Reverse discrimination	Curiosity	Measurement frequency	
Culture impact	Difficult conversations	Measurement tools	
Culture: maturity	Diplomacy	Role of leaders	
EE Plan	Empathy		