The impact of employment equity on the job satisfaction of employees at

De Beers Sightholder Sales South Africa

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Field Study

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Declaration

"I declare that the field study hereby handed in for the qualification Master's in Business Administration at the UFS Business School of the Free State is my own independent work and that I have not previously submitted the same work, either as a whole or in part, for a qualification at/in another university/faculty.

I also hereby cede copyright of this work to the University of the Free State."

_____   _____

Signature   Date

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Abstract

This field study aims to establish the impact that the implementation of employment equity regulations has on the job satisfaction of staff at De Beers Sightholder Sales South Africa.

The company, a subsidiary of De Beers, based in Kimberley in the Northern Cape Province, is primarily a diamond sorting facility and employs approximately 181 staff. Since the inception of employment equity regulations, the company has been implementing strategies to ensure adherence to the objectives of various employment equity legislations.

The company's challenge is that white females represent 83% of the female staff in middle to top management and technical specialist groups where white males represent 30% of male staff in the same groups. To ensure that it meets certain legislative requirements, the company started a process to create equity and fair representation of all race and gender groups in supervisory and management roles.

The study was quantitative in nature, using a non-probability convenience sampling method to select the employees that will be requested to complete a questionnaire.

The findings of the field study suggest that the level of understanding on the implementation of employment equity regulations amongst managers and the level of understanding between managers and employees differ. The study also revealed that the employees at De Beers Sightholder Sales South Africa are experiencing high levels of job satisfaction; although, dissatisfaction is experienced by employees in some of the overall job satisfaction dimensions.

Implementing and managing employment equity is an ongoing process in any organisation and the organisation can repeat this study to compare the degree of change in perceptions and satisfaction over time.

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ORIENTATION

1.1. Introduction

In South Africa, the Employment Equity Act 55 of 1998 was introduced with the aim of achieving equity in the workplace by means of promoting equal opportunity and fair treatment of workers in addition to implementing affirmative action measures to restore the disadvantages in employment experienced by Historically Disadvantaged South Africans (HDSA). In its recent report, the Commission for Employment Equity (2012) raised concerns regarding the speed of transformation in the workplace as recruitment and promotion opportunities still favour individuals from the white population group.

The lack of employment equity leadership commitment and the inconsistency of the execution thereof are seen as barriers to the effective implementation of employment equity as well as the retention of black employees (Booysen, 2007). Workers have different interpretations of employment equity. For instance, where management might view it as a government 'watch dog', the white employees perceives it as reverse discrimination and the black employees perceives it as a barrier to skills development and promotions (Booysen, 2007). Furthermore, employment equity implementation is seen to have a negative impact on staff morale (Fotheringham, 2010).

Sightholders Sales South Africa, a subsidiary of De Beers, implemented strategies to ensure that it meets the objectives of various employment equity legislations. This field study aims to establish the impact that the implementation of the Employment Equity Act regulations have on the employees at De Beers Sightholder Sales South Africa.

1.2. Background to the company

De Beers was formed in 1888 by Cecil John Rhodes and Barney Barnato and almost 50 years later, in 1934 Sir Ernest Oppenheimer established the Diamond Trading Company as the official trader of the De Beers diamond productions. At that point, the Diamond Trading Company was established with trading offices situated only in London, the United Kingdom and Kimberley, South Africa (De Beers, 2013). Currently De Beers, together with its partners in the countries in which it operates, employs more than 23,000 people in operations around the world (De Beers, 2013).

De Beers, formally owned by the Oppenheimer family, Anglo American and the Government of the Republic of Botswana, is owned by only two shareholders today, Anglo American with 85% shareholding and the Botswana government with the remaining 15% shareholding. In 2012, Anglo American increased its shareholder stake in De Beers from 45% to 85% by acquiring the Oppenheimer family's shares.

De Beers Group is the world's largest supplier of rough diamonds, handling over 45% (Bain and Company, 2012) of the world's supply by value , US$7.26 billion in 2011 and US$6.07 billion in 2012 (De Beers, 2012).

The Diamond Trading Company is the rough diamond distribution arm of De Beers and describes itself as the bridge between De Beers' rough diamond production and the Diamond Trading Company's clients. The Diamond Trading Company sorts and sells the De Beers rough diamond productions to independent customers known as Sightholders. These Sightholders are industry leaders who trade in rough diamonds as well as cut and polish diamonds prior to the manufacturing of diamond jewellery (De Beers, 2013). The company expanded considerably and had sales offices in London, South Africa, Botswana, Namibia, Canada, Belgium and the United Arab Emirates.

During the recent organisational restructuring process where Anglo acquired the Oppenheimer's stake in De Beers, the Diamond Trading Company as a subsidiary company was renamed as De Beers Global Sightholder Sales. As part of the on-going operational partnership between De Beers and the Government of Botswana, an agreement was reached that the Global Sightholder Sales operations in London migrate to Gaborone, Botswana. It was envisaged that the migration would be

completed by the end of 2013 and this move would establish Southern Africa as the home of diamond mining and rough diamond sales.

In South Africa, De Beers operates through De Beers Consolidated Mines (DBCM), a 74/26 Black Economic Empowerment (BEE) partnership with Ponahalo Holdings (De Beers, 2012). DBCM manages Venetia Mine, Voorspoed Mine and the Kimberley tailings dumps (De Beers, 2012).

DTC South Africa, based in Kimberley in the Northern Cape, is today known as De Beers Sightholder Sales South Africa. The company employ 181 staff members, half of whom focuses on sorting and valuation activities, and the remainder provide support services to the production staff and the rest of the organisation (De Beers Sightholder Sales South Africa, 2014).

1.3. Background to the research problem

De Beers Sightholder Sales South Africa has been sorting and valuing diamonds in Kimberley since 1934 (De Beers, 2013). Since that period the company mainly employed white staff as diamond sorters and in 1983 employed the first non-white diamond sorter. Prior to 1997, only white male and female employees was appointed into technical specialist roles like Quality Controllers, Departmental Controllers and/or Heads of Departments while non-white employees was appointed in junior production roles only.

The company promoted the first HDSA diamond sorter in a middle management role in the late 1990's and in early 2000 the first HDSA senior manager role. Later in 2004 two more HDSA employees were promoted to production supervisor level and other HDSA employees saw this as the beginning of new opportunities and a possibility of progression for themselves. However, some of the white employees saw this as a 'token' promotion and that the company is only fulfilling its legal obligations.

Since then, the company has promoted and recruited more HDSA *and* white staff into junior management as well as technical specialist roles in production. However, the company has also seen the regretted resignation of some high potential leadership and technical HDSA staff as some of them felt that progression

opportunities were minimised due to the promotion of white staff and/or the lack of training and development opportunities.

The company is performing well in its efforts to achieve its employment equity objectives. HDSA individuals represented 57% of the overall staff complement in 2013 (De Beers Sightholder Sales South Africa, 2014). However, great disparities existed when studying the detailed breakdown of the data (see Figure 1.1 below). Included in the total of middle to top management employees, HDSA females represent 6%, 31% were represented by white females, 44% by HDSA males and 19% by white males. In an effort to increase equitable employment on management levels, the company should as part of its objective also plan to increase the number of HDSA female staff in its middle to top management structure.

The company established an Employment Equity Committee which is made up of representatives from the recognised Union (National Union of Mine Workers), management, HR and elected staff representatives.

In order to retain its diamond trading and beneficiation licences under the Diamonds Second Amendment Act 30 of 2005, the company must comply with certain regulations as outlined by the Mining Charter which refer to, although not exclusively, some of the regulations of the Employment Equity Act 55 of 1998 (South African Diamond and Precious Metal Regulator, 2008).

1.4. Impact of Employment Equity on staff

In the past, the requirement for sorters was to work a minimum of 10 years to be deemed competent for consideration to be promoted to technical specialist positions. Some of the HDSA employees, not happy in their current roles, believe that career progression into technical specialist roles are not happening fast enough and that the company is not doing enough to provide development and promotion opportunities.

The degree to which staff is satisfied in their jobs is influenced by more than just remuneration (Judge, Piccolo, Podsakoff, Shaw & Rich, 2010). Remuneration and promotions are some of the primary issues that have an impact on job satisfaction

levels (Matutoane, 2009). The degree of job satisfaction on different structural levels can be very similar (Matutoane, 2009).

The difference in interpretation of employment equity by employees does not only exist between the various racial groups but also exist among the different management levels of the company (Booysen, 2007). Employees in managerial rankings viewed government as the employment equity 'watchdog' and the HDSA employees' concern is the lack of individual training and development for progression, while the primary concerns for the non-HDSA employees were reverse discrimination, racism and victimisation (Booysen, 2007).

Some non-HDSA employees believe that employment equity is a barrier to career progression as the company will first look to promote HDSA individuals and that there is therefore no real incentive to remain within the company. In recent years, some highly qualified production (white and non-white) employees left the company to seek employment elsewhere due to the lack of promotion opportunities. In an effort to remedy the concerns of all employees, the company must have an understanding of the impact employment equity regulations have on employees' sense of job satisfaction.

To assist in the application for licenses and permits in terms of the Diamonds Second Amendment Act 30 of 2005, the amended Broad-Based Socio Economic Charter (2010) stipulates certain requirements all applicants should adhere to. This entails De Beers Sightholder Sales South Africa to provide employment equity statistics, accompanied by an action plan indicating how it would achieve women and HDSA participation in management within 5 years from the date on which the diamond dealer's license or permit was issued. The company is also required to have an employment equity plan that reflects employment equity targets and time frames, mainly in the senior and junior management categories (South African Diamond and Precious Metal Regulator, 2008).

1.5. Problem statement

The problem at De Beers Sightholder Sales South Africa is that white females represent 83% of the female staff in middle to top management groups, which include representation in technical specialist positions, while white males represent

30% of male staff in top to middle management groups, including technical specialists (De Beers Sightholder Sales South Africa, 2013). As seen in figure 1.1 below, imbalances are also apparent in the female HDSA group where there are no African females in middle to top management roles.
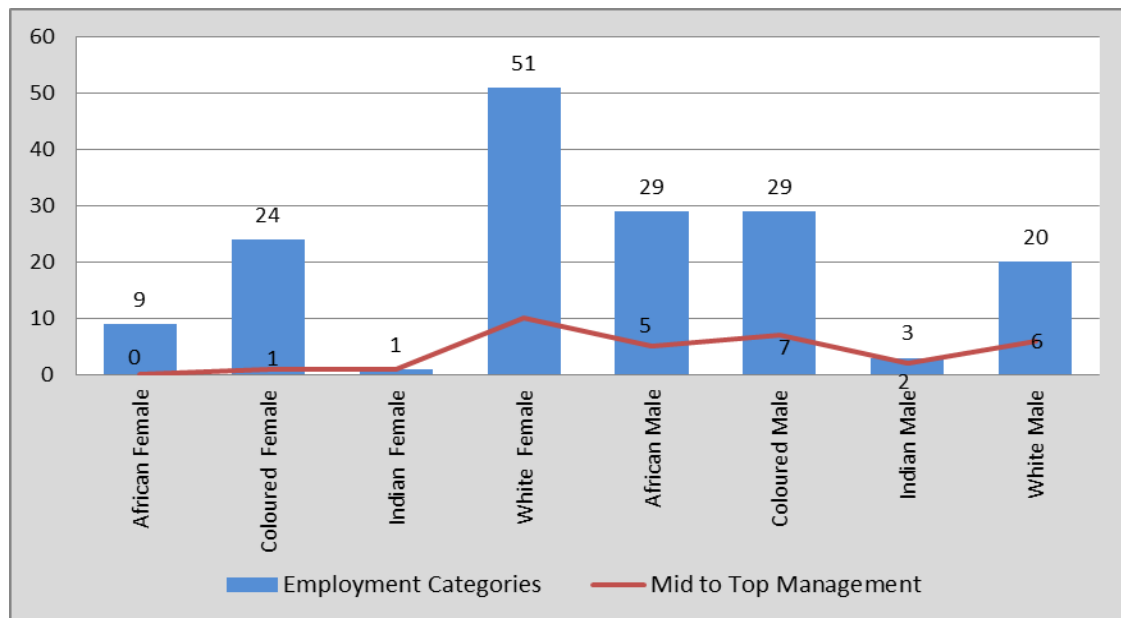
Figure 1.51: HDSA in Management.
Source*: Sightholder Sales South Africa EE Report, April 2013.*

1.6. Primary and secondary objectives

1.6.1. Primary Objective

To investigate the impact of the employment equity on production staff at Sightholder Sales South Africa.

1.6.2. Secondary Objective

In addition to the primary objectives to this field study, the secondary objectives are to:

- Provide an overview of the relevant literature pertaining to Employment Equity;

- Identify the perceptions of the various racial groups with regard to the implementation of the Employment Equity at De Beers Sightholder Sales South Africa;

- Determine the level of job satisfaction amongst staff members with regard to the different biographical variables at De Beers Sightholder Sales South Africa;

- Determine the potential effect that the Employment Equity Act implementation may have on staff turnover at De Beers Sightholder Sales South Africa.

1.7. Literature review

1.7.1. Employment Equity regulations

The Interim Constitution, Act 200 of 1993, came into effect in 1994 and changed the constitutional basis of the South African legal system and it was evident that the Labour Relations Act of 1956 was not in line with the new direction (International Labour Organization, 2011). In an effort to eradicate unfair labour practice, the newly democratically elected South African government constructed and brought to life the Constitution (1996) as well as the Employment Equity (1998) legislation in which it seeks to promote equal opportunity in the workplace (Wöke & Sutherland, 2008). The purpose of the Employment Equity Act 55 of 1998, according to section 2, is to achieve equity in the workplace by:

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

Organisations are required through the stipulations of the Act to implement various forms of favoured treatment to HDSA groups in all levels in the workplace (Wöke & Sutherland, 2008). The Employment Equity Act 55 of 1998 differentiates between HDSA and white males. The HDSA group is made up of Africans, Indians, Coloureds and white females. The Employment Equity Act (1998) is supported by the Skills Development Act 97 of 1998 and the Skills Levies Act 99 of 1999. These

Acts move the focus from employment equity appointments to the employment, training and development of workers from the HDSA groups. In addition to these Acts, the National Skills Development Strategy III (2010) was established with the commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression.

1.7.2. Impact of employment equity on staff

The question regarding the success of employment equity implementation in South Africa remains to be answered. Burger and Jafta (2010) found that the effect of affirmative action policies in reducing the employment or wage gaps have not been very successful and can be described as marginal at best.

Fotheringham (2010) found that employment equity had a wide-ranging impact on staff motivation. The study also suggests that keeping staff motivated in a changing environment is fundamental to creating a competitive advantage through implementing diversity into the workforce and should not be seen as just quota filling.

According to Maharaj (2003), South Africa's employment equity legislation has the potential to challenge the mental models existing in psychological contracts. Robinson and Morrison (2000) cautioned that the violation of psychological contracts has material effects on the relationship between the company and its staff.

Booysen (2007) found that:

- the lack of communication and shared understanding of employment equity,

- white male dominated organisational culture,

- poor leadership commitment to employment equity implementation,

- and inconsistency in implementation as well as insufficiently focused co-ordination and integration of existing implementation processes are major barriers to effective employment equity implementation and the retention of black employees.

One can argue that the aforementioned factors can be considered as contributors to poor job satisfaction for all employees in the workspace.

1.7.3. Job satisfaction

It is important for an organisation to be aware of the factors that motivate staff and influence their job satisfaction. Hinks (2000) indicates that income and relative earnings both contribute to greater job satisfaction and that the specific racial group is also an important predictor of job satisfaction. Judge, Piccolo, Podsakoff, Shaw and Rich (2010) revealed that the remuneration level is only a marginal contributor to job satisfaction as it can be influenced by various factors other than legislative directives. On the other hand, a mutual relationship exists between the personality of an individual and the job environment, so that how well they are matched becomes crucial for job satisfaction (Nicodemus, 2012).

Matutoane (2009) interrogated certain aspects of job satisfaction in two manufacturing facilities of General Motors South Africa to be able to establish whether older, less educated workers were as satisfied as their younger, better educated colleagues as well as if job satisfaction differed between the organisational divisions. According to Matutoane's (2009) findings in relation to job satisfaction by role, even if the needs between team members and team leaders were proposed to be different, their job satisfaction levels were similar. Matutoane (2009) further found that pay and promotions were primary issues that if addressed, would result in overall job satisfaction between plants.

1.8. Research methodology

The purpose of this field study is to investigate and understand the impact that the implementation of the Employment Equity Act regulations might have on employees at De Beers Sightholder Sales South Africa. This type of investigation was never conducted in the company and by performing this investigation it might give the management team insight into how employment equity is perceived by employees. By conducting the study, management might also get a sense of what possible impact the implementation of employment equity may have on the employees' motivation or job satisfaction.

1.9. Research design

The study will be quantitative in nature which will result in semi-structured questionnaires being handed out to employees. This field study will, however, not be able to provide a definitive answer on the perceived challenges or successes regarding employment equity in the workplace. The outcome of the field study might urge management to conduct further and possibly more extensive studies to firstly support the current employment equity objectives and strategies and secondly to mitigate and or eradicate any challenges or barriers to the success thereof.

This field study will be conducted as an exploratory study to establish concepts more clearly, establish priorities, develop operational definitions and to improve a possible final research design (Cooper & Schindler, 2011). This study attempts to explore the subject and gain some primary insights into the key issues to help model future research. Exploratory study techniques can be used in several ways when these techniques are used to prepare for more extensive studies. To begin with, exploratory research can assist market researchers in finding possible causes to the symptoms communicated by decision-makers. It can also uncover possible avenues for reaching decision-makers' objectives and in addition it answers questions about actually administering a large and expensive research project (MKT 450 WEBnotes retrieved on 15 April 2013)**.**

This study will follow a post-positive, interpretative approach, therefore it assumes that individuals are different and understand the subjectivity of the information that it will gather. The information gathered will consist of data collected through the actual statistics provided through the questionnaires as well as the company data.

The data collection process through the structured questionnaires will be using the Minnesota Job Satisfaction Questionnaire to measure the degree of job satisfaction (Matutoane, 2009). The five facets of job satisfaction that will be measured include the work itself, remuneration, relationships with co-workers and the quality of supervision as well as promotion opportunities.

1.10. Research sampling

The target population for this field study is the entire staff complement of Sightholder Sales SA. The company currently employs 181 workers. Of this total number of staff, 93 staff members work in the production department and will be the sample.   The process of selecting the production staff is a non-probability convenience sampling method as the individuals are readily available (Cooper & Schindler, 2011).   Each of the production staff members have an equal chance of being selected to take part in the field study regardless of their race, gender, salary scale, position in the structure and any other reason that might include or exclude any member. However, the possibility exists that in some instances some members may have no chance of being included (Welman & Kruger, 2002).

In addition, convenience sampling is also the cheapest and easiest to conduct and an approach to use in the early stages of an exploratory study (Cooper & Schindler, 2011).   This is an exploratory field study and there are no financial resources available to conduct a more elaborative sampling selection method.   The information and data gathered from this field study will indicate if there is a need for further research.

1.11. Ethical considerations

There might be perceptions created by staff that the company management had a hidden agenda with the undertaking of the field study. Therefore, staff members will be informed of the purpose of this field study as well as the fact that management is not involved and/or do not form part of this study. Prior to informing staff of the intended field study, approval will be required from management for the study to be conducted.

In order to prevent any damaging speculations whilst conducting the survey, the recognised representative union will be informed of the intended field study beforehand in order to gain further support and participation from the staff.

The questionnaires will be accompanied by a note at the beginning of the document informing participants of the confidentiality of the process as well as their anonymity. There will also be a prepared introduction when approaching respondents and prior to handing out the questionnaires to ensure that any misconceptions or prejudice is

eliminated. The participating employees will be informed that this will be a voluntary field study, but that maximum participation would be required to enhance the validity and confidence of the process. This is a key point as nonprobability sampling can be subjective and arbitrary (Cooper & Schindler, 2011).

1.12. Demarcation of field study

This study aims at exploring the relationship between the implementation of employment equity regulations and the impact it has on the employees' level of job satisfaction. The employees at De Beers Sightholder Sales South Africa are the target population and the production department is targeted as the sample group.

The study aims to combine the fields of Human Resources Management and Labour Relations. The employees, with specialised and rare sorting and valuation skills, form the core resources to deliver the accurate and consistent supply of production. It's is important for the organisation to ensure that all employees are engaged, feel and know that all their contributions are valued and that everyone will be treated fairly in the implementation of the employment equity regulations.

1.13. Conclusion

This is an exploratory field study with the aim of understanding what impact the implementation of employment equity regulations have on the staff employed at Sightholder Sales South Africa. The company has executed many strategies to be able to comply with the legislative requirements. However, the question is what impact did it have on the job satisfaction of the staff and does the company understand how it affects its staff members.

It will be important to ensure maximum participation, even if participation will be on a voluntary basis. The existing company data will be valuable in understanding the progress made and how well the company has performed against it. The findings of the field study will be shared with the management of the company and depending on the results, could either be used for further studies or input into their current human resources strategies.

1.14. Defining terminology

Departmental Controller	First line supervisor responsible for the overall management of production teams
Diamond dealers license	A license issued by the South African Diamond and Precious Metals Regulator which allows the holder to trade rough diamonds
Global Sightholder Sales	A De Beers Group Company responsible for selling De Beers' global rough diamond productions
Historically Disadvantaged Groups	Black people, women and people with disabilities
Head of Department	Middle management responsible for the overall management of production sections made up of various production teams
Quality Controller	Highly skilled diamond valuator employed to ensure accurate and consistent productions
Sightholder	Specially selected client purchasing rough diamonds from De Beers to polish the rough diamonds for jewellery manufacturing or to further sell rough diamonds to other traders
Sorter	An employee responsible for the diamond production activities
Sorting and valuing	Process of categorising diamonds in terms of its weight, shape, clarity and colour to determine a price for it
Technical Advisor	Highly skilled diamond valuator and process expert providing advice and support to the production department to ensure accurate and consistent productions

Voorspoed Mine   A De Beers diamond mine in the Free State province in South Africa

Venetia Mine   A De Beers diamond mine in the Limpopo province in South Africa

CHAPTER 2

EMPLOYMENT EQUITY IN THE WORKPLACE

2.1. Introduction

De Beers Sightholder Sales South Africa implemented actions to ensure that it adhere and comply with the objectives and guidelines of various employment equity legislations. Companies operating in South Africa with a workforce of 50 or more or with a certain annual financial turnover are required to comply with the regulations of the Employment Equity Act 55 of 1998 (Thomas, 2002). The company's objective, in line with the objective of the Act to redress the legacy of inequality in the workplace (Thomas, 2002), is to create a fair representation of all racial groups on all staffing levels in the organisation, but with particular focus on the managerial and supervisory roles of the organisation. In addition the company workforce profile should represent the demographic composition of the South African society (Gobind, 2013).

One of the major challenges the company is faced with relates to the disproportionate representation of white male and female staff in the middle to top management positions as well as in the technical specialist groups. De Beers Sightholder Sales South Africa embarked on a journey to create equity and fair representation of all racial and gender groups, with particular focus on the managerial and supervisory roles of the organisation, to ensure that it meets and comply with employment equity legislative requirements including, but not exclusively the Constitution of the Republic of South Africa, the Employment Equity Act, Skills Development Act and the Broad Based Economical Amendment Act.

The literature review and the assessment on the impact on job satisfaction will serve as the basis of a structured questionnaire for the purpose of this field study.

2.2. Employment regulations

Wöke & Sutherland (2008) commented that the new democratically elected South African government constructed employment equity legislation in which it pursue to promote equal opportunity in the workplace and to eliminate unfair labour practices.
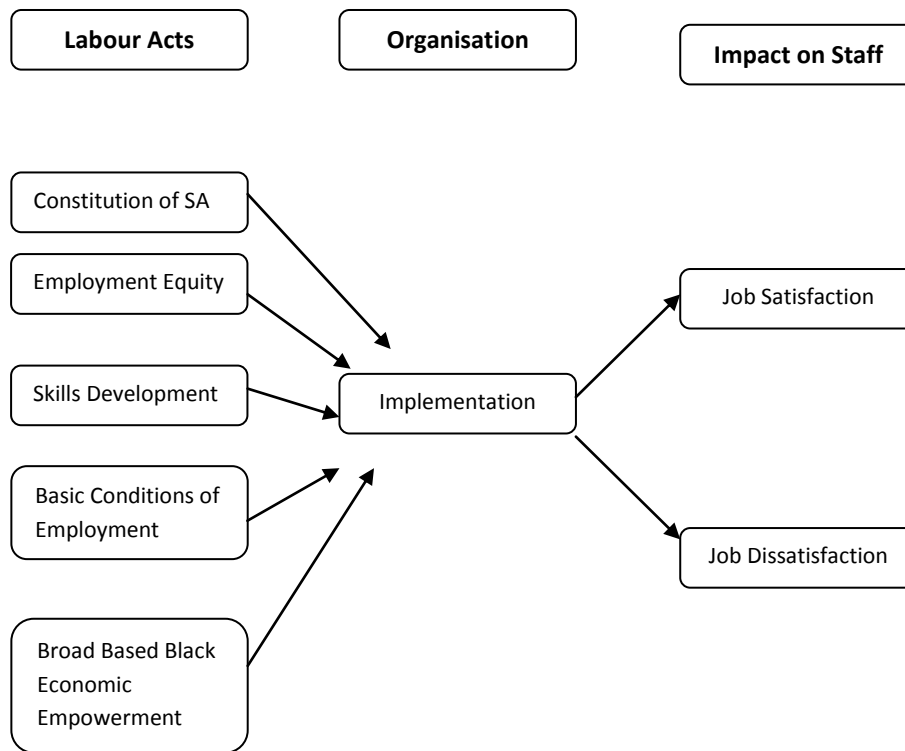
Figure 2.21: Literature Review Model.
Source: Adapted from Luo, 2002.

Various legislations drive and support employment equity including the Constitution of South Africa, the Skills Development Act, Basic Conditions of Employment Act, Broad-Based Black Economic Empowerment Act and the Employment Equity Act. It is important to understand how these legislations affecting the employment equity, also affect the staff in an organisation but also what companies are doing to address the issues related to low job satisfaction as a result of the implementation thereof.

2.2.1. Constitution of the Republic of South Africa (Act 108 of 1996)

The Interim Constitution Act 200 of 1993 was promulgated in 1994 and changed the constitutional basis of the South African legal system.   At this point, there was

evidence that the Labour Relations Act of 1956 was not in line with the direction of the new constitution (International Labour Organization, 2011). The newly democratically elected South African government of 1994 constructed and brought to life the Constitution (1996) as well as the Employment Equity (1998) legislation which both seek to promote equal opportunity in the workplace (Wöke & Sutherland, 2008).

Section 9 of the Constitution (1996) holds that everyone is equal in the eyes of the law and that the state or no one else may unfairly discriminate directly or indirectly against any person regardless of his or her race, gender, sex, pregnancy, marital status, ethnic or social origin, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. Parliament developed the Promotion of Equality and Prevention of Unfair Discrimination Act No 4 of 2000 ('PEPUDA') to ensure the delivery of section 9(4) of the South Africa Constitution (Department of Justice and Constitutional Development, 2011).

2.2.2. Skills Development Act 97 of 1998

The Skills Development Act 97 of 1998 was sanctioned and enacted by the government in 1998 in a time when the country experienced high unemployment levels, inequality of opportunity and large differences in income levels due to the legacies of apartheid and poverty (Mathabe, 2003). The government's aim through the Skills Development Act (1998) is to address the overall enhancement of skills and to increase productivity to compete in the global economy.

The purpose of the Skills Development Act (1998) is to:
  a) develop the skills of the South African workforce,
  b) increase the levels of investment in education and training in the labour market and to improve the return on that investment,
  c) encourage employers,
  d) encourage workers to participate in leadership and other training programmes,
  e) improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education,

f) ensure the quality of education and training in and for the workplace and

g) assist work-seekers to find work, retrenched workers to re-enter the labour market and employers to find qualified employees.

In support of this Act, the Skills Development Levies Act 99 1999 regulates a compulsory levy scheme to fund education and training in businesses. The Skills Development Levies Act regulates a compulsory levy scheme to fund education and training in businesses within various sectors in South Africa. It aims to expand the knowledge and competencies of the labour force and in so doing, increase the supply of skilled labour in South Africa, providing for greater productivity and employability.

Furthermore, the National Skills Development Strategy III (2010) was established with the commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression. The National Skills Development Strategy III (2010) can possibly be seen as a good strategy to support the growth and development of disadvantaged groups which could in turn contribute to increased levels of job satisfaction, but what does it mean for the non-disadvantaged groups? Scarce and critical skills could be addressed, with guidance of the National Skills Development Strategy III (2010), by using interventions such as learnership, bursaries, skills programmes and internships (Mafunisa &Tsanwane, 2011). The Minister of Higher Education and Training envisage that the National Skills Development Strategy III (2010) must ensure increased access to training and skills development opportunities and achieve the fundamental transformation of inequities linked to class, race, gender, age and disability in our society.

2.2.3. Basic Conditions of Employment Amendment Act 20 of 2013

The Basic Conditions of Employment Amendment Act 20 of 2013 applies to all employers and workers, but not members of the National Defence Force, National Intelligence Agency, South African Secret Service or unpaid volunteers working for charity. The purpose of the Basic Conditions of Employment Amendment Act (2013) is to:

a) achieve equity in the workplace by promoting equal opportunities 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 categories and levels in the workforce.

2.2.4. Broad-Based Black Economic Empowerment Amendment Act No.53 of 2003

The Broad-Based Black Economic Empowerment Act No. 53 of 2003 seeks to advance economic empowerment of historically disadvantaged South Africans and not just employment opportunities through socio-economic strategies (Esterhuizen, 2008) which include, but is not limited to the following:

a) Increasing black ownership, management and control of enterprises;
b) Facilitating enterprise ownership and management by communities, workers, cooperatives and other collective enterprises;
c) Skills development;
d) Attaining equitable representation in all occupational categories;
e) Preferential procurement;
f) Investment in black owned enterprises.

The Department of Trade and Industry (2013) describes Broad-Based Black Economic Empowerment as:

"an integrated and coherent socioeconomic process that directly contributes to the economic transformation of South Africa and brings about significant increases in the numbers of black people that manage, own and control the country's economy, as well as significant decreases in income inequalities".

The purpose of the Broad-Based Black Economic Empowerment Amendment Act (2013) is to establish a legislative framework for the promotion of black economic empowerment, to empower the Minister to issue codes of good practice as well as to publish transformation charters with regards to establishing the Black Economic

Empowerment Advisory Council. The Broad-Based Black Economic Empowerment Amendment Act No.26 of 2013 removed white disabled people and white women from the definition of historically disadvantaged individuals (Gobind, 2013).

In summary, the objective of the Broad-Based Black Economic Empowerment Act (2003) according to Section 2 is to facilitate broad-based black economic empowerment by:

a) Promoting economic transformation
b) Changing the racial composition of ownership and management structures as well as in skilled occupations;
c) Increasing collective enterprises ownership and management of enterprises;
d) Increasing access to economic activities, infrastructure and skills training;
e) Increasing black women ownership and management of enterprises;
f) Promoting investment programmes that allow for broad-based participation of black people in the economy;
g) Empowering rural and local communities to have access to economic activities, land, infrastructure, ownership and skills; and
h) Access to finance for black economic empowerment.

2.2.5. Employment Equity Act (No.55 of 1998)

Section 2 of the Employment Equity Act 55 of 1998, and later upheld by the Basic Conditions of Employment Amendment Act 20 of 2013, holds that the purpose of the Act is to achieve equity in the workplace by:

a) promoting equal opportunities and fair treatment 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 categories and levels in the workforce.

2.2.5.1. Employment Equity Plan

The Act prohibits unfair discrimination based on race, gender, sex, pregnancy, and

marital status and designated employees are to conduct a detailed analysis of employment policies, practices, procedures, and the working environment to identify barriers that could affect designated groups (Gobind, 2013). According to the Department of Labour (2014), employers must have an Employment Equity Plan which should reflect the objectives, affirmative action measures, timetables, duration, procedures and responsibilities that the employer will implement in an effort to achieve equity in the workplace. More specifically, according to section 20 of the Employment Equity Act, the employment equity plan must include:

a) Annual objectives and targets for the plan;
b) The affirmative action measures that will be implemented;
c) The numerical goals and strategies to achieve equitable representation from designated groups;
d) A timetable for achievement of goals;
e) The duration of the plan, which may not be less than one year and not more than five years;
f) The procedures that will be followed to monitor and evaluate the achievement of the plan;
g) The internal dispute resolution procedures that will be abided by; and
h) The people responsible, including managers, for monitoring and implementing the plan.

The company must analyse their workforce profile as well as their employment policies and procedures in order to support them in achieving equity in the workplace.

Companies must engage with the representative trade union and employees when they develop the employment equity plan and they have to report the progress made to the Department of Labour on a regular basis (Department of Labour, 2014). There is a possibility that staff could see the employment equity plan in a negative light especially if the plans indicate a great focus on the development and promotion of non-white employees and this could result in high levels of dissatisfied workers. The lack of promotional opportunities can be a great contributor to job dissatisfaction and potentially to staff turnover (Naveed, Usman & Bushra, 2011).

Thomas (2002) explains that since the early 1990's organisations implemented many strategies to include historically disadvantage people in management structures and since then some progress has been made, but not very successfully as white males are predominantly in managerial positions. Thomas (2002) further states that sound monitoring of the progress of employment equity implementation plans are required and that proactive measures must be taken by organisations to ensure that historically disadvantaged individuals benefit from the implementation of the Act.

The Economically Active Population (EAP) data as published by Statistics South Africa (Commission for Employment Equity, 2014) is meant to assist employers during the analysis of their workforce to determine the degree of under-representation of the designated groups. It also affords guidance to employers by assisting them in determining their numerical goals and targets in order to achieve an equitable and representative workforce (Commission for Employment Equity, 2014). Table 2.1 from the Commission for Employment Equity Report (2014) below reflects the national EAP by gender and population group.

Table 2.2.5.11: National EAP by Population Group and Gender.

Race	Male	Female	Total
African	40,3%	34,9%	75,2%
Coloured	5,6%	5,0%	10,6%
Indian	1,9%	1,2%	3,1%
White	6,2%	4,6%	10,8%
Total	54%	46%	100%

Source: Adapted from Commission for Employment Equity Report 2013 - 2014

Figure 2.2 below (Commission for Employment Equity, 2014) indicate fluctuations in the employment distribution of African, Coloured and White population groups in terms of their representation at top management level and the progress from 2003 to 2013. The data reveal that the gap between historically disadvantaged groups (African, Coloured and Indians) and whites in top management reduced from 52,5% in 2003 to 29,4% in 2013. The data further indicates that the percentage of Africans in top managers were 14,9% in 2003 and increased to 19,8% in 2013.

Top Management Population Group 2003-2013

	2003	2005	2007	2009	2011	2013
African	14,9%	17,9%	18,8%	20,3%	18,5%	19,8%
Coloured	4,0%	3,7%	3,9%	5,0%	4,8%	5,1%
Indian	4,9%	5,6%	6,1%	6,9%	7,5%	8,4%
White	76,3%	72,6%	68,2%	63,8%	65,4%	62,7%
Foreign National	0,0%	0,0%	3,1%	3,9%	3,9%	4,1%
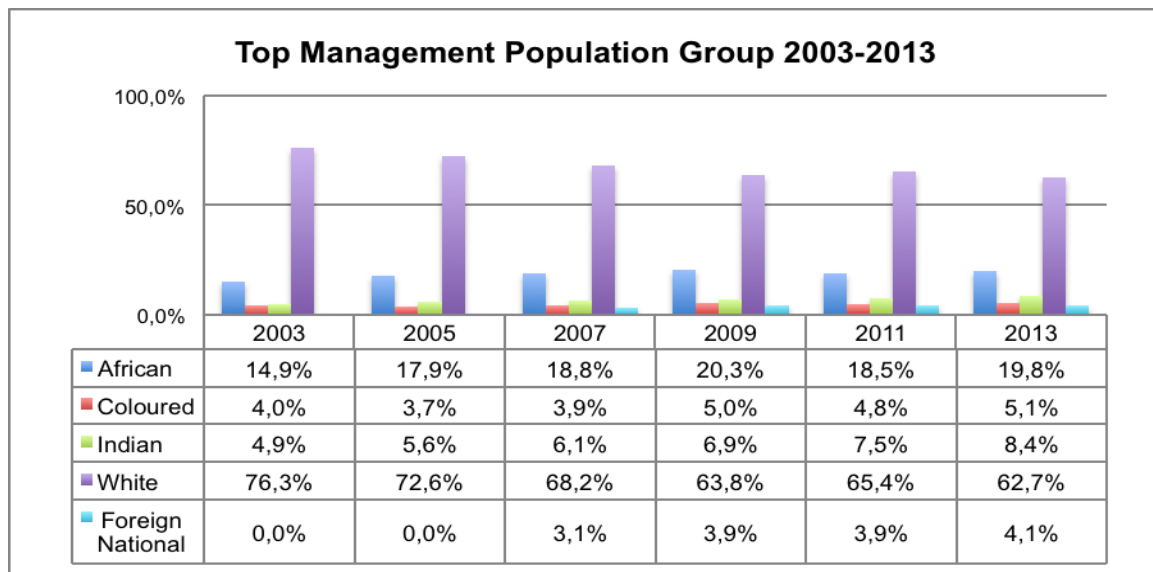
Figure 2.2.5.1: Top Management levels by Population Groups.
Source: Adapted from Commission for Employment Equity Report 2013 - 2014.

Gobind (2013) is of the opinion that women are still being discriminated against in the workplace, especially when it comes to promotional opportunities. The data reflected in Figure 2.3 below extracted from the Commission for Employment Equity Report (2014), indicates that in 2003 only 14,0% of top managers were women and by 2013 this number only increased to 20,6%, in comparison to men that represented 79,4% of top managers in 2013. This is a 6,6% increase from 2003 but only a 1,6% increase from the last reporting period in 2011.

The Commission reported that more work should be done to bring the women representation closer to their national Economically Active Population (EAP) to reflect an equity workforce.
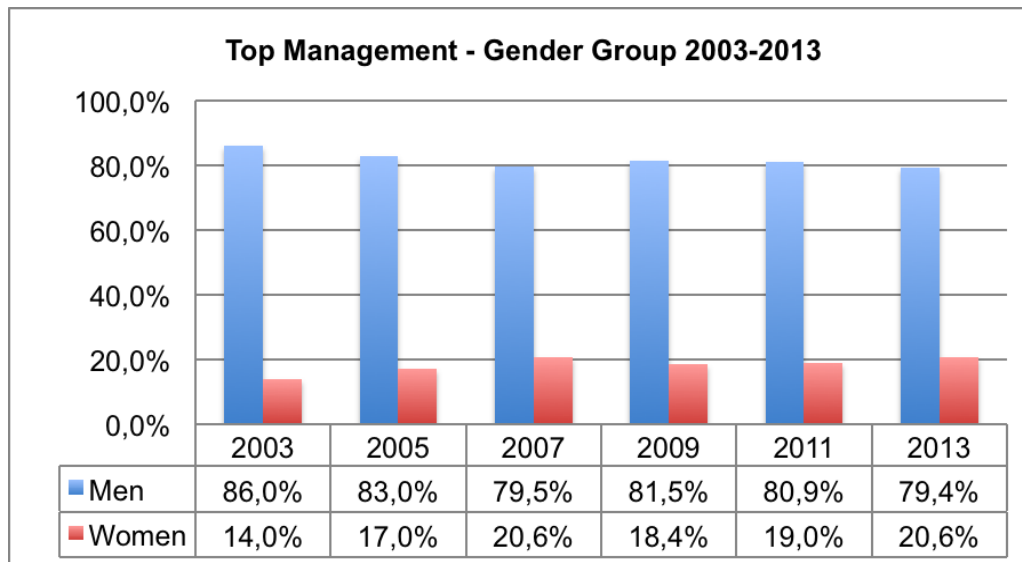
Figure 2.2.5.13: Top Management levels by Gender Groups.
Source: Adapted from Commission for Employment Equity Report 2013 - 2014.

It is of great importance, in the effort to create equality in the workplace, for the government to ensure that the implementation of employment equity regulations does not create further racial and ethnic discord in organisations (Thomas, 2002).

2.2.5.2. Employment Equity Implementation

The development, implementation, monitoring and reporting of an Employment Equity Plan is mandated, other than the Employment Equity Act, by various legislation and national policies including the Constitution of the Republic of South Africa, the Basic Conditions of Employment Act and the Skills Development Act. Section 16 of the Employment Equity Act 55 of 1998 stipulates that employers must consult with their employees regarding Employment Equity practices. It further holds that a representative trade union and/or employee representatives must be consulted. Employees or nominated representatives must be a reflection of the interests of employees across all occupational categories and levels of the organisation (Esterhuizen, 2008). The consultation process is a very important process in ensuring that the objective of employment equity is achieved in the organisation. Therefore, it is of the outmost importance that employers, in good faith, use the consultation process to achieve equity and do not just simply go through the motions (Deane, 2006).

Codes of good practice as outlined in section 20 of the Employment Equity Act 55 of

1998 provides guidelines to employers and employees in promoting equal opportunities and fair treatment for people with disabilities. The codes also provide direction for good practice in terms of preparing, implementing and monitoring of employment equity plans (Esterhuizen, 2008). In ensuring that the equity plan is well executed, the codes of good practice provide guidelines to enable employers to ensure that their human resources policies and practices reflect employment equity principles.

The Constitution (1996) supports the Employment Equity Act implementation in that it specify that everyone is equal in the eyes of the law and that no one may unfairly discriminate directly or indirectly against another person. The Constitution further, through the PEPUDA, supports the Employment Equity Act by promoting a diverse society that is guided by the principles of equality, fairness and equity. One of the main objectives of the Skills Development Act, as supported by the Employment Equity Act, is to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education.

The implementation of the Employment Equity Plan is supported by the Basic Conditions of Employment Act in that this act strives to achieve equity in the workplace by promoting equal opportunity and fair treatment to all staff. In addition, the Basic Conditions of Employment Act seeks to implement affirmative action measures to remedy the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce. These objectives of the Basic Conditions of Employment Act are directly linked to the purpose of the Employment Equity Act.

The Employment Equity Act 55 of 1998 requires organisations to implement various forms of favoured treatment to designated groups in all levels in the workplace (Wöke & Sutherland, 2008). The Employment Equity Act (1998) further differentiates between the designated groups, which are made up of Africans, Indians, Coloureds and White females group and the White males group. The implementation of an Employment Equity Plan that was not openly discussed with the trade union and workers, and were planned to form part of the company's

recruitment and training and development policies, could lead to lower levels of job satisfaction.

There is a possibility that some employees could view employment equity as reversed discrimination (Esterhuizen, 2008). Research has shown that this favoured treatment of designated groups resulted in diminished levels of job satisfaction not just between the designated group and white males, but also amongst designated the groups (Hinks, 2009). Hinks (2009) found that job satisfaction amongst black workers have a positive correlation to the implementation of employment equity regulations whereas job satisfaction diminished amongst coloured workers and to a lesser extent white workers.

2.3. Conclusion

In reviewing the implementation of employment equity regulations, it is evident that an Employment Equity Plan, supported by different legislations, is required and should be created through a consultative process to ensure that the organisation's equity objectives are achieved. Careful monitoring is required to ensure that the organisation is on track with its annual targets based on its specific objectives. The Commission for Employment Equity Report (2014) indicated that slow progress is made to eradicate the equitable employment of women in top management positions as well as the appointment of Africans, Coloureds and Indians in top management positions.

It is evident through the literature review that the implementation of the Employment Equity Act regulations could potentially lead to both increased levels of job satisfaction in designated groups as well as lower levels of job satisfaction in non-designated groups. Additionally, groups within the designated group can also experience lower levels of job satisfaction as a result of the preferential implementation of the employment equity plan. It is also important to understand the broader concept of job satisfaction and other factors that could influence whether workers are satisfied in their jobs or whether they are dissatisfied in their jobs.

The implementation of the Employment Equity Act regulations could potentially influence the level of job satisfaction and the next chapter explores various factors

other than employment equity regulations that could lead to either higher or lower levels of job satisfaction.

CHAPTER 3

JOB SATISFACTION

3.1. Introduction

This chapter aims to review previous research findings on the possible impacts, both positive and negative that the introduction or implementation of legislative requirements has on the job satisfaction levels of staff. It must be stated that not many previous research focusing primarily on the impact of legislative requirements on job satisfaction could be found. Therefore, the literature review will also look at the broader factors that impact or influence job satisfaction. The factors that could influence the staff's level of job satisfaction will be discussed under job design and the work environment, job characteristics and motivation, leadership and the organisational culture.

Job satisfaction refers to how well people like their jobs, or more formally, an emotional state emerging from a cognitive appraisal of job experiences (Fritzsche & Parrish, 2005). Employees' level of job satisfaction or dissatisfaction may be influenced by his or her working environment; a favourable work environment is a key element in creating employee job satisfaction (Kraftt, 2011). The level of job satisfaction does not depend only on the nature of the job, but also on the expectations that individuals have of what their job should provide (Lu, While & Barriball, 2004).

The organisation progressed well in implementation and reaching its equitable targets, but the implementation of the Employment Equity Act is often thought of as a legal compliance exercise (Leonard & Grobler, 2006). It is often the view by staff, and even managers, that the attitudes and experiences of employees affected by the implementation of transformational laws, such as employment equity or affirmative action, are at times not considered (Oosthuizen & Naidoo, 2010). The implementation of the various legislative guidelines has the potential to affect how satisfied, or dissatisfied, employees are with their working conditions or environment, or how motivated they are to do their work or how they ultimately operate and function in the workplace. The level of job satisfaction may be

influenced by an employee's perception of procedural fairness in that if they perceive procedures to be unfair they will report lower levels of job satisfaction (Esterhuizen, 2008).

Job satisfaction can be influenced by a number of factors for example the design of the job and its components, the standard of the working environment in which people work, the relationship staff have with their supervisors and the degree and level of fulfilment in their jobs (Shobhna & Hartesh, 2013). Kreitner and Kinicki (2010) explain that there are five factors that influence job satisfaction:

a) need fulfilment (the extent to which an individual's needs are satisfied),
b) discrepancy (individual's expectations are exceeded or not),
c) value attainment (the extent to which work values are realised),
d) equity (level of fair treatment) and
e) dispositional/genetic components (job satisfaction is a result of personal traits and genetic factors).

It is important for an organisation to be aware of these and other factors that influence job satisfaction and to seek ways to develop techniques to respond to the various influencing factors. It is possible that workers can leave a company if they are not satisfied at work (Lok & Crawford, 2003).

3.2. Definitions of Job Satisfaction

The concept of job satisfaction has been defined in many ways (Judge & Klinger, date not specified). The following section will provide some of the definitions of job satisfaction.

- Shobhna and Hartesh (2013) describe job satisfaction as 'a set of favourable or unfavourable feelings with which employees view their work'.

- Kraftt (2011) states that the formal definition of job satisfaction is 'an affective or emotional response towards various facets of one's job.'

- Kreitner and Kinicki (2010) define job satisfaction as 'the reflection of the extent to which an individual likes his or her job.'

- Saari and Judge (2004) indicate that the most used research definition of job satisfaction is by Locke (1976), who defined it as '. . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.'

Different aspects to job satisfaction exist and the definitions suggests that employees could be satisfied to some degree with one segment of their job and dissatisfied with one or other parts of their job (Kreitner & Kinicki, 2010). In considering the abovementioned definitions of job satisfaction, it is evident that the level of job satisfaction is very personal to an individual and it could be affected by internal or external disturbances that influence the manner in which staff evaluate their jobs.

There are a number of factors that influence job satisfaction of which job design is one. Job design together with the work environment will be discussed in the next section.

3.3. Job design and the work environment

Job design can be defined as a set of activities involved in the development and/or modification of a specific task or process with the purpose of either improving the level of output/productivity and or quality of product and services. The Chartered Institute of Personnel and Development (CIPD) (2008) in their research report on Smart Working states that the industrialists Taylor and Ford as early as the 1900's focused on defining clear job roles for workers to allow them to become more productive, effective and efficient in order to meet organisational objectives. Marchington and Wilkinson (2002) indicated that it was Herzberg's theory of motivation and the concept of job enrichment that shaped the development of job design.

The Canadian Centre for Occupational Health and Safety (2002) describes job design as the way that a set of tasks, or a full job, is organised and it further states that the terms or concepts of job design and workplace design are often used interchangeably as both concepts contribute to ensuring a sound physical working environment. Job design can help to establish the tasks and activities that must be

performed, the manner in which the activities must be executed, the number of activities as well as the sequence in which it should be done.

Kreitner and Kinicki (2010) stated that designing jobs according to the scientific management principles can lead to positive results (like increased efficiency and productivity) or with simplified and repetitive work, negative results such as job dissatisfaction, higher stress levels and low sense of growth and achievements. A mutual relationship exists between the personality of an individual and the job environment, meaning that the extent to which an individual matched the job becomes crucial for their level of job satisfaction (Nicodemus, 2012).

In job design and workplace improvement, companies could apply various motivational techniques to positively influence job satisfaction of which some can include adding variety to a job (job enlargement), rotating staff between jobs or through job enrichment by modifying a job to allow staff to experience achievement, recognition, responsibility and growth (Kreitner & Kinicki, 2010). It is critical for any company to improve overall working conditions as job satisfaction can lead to an increase in staff morale, higher productivity levels, stimulation of new ideas to be generated, reduced absenteeism, safety incidents and potentially lower staff turnover (Anitha, 2011).

Assuming that the job and workplace has been designed in a manner that supports job satisfaction, one could think of the next factor that could influence job satisfaction levels. Remuneration, as a potential influencing factor on job satisfaction, is discussed in the next section.

3.4. Job satisfaction and remuneration

Hinks (2000) indicated that income and relative earnings both contribute to greater job satisfaction and that the racial group is also an important predictor of job satisfaction. Judge, Piccolo, Podsakoff, Shaw and Rich (2010) revealed that the remuneration level is only a marginal contributor to job satisfaction as it can be influenced by various factors other than legislative directives.

Matutoane (2009) found that the level of job satisfaction between various levels of seniority (staff members *versus* supervisors for example) can be similar. Additionally, he found that remuneration and promotions were primary issues that if addressed, would result in overall job satisfaction between plants. Remuneration and reward could be seen as part of the basic needs of an individual that he/she wants to have fulfilled and if met, could lead to job satisfaction. The next section looks at motivation as a driver of job satisfaction.

3.5. Job satisfaction and motivation

Kreitner and Kinicki (2010) reported that the level of the staff's motivation is a result of several factors which range from individual needs, the level of support, the perception of fair treatment, establishing a strong relationship between performance and reward, accurate performance measures and setting specific and measurable targets and objectives.

It is also important to establish that job satisfaction and motivation is not the same thing, although the two concepts can be closely linked (Renu & Natarajan, 2011). Frederick Hertzberg's theory on motivation (Kreitner & Kinicki, 2010) states that job dissatisfaction can be linked to 'hygiene' factors such as organisational policies and procedures, leadership and technical supervision, the working environment and remuneration.

Some people respond badly or negatively and others are not much affected by the same level of equity or inequity. A relationship exists between job satisfaction and performance and it was found that job satisfaction is predictive of performance, and the relationship is even stronger for professional jobs (Saari & Judge, 2004).

With the expansion of the equity concept, procedural justice as a component of organisational justice relates to the staff's perception of the level of fairness in the process and procedures used in allocation decisions. Kreitner and Kinicki (2010) further states that it is the perception of each staff member that counts regarding the equity of matters such as the company's policies, procedures and/or rewards and not how fair management think they are.

Job satisfaction is very important as the lack of it could potentially lead to lower levels of commitment and motivation to perform the job and the organisation at large (Tella, Ayeni & Popoola, 2007). Ultimately staff can decide to leave their jobs and it is therefore very important that an organisation's leadership team much be attuned to what motivates staff and how their levels of motivation impact on their job satisfaction. The next section focuses on the impact that leadership has on job satisfaction and how different leadership styles influence staff.

3.6. Job satisfaction and leadership

Different types of leadership styles in different environments can have an influence on job satisfaction, for example Bogler (2001) found that the transformational leadership of principles affected teachers' job satisfaction levels both directly and indirectly. Lok and Crawford's (2003) view is that a consideration leadership style affects job satisfaction positively. Esterhuizen (2008) states that an employee's perception of leadership and management processes in general may influence their satisfaction with other organisational practices. Some definitions of leadership reflect the assumption that the leaders' social influence structures the activities and relationships in an organisation to achieve goals (Suwannapirom, 2005).

Emery and Baker (2007) found that transformational leadership factors positively influence job satisfaction whereas the transactional leadership factors do not have the same effect. Earlier research indicated a positive relationship between transformational leadership and the job satisfaction levels of staff (Medley & Larochelle, 1995). Transformational leadership take into account development and strategic growth and create a motivating relationship between leaders and their employees to achieve organisational goals (Hanaysha, Khalid, Nik Mat, Sarassina, Bin Ab Rahman & Bin Zakaria, 2012). On the other hand, transactional leadership promotes a structured bureaucratic environment where staff achieves work objectives through leader directed goals (Detamore, 2007). Transactional leadership is centred on leader-follower exchanges where followers perform according to the will and direction of the leaders and leaders positively reward the efforts (Riaz & Haiden, 2010).

The leadership team of the organisation must also understand the possible impact organisational culture has on job satisfaction.

3.7. Job satisfaction and organisational culture

An organisation is made up of various entities which includes its staff, processes, policies, procedures and its products and the shared values and beliefs that underline it's identify makes up the organisational culture (Kreitner & Kinicki, 2010). Organisational culture can be seen as behaviours that are displayed by the staff in an organisation.   Not all organisations behave in the same manner resulting in different organisational cultures for different companies (Shah, Memon & Lahari, 2011).

Organisational culture can also be promoted in a manner that it can contribute to increased levels of job satisfaction (Sempane, Rieger & Roodt, 2002).   Gray, Densten and Sarros (2003) found that job satisfaction levels could differ according to the size of an organisation in relation to some organisation cultural differences including the reporting structures, managerial style and leadership.   The close interaction between management and employees in a small business gives an opportunity for direct leadership which can lead and contribute to improved job satisfaction (Gray, Densten & Sarros, 2003).

An organisation's culture is important as it fulfils four functions: it provides staff with an organisational identity, it can facilitate collective commitment, it can support the promotion of social system stability and it can help to shape behaviour by helping members make sense of their environment (Kreitner & Kinicki, 2010).   Sempane, Rieger and Roodt (2002) believe that companies can promote organisational culture to realise job satisfaction.   The organisational culture of a company can for example influence the manner in which workers set targets and objectives, execute task and resolve problems or the manner in which they interact and engage with supervisors and other staff.

Different aspects to job satisfaction exist and workers could be satisfied to some degree with one segment of their job and at the same time be dissatisfied with something else in their job (Kreitner & Kinicki, 2010). The level of job satisfaction can be influenced by a number of factors which can range from job design, the

working environment, supervising and leadership, remuneration and the organisational culture (Shobhna & Hartesh, 2013). Research further indicates (Esterhuizen, 2008) that employees' perceptions of leadership and management processes in general may influence their satisfaction. Job satisfaction levels could also differ according to the size of an organisation in relation to the organisation's cultural differences including the reporting structures and managerial style and leadership (Gray, Densten & Sarros, 2003).

3.8. Dimensions of Job Satisfaction

The Minnesota Job Satisfaction Questionnaire (Matutoane, 2009) focuses on twenty dimensions of job satisfaction ranging from the work itself, remuneration, policies and procedures, the organisational culture and the quality of supervision, recognition, working relationship with others as well as motivation. J.S. Evan Consulting (2014) state that the value of the Minnesota Job Satisfaction Questionnaire is that it measures job satisfaction accurately and it identifies the areas that impact on employees' performance and behaviour in the workplace.

The twenty dimensions of job satisfaction that is measures include:

a) Being able to keep busy all the time
b) The chance to work alone on the job
c) The chance to do different things from time to time
d) The chance to be somebody in the community
e) The way my boss handles his/her workers
f) The competence of my supervisor in making decisions
g) Being able to do things that don't go against my conscience
h) The way my job provides for steady employment
i) The chance to do things for other people
j) The chance to tell people what to do
k) The chance to do something that makes use of my abilities
l) The way the company policies are put into practice
m) My pay and the amount of work I do
n) The opportunity for advancement on this job
o) The freedom to use my own judgment

p) The opportunity to try my own methods of doing the job

q) The working conditions

r) The way my co-workers get along with each other

s) The praise I get for doing a good job

t) The feeling of accomplishment I get from the job

3.9. Conclusion

All employers must develop an Employment Equity Plan (Employment Equity Act, 1998) which should reflect the objectives, affirmative action measures, timetables, duration, procedures and responsibilities that the employer will implement in an effort to achieve equity in the workplace. Non-historically disadvantaged staff could view the Employment Equity Plan negatively perceiving that there is no future for them in the company thinking that only historically disadvantaged workers are developed, trained and possibly promoted. This view can lead to lower job dissatisfaction for non-historically disadvantaged workers and potentially to staff turnover (Naveed, Usman & Bushra, 2011).

On the other-hand, historically disadvantaged staff could view the implementation of the various labour regulations positively in terms of their growth, development, potential promotions and subsequently better remuneration and in turn may contribute to higher levels of job satisfaction. However, the possibility still exist that further discrimination or more preferences could be given to certain historically disadvantaged groups over others. This extended preferential treatment could lead to lower levels of job satisfaction within subsets (Coloured, Indians and disabled individuals) of the historically disadvantaged groups (Hinks, 2009).

Job satisfaction can be influenced by a number of factors including job and workplace design, organisational culture, remuneration, the relationship of supervisors and managers with staff, the degree and level of fulfilment in their jobs (Shobhna & Hartesh, 2013). The Employment Equity Plan of an organisation might influence the recruitment, staff development and promotion strategies and potentially the remuneration strategy of an organisation. Comprehensive monitoring of the implementation progress of Employment Equity Plans is required and organisations should take proactive measures to ensure that historically

disadvantaged individuals benefit from the implementation of the Act (Thomas, 2002).   To assist with the successful implementation of the Employment Equity Plan, and to ensure that the implementation of the plan does not create further racial and ethnic discord in organisations, the organisation must follow the Codes of good practice provided through the Employment Equity Act 55 of 1998.

CHAPTER 4

RESEACH METHODOLOGY

4.1. Introduction

This chapter focus on the research methodology that was used to conduct the research at De Beers Sightholder Sales South Africa. This chapter also provides the research design, the data collection process that was followed, information on the population and sample as well as the measurement and the data analysis process.

4.2. Research design

Research design can be considered as the strategy or action plan the research will follow to conduct the data collection or research process. During this research process the researcher attempts to answer the original research question that prompted the need to conduct the study. Welman and Kruger (2001) described research design as a plan according to which one obtain research subjects and collect data from them while Krafft (2011) described research design as '*the plan and structure of investigation so conceived as to obtain answers to research question'.*

A quantitative research design was followed during this study. Quantitative research is concerned with the precise measurement of something and in business research usually measures consumer behaviour, knowledge, opinions or attitudes (Cooper & Schindler, 2011). Balnavis and Capati (2001) stated that quantitative social research is concerned with modelling of relationships, implying ascertaining how peculiarities are related before causation is established.

4.3. Data Collection

A questionnaire will be distributed with structured questions relating to the perceptions of the implementation of the Employment Equity Plan (Employment Equity Act, 1998) and the impact it may well have on the job satisfaction levels of

employees from various racial groups employed at De Beers Sightholder Sales South Africa. The questionnaire considers factors other than employment equity regulations that can have an impact on the job satisfaction levels of employees at this organisation.

The questionnaire will be used to assess and measure employees' perception of employment equity practices in the organisation. The information gathered will provide baseline data from different groups such as race, gender, age, and job level on satisfaction or dissatisfaction with Employment Equity within the organisation. The questionnaire will be divided into three sections. The first part of the questionnaire will provide instructions on how to complete the questionnaire. Respondents will be thanked for their willingness to participate and instructions will be provided on completing the questionnaire. The four-point Likert scale, as part of the introduction, was explained as the most frequently used summated rating scale which consist of statements that express either a favourable or unfavourable attitude toward a condition and requires either an agree or disagree affirmation (Cooper & Schindler, 2011). An example of a statement and how the answer should be recorded will be given.

The sections of the questionnaire soliciting feedback from the participants will be divided into three sections; Section 1 (Biographical Information), Section 2 (Employment Equity) and Section 3 (Job Satisfaction).

4.3.1. Biographical Information

In Section 1 biographical data needed for the study will be recorded which will include information regarding respondents':

- Age profile,
- The job levels/employment rank,
- Racial/Ethnic group,
- Disability status,
- Gender and
- Duration of employment.

The data will be required in order to conclude a correlation from the various biographical groups' responses to the issues of employment equity implementation and the levels of job satisfaction experienced.

4.3.2. Employment Equity

Section 2 contains statements regarding the Employment Equity dimensions and a four point Likert scale ranging from 'Strongly Agree' to 'Agree' to 'Disagree' and 'Strongly Disagree.' The dimensions that will be measured include the list below and 30 statements will be provided (Esterhuizen, 2008):

a) Vision and strategy

Employees must buy into the organisation's vision and as well as its employment equity strategy. Examples of the statement included in the questionnaire refer to:

- The level of agree with the company's vision to unlocking the value of South Africa's diamonds by being 'A cut above in all we do'.
- The transformation strategy of the company and if it enables the business to be an employer of choice.
- Whether diversity is directed as a strategic focus area by the organisation.

b) Leadership

Management support is detrimental in the successful implementation of its transformation strategies and the achievement of its objectives. Employees' perceptions on the effectiveness of leadership and management in the execution of the equity plan may influence their satisfaction with other organisational practices. Examples of the statement included in the questionnaire refer to:

- Whether line managers set an example everyone can follow.
- The leadership qualities of the line manager.
- The level of consistency in the manner in which line managers treat their staff.
- The level trust in line managers.

c) Transformation

Communication is a critical component of dealing with any organisational change

and therefore communication in the implementation of employment equity practices is crucial.   The communication strategy and engagement plan should make provision for regular and open two way communication intending to overcome resistance to change. Statements for this dimension will refer to:

- Timely communication regarding how new strategies, policies and proposals could influence work or working conditions.
- The importance the company put on equal opportunities for all race groups.
- How threatened employees feel about the employment equity process in the company.

d) Human Resource Procedures

The review of all employment procedures and practices, including selection and recruitment methods are important to ensure that they are transparent and indiscriminative as required by the Employment Equity Act (55 of 1998). Examples of the statement included in the questionnaire refer to:

- The employees' acceptance that recruitment selection criteria are justified in relation to the job requirements.
- The level of fairness in which the recruitment and selection, promotions and training and development processes are applied.

e) Performance Assessments

Performance measurements and appraisals form part of employee development as well as for the establishment of individual training requirements. Regular performance reviews, formal or informal, is a critical performance development tool. Examples of the statement included in the questionnaire refer to:

- The frequency of performance reviews managers have with staff.
- The clarity of how well performance standards are defined.
- The recognition of high achievements.
- The support line managers give in developing staff to their full potential.

f) Gender equity

Gender equity as per the Employment Equity Act 55 of 1998, refers to men and women being treated equally by the organisation when considering promotion or

remuneration. Examples of the statement included in the questionnaire refer to:

- The level of sensitivity managers express towards gender issues.
- Equal remuneration and benefits for equal work for men and women.
- Equal opportunity for progression in the company for both men and women.

g) Valuing team diversity

The Employment Equity Act 55 of 1998 promotes diversity and requires that it is acknowledged, valued and appreciated as a business benefit and not a liability by all members and on all levels of the organisation. Examples of the statement included in the questionnaire refer to:

- The respect managers show for cultural practices that are different from their own.
- The recognition for the need of diversity in the organisation.
- Employees in this organisation consider diversity as an obligation.
- The skills leaders have to manage a diverse work team.

h) Conflict management

This dimension considers whether conflict is resolved effectively and in a culturally sensitive manner. Statements for this dimension refer to:

- The level of comfort employees have in dealing with conflict with colleagues from a different diversity group.
- The manner in which line managers settles conflict between team members.

i) Interpersonal diversity

In this section, the relationship and interaction amongst employees is explored in relation to the degree of openness and comfort employees experience while working within a diverse workforce. Statements refer to:

- The confidence employees have to disagree with members of other diversity groups without fear of being called prejudiced.
- How comfortable employees are with people of diverse backgrounds.
- The level of stress experienced in working in a diverse group.
- The confidence employees have to disagree with their line manager.

The data that will be collected from this dimension will be linked to the various biographical groups' responses and an assessment will be made to understand if the implementation of job satisfaction regulations had any impact on the levels of job satisfaction.

4.3.3. Job Satisfaction

The Minnesota Job Satisfaction Questionnaire will be used to measure job satisfaction (Section 3) of the respondents (Matutoane, 2009). The questionnaire uses a four point Likert scale ranging from 'Very Satisfied' to 'Satisfied' to 'Dissatisfied' and 'Very Dissatisfied'. The questionnaire looks at 20 dimensions of job satisfaction ranging from the work itself, remuneration, policies and procedures, the organisational culture and the quality of supervision, recognition, working relationship with others as well as motivation. The dimension statements include:

a) Being able to keep busy all the time - In this dimension the respondent provides a view on how busy they are in the job they are employed to perform.

b) The chance to work alone on the job - Respondents gives a view on the level of independence they have to perform their duties.

c) The chance to do different things from time to time – This dimension gives an opportunity for respondents to reflect on the prospects they have to occasionally performing different tasks.

d) The chance to be somebody in the community – The respondents reflects on the opportunity to be recognised as a contributor in the community.

e) The way my boss handles his/her workers – Respondents are given the opportunity to reflect on their perception on how their supervisors perform their duties.

f) The competence of my supervisor in making decisions - Respondents reflect on their perception of their supervisors' decision making abilities.

g) Being able to do things that don't go against my conscience – Respondents reflect on how satisfied they are about performing tasks that they feel good about.

h) The way my job provides for steady employment – Respondents indicate how satisfied they are with the levels of job security the organisation offer.

i) The chance to do things for other people – Respondents reflects on how satisfied they are about being able to do something for their fellow colleagues.

j) The chance to tell others what to do - Respondents reflects on how satisfied they are about the opportunity to supervise and direct others' tasks and activities.

k) The chance to do something that makes use of my abilities - Respondents gives a view on the level of satisfaction they experience in the prospects of making use of their abilities to perform their duties.

l) The way company policies are put into practice - Respondents reflect on the manner in which the organisation's policies and procedures are implemented and managed.

m) My pay and the amount of work I do - Respondents reflects on how satisfied they are regarding their income levels and the tasks and activities they perform.

n) The chances for advancement on this job - Respondents reflects on how satisfied they are with the prospects of growth and opportunities of career advancements.

o) The freedom to use my own judgment - Respondents reflects on how satisfied they are about the freedom they have to use their own judgement when making decisions.

p) The chance to try my own methods of doing the job - This dimension gives an opportunity for respondents to reflect on the prospects they have to introduce variety in the manner in which they perform their tasks.

q) The working conditions - Respondents reflects on how satisfied they are about the working conditions in which they have to perform their task.

r) The way my co-workers get along with each other - This dimension gives an opportunity for respondents to reflect on how well they think their colleagues get along with each other.

s) The praise I get for doing a good job – Respondents reflect on how satisfied they are with the recognition they receive for performing tasks well.

t) The feeling of accomplishment I get from the job - Respondents reflect on how satisfied they are with the feeling of accomplishment performing their tasks.

4.4. Research population

De Beers Sightholder Sales South Africa currently employs 181 full time employees of which 11 members are working in its Johannesburg offices (De Beers Sightholder Sales South Africa, 2014). The target population for this research was the full time employees working at the company's office in Kimberley.   The population represents employees from all functional areas including human resources, finance, office service, security, production, engineering and sales.

4.5. Research permission

The researcher requested permission and authorisation from the Senior Vice-President of De Beers Sightholder Sales South Africa to ensure buy-in and support from the highest level of authority. The researcher also engaged the representative workers' Union as well as the Employment Equity and Skills Development Committee on the purpose of the field study.

4.6. Research sampling

The organisation is currently employing 181 employees and this population was targeted as the sample for the filed study.   All departments work from the Kimberley office excluding 5 employees in the sales department as well as 4 employees from the security department working in the Johannesburg offices. These employees were excluded from the filed study. Included in the total employee compliment are

2 temporary employees. They were excluded from the research study as they were not present during the period the study was conducted.

The study targeted 170 employees and it does not make provision for absenteeism during the period of the study in determining the targeted population. The 170 employees represent 93,92% of the total population. Table 4.1 below is extracted and adopted from Sekaran and Bougie's (2010) table on determining the sample size.

Table 4.61: Sample size determination.

Population (N)	Sample (S)
110	86
120	92
130	97
140	103
150	108
160	113
170	118
180	123
190	127
200	132

Source: Research Methods for Business: A Skill Building Approach, Fifth Edition.

This method of selecting the production staff as the research sample is referred to as a non-probability, more specifically convenience sampling method, as the individuals were readily available (Cooper & Schindler, 2011). Non-probability sampling is a subjective approach and selecting the population elements for the research is unknown (Cooper & Schindler, 2011). Various selection processes exist by which the sample can be selected; one way is to allow fieldworkers in a study to select the sample. However, this could allow for some bias selection of sample participation and could lead to misleading results.

Researchers are often less concerned about whether the sample fully represents the population (Cooper & Schindler, 2011) as they might have limited expectations,

for instance in exploratory research where only a limited range of conditions may be sought. It is also possible that not all members of the population may be available when the research is conducted and the sample selected and conducting a probability sampling might not be feasible at the time. No-probability sampling is more cost and time effective compared to probability sampling (Cooper & Schindler, 2011).

Each of the production staff members had an equal chance of being selected to take part in the field study regardless of their race, gender, salary scale, position in the structure, salary scale and any other reason that might include or exclude any member. However, the possibility always exists that in some instances some members may have no chance of being included (Welman & Kruger, 2002).

In addition, convenience sampling is inexpensive and the simplest to conduct and possibly the best approach to use in the early stages of an exploratory study (Cooper & Schindler, 2011). This is an exploratory field study and there are no requirements or time available to conduct a more elaborative sampling selection method. The information and data gathered from the field study will indicate if there is a need for further research on the topic.

4.7. Ethical considerations

The possibility exists that staff could perceive the research in a suspicious way and might think that the management team of the organisation has a hidden agenda with the field study. Therefore, staff members were informed of the purpose of this field study as well as the fact that management was not involved or did not form part of the management and administration of the study. They were also informed that the findings and the outcome of the field study will be shared with management and staff. Prior to informing employees of the intended field study, approval was sought from the Senior Vice President of the organisation for the study to be conducted.

The researcher omitted to formally engage the representative workers union on the anticipated field study as he believed that there will be no resistance as the union formed part of the Employment Equity and Skills Development Committee. In order to prevent any damaging speculations whilst conducting the survey, the recognised

representative union must be informed of the intended field study beforehand in order to gain further support and participation by staff.

The questionnaires will be accompanied by a note informing participants of the confidentiality of the process as well as their anonymity. A prepared introduction will be given to respondents prior to handing out the questionnaires to ensure that any misconceptions or prejudice was eliminated. The participating sample will be informed that this is a voluntary field study, but that maximum participation will be required to enhance the validity and confidence of the process. This is a key point as non-probability sampling can be subjective and arbitrary (Cooper & Schindler, 2011).

4.8. Data analysis

Microsoft Excel will be used to electronically capture and collate all quantitative data from the respondents. All the data will be visually summarized by means of frequency distribution graphs. The frequency distribution techniques present an orderly collection of all values per variable, and are used to present the feedback.

The findings will be analysed to establish the relative frequencies as a percentage value. This is effective to identify the different appropriate areas in the work environment to illustration levels of agreement or disagreement and satisfaction or dissatisfaction of employees. Furthermore, descriptive and inferential statistics will be used to analyse the data.

4.9. Descriptive statistics

Descriptive statistical measures are used to illustrate the centre, spread, and shape of distributions and are useful as primary instruments for data distribution. Different types of descriptive statistics can be used, namely, frequency distribution, normal distribution, and a standard normal distribution. A frequency distribution table is used to display a systematic selection of values for a variable which is reflected in value codes from lowest to highest value, with columns for count, percentage, percentage for missing values, and cumulative percentage (Cooper & Schindler, 2011).

The normal distribution is the scattering of values for any variable that has a normal distribution and is governed by a mathematical equation. This distribution is a symmetrical curve and reflects the frequency distribution of many natural phenomena. A standard normal distribution is a special case of the normal distribution in which all values are given a score. The distribution has a mean of 0 and a standard deviation of 1.

The description of a typical percentage of a variable finding can be defined as an average response or the mean, the median where the distribution is depicted from lowest to highest or the mode which is the most frequently occurring data value. The mean, median and mode are known as measures of central tendency (Cooper & Schindler, 2011).

4.10. Inferential statistics

Inferential statistics consist of the application of procedures utilised to make interpretations about the population characteristics from information contained in a sample that is gathered from the population (Mendenhall, Beaver & Beaver, 2013). The objective of inferential statistics is to make decisions, conclusions and predictions about the characteristics of a population from information contained in the sample. Hence the data from the questionnaires completed by the participating respondents (sample) will be used to draw conclusions about how employment equity, amongst other dimensions tested, influence job satisfaction of staff employed (population) at De Beers Sightholder Sales South Africa.

4.11. The Pearson Product Moment Correlation

The relationship between the employment equity regulations implementation and the level of job satisfaction will be analysed by the Pearson (product moment) correlation coefficient. The Pearson correlation coefficient varies over a range of +1 through 0 to -1 and it reveals the magnitude and direction of the relationship between variables (employment equity regulations and job satisfaction). Cooper and Schindler (2011) describe the magnitude as the '*degree to which variables move in unison or opposition*' and the direction of the relationship is illustrated by the positive or negative sign of the coefficient.

4.12. Conclusion

The chapter provided an overview of the research design, the population and sample, the measuring instrument and the data collection method that was used for this research. The statistical methods used to analyse the data were also discussed.

CHAPTER 5

RESEACH FINDINGS AND ANALYSIS

5.1. Introduction

The researcher discussed the research problem in chapter one as well as provided an overview of the aspects of employment equity and job satisfaction. The researcher explained that the primary objective of the field study was to investigate the impact of the employment equity on job satisfaction of employees at De Beers Sightholder Sales South Africa. The secondary objectives was to provide an overview of the relevant literature pertaining to employment equity, to identify the perceptions of the various racial groups with regard to the implementation of employment equity in the company, to determine the level of job satisfaction amongst staff members with regard to the different biographical variables and to determine the potential effect that Employment Equity Act regulation implementation may have on staff turnover.

Chapter two followed with a detailed literature review on Employment Equity regulations as well as the implementation of the employment equity plan in the work place. This section discussed the factors that could have an influence on job satisfaction as well as the dimensions of job satisfaction that was measured in this research. Chapter three aimed to review previous research findings on the possible impacts that the introduction or implementation of legislative requirements has on the job satisfaction levels of staff. Chapter four focused on the research methodology that was used to conduct the research, which included the research design, data collection process, the information on the sample as well as the measurement and the data analysis process.

This chapter will start by giving a brief description of the questionnaire that was used in the data collection process. Furthermore, it comprises of firstly, the results of the questionnaire as it relates to the employees' understanding of employment equity in the workplace and secondly, an analysis of the findings to establish the

impact various elements of the implementation of employment equity had on the employees' job satisfaction levels.

5.2. The Questionnaire

One hundred and fifty questionnaires were distributed to employees at the monthly business communication session which included employees from all levels and departments in De Beers Sightholder Sales South Africa. The number of questionnaires distributed constitutes 85% of the total population of the employees. A total of seventy six questionnaires were completed and returned by the respondents which amount to a 51% response rate and those responses represent 43% of the total population.

The questionnaire consisted of 58 questions and collected information on the biographical composition of the workforce, information on employment equity implementation as well as information on job satisfaction. The questions on employment equity implementation and job satisfaction levels measured employees' understanding on a four-point Likert scale and a t-test for equality of means was used to interpret the data.

5.3. Data interpretation
5.3.1. The t-test

The researcher conducted a t-test and an analysis of variance to assess whether or not there are significant differences among the different demographic groups. A t-test was used to assess if the group means of interval variables differ from one another and it is only used when there are two groups to compare. In this case, the researcher investigated whether or not the perceptions on *employment equity* differ between male and female employees. In addition, the researcher assessed whether or not the perceptions on *employment equity* differ between managers and employees. The analysis was further extended to assess whether or not the level of *job satisfaction* differs between males and females as well as whether or not the level of *job satisfaction* differs between managers and employees.

In order to draw conclusions on whether the variables differ, the researcher examined the p-value and compared it to a value of 0.1 (10%) (Table 5.1 below). If

the p-value is less than 0.1, then it could be interpreted that males and females have different perceptions on employment equity and have different levels of job satisfaction. If the p-value is less than 0.1 then managers and employees have different perceptions on employment equity and have different levels of job satisfaction. Furthermore, if the p-value is greater than 0.1 then the perceptions on employment equity is the same between males and females. In the event that the p-value is greater than 0.1 then the level of job satisfaction is the same between males and females. If the p-value is greater than 0.1 then the perceptions on employment equity are the same between managers and employees. And finally, if the p-value is greater than 0.1 then the level of job satisfaction is the same between managers and employees.

Table 5.3.11: T-test for equality means.

Variables		T statistic	P-value
Gender	Employment equity	-0.657	0.513
	Job satisfaction	0.425	0.672
Levels of management	Employment equity	-2.206	0.031
	Job satisfaction	3.337	0.001

In Table 5.1 above the gender p-value on employment equity implementation and management between the male and female employees is 0.513 which is greater than 0.1. This result indicates that the perceptions of the respondents are the same. The gender p-value on the levels of job satisfaction between the male and female employees is 0.672 which is greater than 0.1 and it also indicate that the perception of the respondents is the same.

The level of management p-value on employment equity implementation and management between management and staff is 0.031 which is less than 0.1 and it indicates that the perception of the respondents differs. The level of management p-value on the levels of job satisfaction between management and staff is 0.001 which is less than 0.1 and it also indicate that the perception of the respondents differs.

5.3.2. Factor values

A four-point Likert scale was used for the questions, ranging from 1 for strongly disagree/very dissatisfied to 4 for strongly agree/very satisfied. These responses were then added and divided by the number of respondents, giving a MEAN (average) value ranging from 1.00 to 4.00 with 2.00 the middle value. Lower than 2.00 indicate that respondents fundamentally disagree thus, the closer the MEAN is to 4.00, the more positive the respondents are regarding the specific issue.

However, because of categorical variables it is not possible to interpret the mean as it is. Therefore, the MEAN for each question must be changed into a factor value (FV) or an Average Score (AS). A Mean of 2.00 is therefore equal to a FV of 0.5 (or 50%). A high FV (> 0.5) indicates that the majority agree with the statement. The researcher calculated factor values for both sections: employment equity from section two and job satisfaction from section three of the questionnaire. In addition, factor values were calculated for the overall sample as well as for the different categories of variables in the biographical section of the questionnaire.

Table 5.3.2: Factor Values of agreement.

Dimensions	Categories	Employment Equity	Job Satisfaction
Overall		0.539	0.777
Culture	Asian	0.544	0.825
	African	0.530	0.783
	White	0.557	0.761
	Coloured	0.523	0.788
Age	20 - 30 years	0.554	0.764
	31 - 40 years	0.526	0.788
	41 - 50 years	0.545	0.771
	More than 50 years	0.549	0.763
Gender	Male	0.526	0.780
	Female	0.546	0.775
Levels of management	Manager/Supervisor	0.500	0.822
	Employee	0.555	0.754

	1 - 5 years	0.512	0.784
How long have you	6 - 10 years	0.550	0.784
been with the company?	11 - 15 years	0.544	0.773
	More than 15 years	0.543	0.771

The data in Table 5.2 above suggest that the sample reflected a positive level of understanding of employment equity implementation and management and are experiencing high levels of job satisfaction. The data will be further discussed in the responses of the various biographical dimensions.

5.4. Biographical information

Section one of the questionnaires collected biographical data of the respondents and the following biographical information was collected:

Table 5.43: Respondents distribution

Category	Sub sections	Profile
Age	20 - 30 years	17%
	31 - 40	41%
	41 - 50	38%
	More than 50 years	4%
Gender	Male	34%
	Female	66%
Disability	Yes	1%
	No	99%
Levels of management	Manager/Supervisor	30%
	Employee	70%
Cultural background	Asian	3%
	African	24%
	White	41%

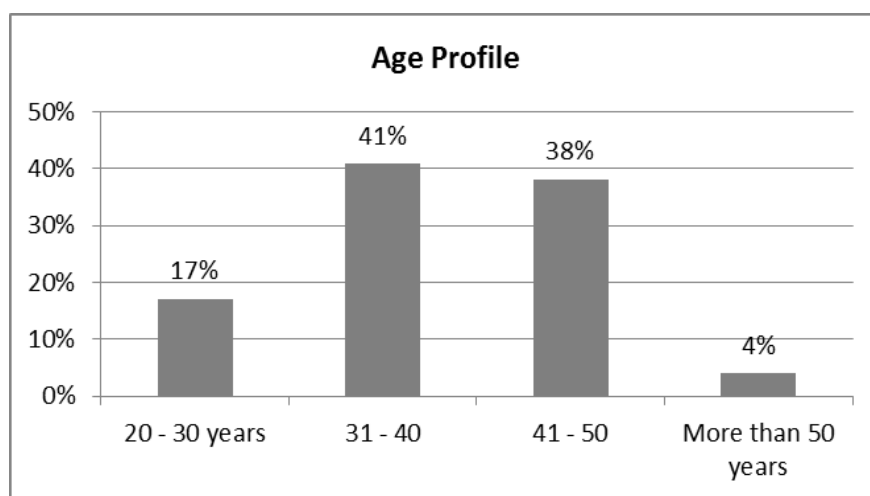|	Coloured	33%
	1 - 5 years	18%
Number of years employed	6 - 10 years	21%
	11 - 15 years	18%
	More than 15 years	42%

5.4.1. Age Profile

Figure 5.4.1: The age distribution of the sample.

Figure 5.1 indicates that 17% of the respondents were between 20 and 30 years old. The majority, 41%, of the respondents were between 31 and 40 years old and the least of the respondents, 4%, were over 50 years of age. 38% of the respondents were between 41 and 50 years old.

The data from Table 5.2 indicate that the respondents between the age of 20 to 30 years have a higher degree of agreement (0.554) on how well employment equity is implemented and managed in the organisation whereas those respondents above 50 years of age experience a slightly lower level (0.549) of agreement on employment equity.

Furthermore, the data in Table 5.2 indicate that the respondents in the 31 to 40 years bracket have a higher degree of agreement (0.788) on the level of job

satisfaction that they are experiencing whereas the respondents above 50 years of age experience a lower level (0.763) of job satisfaction.
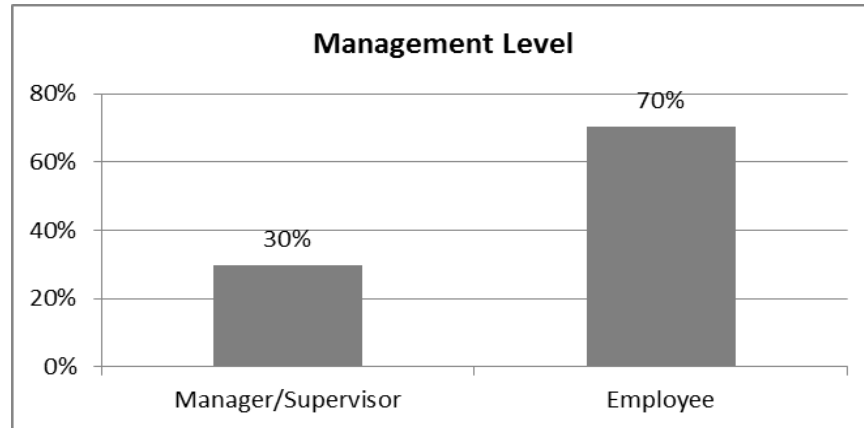
5.4.2. Job level

Figure 5.4.2: The job level (seniority) distribution of the sample.

Figure 5.2 above indicates that managers and supervisors represented 30% of the respondents whereas 70% of the respondents were employees.

The data in Table 5.2 indicate that the employee respondents have a higher degree of agreement (0.555) on how well employment equity is implemented and managed in the organisation compared to the management respondents that experience a lower level (0.500) of agreement on employment equity.

The data in Table 5.2 further indicate that the employee respondents have a lower degree of agreement (0.754) on the level of job satisfaction they experience in comparison with the management respondents that experience a higher level (0.822) of job satisfaction.

5.4.3. Cultural group

Figure 5.3 below provides a graphical representation of the cultural group distribution of the sample. It indicates that 3% of the respondents were Asian, and the majority, 41%, of the respondents were White employees. 24% of the respondents were Black employees and 33% of the respondents were Coloured.
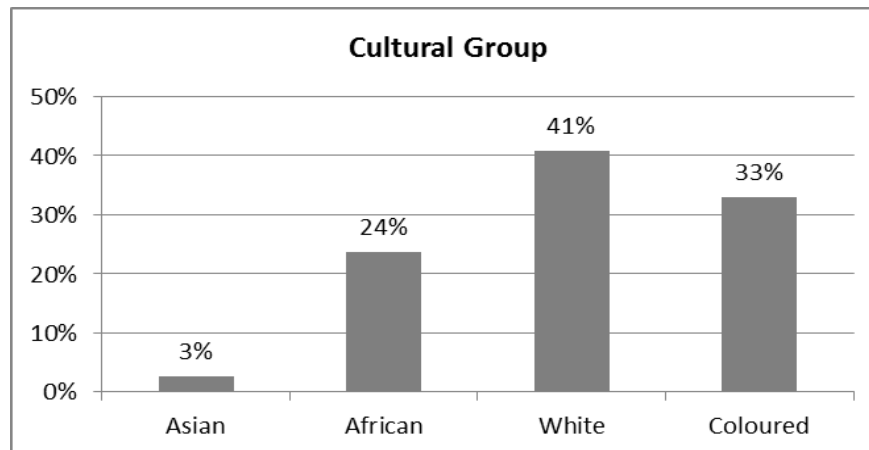
Figure 0: The cultural group distribution.

The data in Table 5.2 indicate that the Asian respondents have a higher degree of agreement (0.544) on how well employment equity is implemented and managed in the organisation as well as a higher level (0.825) of job satisfaction.

Respondents from the Coloured cultural background have the lowest degree of agreement (0.523) on how well employment equity is implemented and managed in the organisation whereas White respondents experience the lowest level (0.763) of job satisfaction.

5.4.4. Gender

Figure 5.4 below provides a graphical representation of the gender distribution of the sample.

Figure 5.4.4: The cultural group distribution.

Male employee respondents represented 34% of the sample whereas 66% of the respondents were female employees.
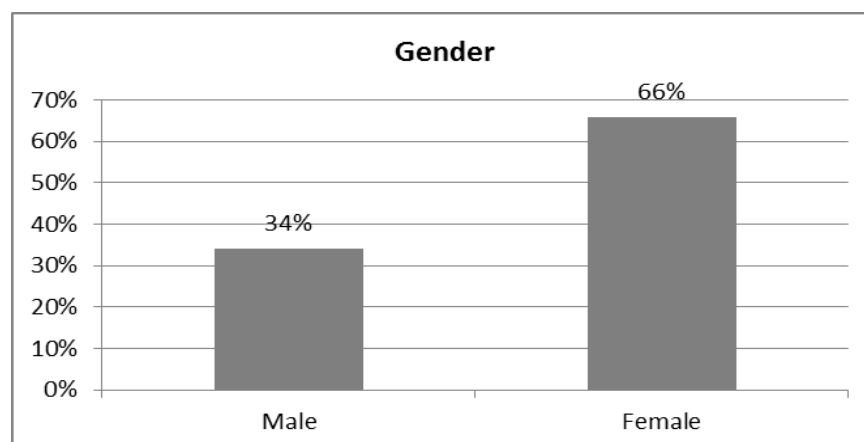
The data in Table 5.2 indicate that the female respondents have a higher degree of agreement (0.546) on how well employment equity is implemented and managed in the organisation whereas male respondents experience a slightly lower level (0.526) of agreement on employment equity.

The data in Table 5.2 further indicate that the female respondents have a lower degree of agreement (0.775) on the level of job satisfaction they experience compared to the male respondents experience a higher level (0.780) of job satisfaction.

5.5. Employment Equity

Section 2 contained statements regarding the Employment Equity dimensions and a four point Likert scale ranging from 1 as 'Strongly Agree' to 4 as 'Strongly Disagree.' The respondents replied to 30 dimensions which measured their understanding and interpretation on how well employment equity legislation as well as the organisations equity plans are being implemented and managed

5.5.1. Vision and strategy

Table 5.4 below provides the response of the vision and strategy of the sample regarding employment equity.

Table 5.5.14: Vision and strategy regarding employment equity.

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
The company's vision is to unlock the full value of South Africa's diamonds by being A cut above in all we do.	53%	46%	1%	0%
In my experience the diversity strategy of the company enables us to be an employer of choice.	28%	61%	11%	0%

	Strongly Disagree	Disagree	Agree	Strongly Agree
In my department diversity is driven as a strategic focus area.	22%	55%	22%	1%

The study attempted to establish if employees personally agree with and/or buy into the organisation's vision and employment equity strategy. An overwhelming 99% of respondents disagreed with the statement that the company's vision is to unlock the full value of South Africa's diamonds by being *"A cut above in all we do"*. Only 11% of the respondents believed that in their experience the diversity strategy of the company enables it to be an employer of choice where 89% of the respondents are in disagreement. 28% of respondents strongly disagree with this statement.

55% of respondents disagreed, of which 22% strongly disagreed with the statement that diversity is driven as a strategic focus area in their departments where 23% of the respondents agreed with the statement.

Furthermore Beer and Nohria (2000) suggest that 70% of all change initiatives fail. In a process of managing and leading change, Kotter (1996) suggests that the real power of a vision is unleashed when most of the parties involved have a common understanding of its goals. The study revealed that employees does not agree with and or buy into the organisation's vision and employment equity strategy. Further results showed that only half of the employees thought that their managers inform them timely of new plans and the majority of the employees believed that the company is not serious about equal opportunities for all race groups.

5.5.2. Leadership

Table 5.5 provides the responses on leadership of the sample regarding employment equity.

Table 5.5.2: Leadership of employment equity.

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
My manager/supervisor sets an example everyone can follow.	26%	61%	10%	3%
My manager/supervisor is a good	25%	65%	7%	3%

leader.				
My manager/supervisor is consistent in the way he/she treats us.	23%	54%	19%	4%
I trust my manager/supervisor.	18%	54%	22%	6%

Management support is critical in the successful implementation of employment equity and 87% of respondents indicated that their managers do not set an example that everyone can follow in relation to the implementation of employment equity.

With regards to leadership in the implementation of employment equity, 90% of respondents think that the supervisor they report to is not a good leader and 77% of respondents indicated that their supervisors are inconsistent in the way they are treated while 73% don't trust their supervisor.

Management support is critical in the successful implementation of employment equity, however, the study indicated that employees believe that their managers do not set an example that everyone can follow in relation to the implementation of employment equity. The research indicates that employees are of the opinion that their line managers do not possess the necessary skills to manage a diverse work team.

5.5.3. Transformation / change

Table 5.6 provides the responses of transformation and change of the sample regarding employment equity.

Table 5.5.36: Transformation and change.

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
In my experience managers inform us timely about how new plans and changes will affect our work.	9%	48%	43%	0%
In my experience the company is serious about equal opportunities	18%	53%	17%	12%

for all race groups.				
I do not feel threatened by the employment equity process in the company.	25%	50%	18%	7%

Communication regarding the implementation of employment equity practices is a critical component when dealing with any organisational change. Regular and open communication can assist to overcome resistance to change. However, 57% of respondents disagreed that their managers inform them timely of how new plans will affect them but only 9% of the respondents strongly disagreed with this statement.

Only 29% of the respondents believe that the company is serious about equal opportunities for all race groups while 18% of the respondents strongly disagree with this statement. 25% of the respondents indicated that they do not feel threatened by the employment equity process in the company while 75% of the respondents feel threatened by it.

5.5.4. Human Resource Practices

Table 5.7 below provides the response of the human resource practices of the sample regarding employment equity.

Table 5.5.47: Human Resource practices.

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe that the company's selection criteria are justified in relation to the job requirements.	9%	58%	25%	8%
In my experience recruitment and selection practices, as applied in my department, are fair towards all.	9%	59%	27%	5%
In my experience promotions and upgrades practices, as applied in my department, are fair towards all.	8%	50%	34%	8%

The Employment Equity Act 55 of 1998 require a review of all employment practices, including selection and recruitment methods, to ensure that they are transparent and indiscriminative. 33% of the respondents indicated that they believe that the organisation's selection criteria are justified in relation to the job requirements and 67% is in disagreement with this. 32% of the respondents agreed that in their experience the organisation's recruitment and selection practices are fair towards all staff while 68% disagree with the statement. 42% of the respondents agreed that promotions and upgrades practices, as applied in their departments, are fair towards all while 58% disagreed.

5.5.5. Performance appraisal

Table 5.8 below provides the response of the performance appraisal of the sample regarding employment equity.

Table 5.5.58: Performance appraisal.

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
In my experience training and development practices, as applied in my department, are fair towards all.	12%	64%	20%	4%
My manager/supervisor frequently discusses my work performance with me.	22%	54%	20%	4%
My performance standards are clearly defined.	23%	60%	16%	1%
In my experience, high achievers are recognised for their achievements.	20%	53%	23%	4%
My manager/supervisor assists me in developing my full potential.	19%	55%	22%	4%

Performance measurements form part of employee development as well as the

establishment of individual training requirements, as such, regular performance reviews, formal or informal, is a critical performance development instrument. 24% of respondents indicate that training and development practices are applied fairly and 24% that their supervisors discuss work performance with them.

Only 17% of respondents indicated that their performance standards are clearly defined. The majority of the respondents, 73%, do not think that high performers are recognised for their achievements and 74% of respondents indicated that their managers or supervisors do not develop them to their full potential.

5.5.6. Gender equity

Table 5.9 below provides the response of the gender equality of the sample regarding employment equity.

Table 5.5.69: Gender equality.

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
In my experience managers in my division are sensitive to gender issues.	10%	53%	28%	9%
In my experience males and females receive equal pay and benefits for equal work.	10%	57%	25%	8%
In my experience men and women have equal opportunity for advancement in the company.	18%	55%	22%	5%

Gender equity as stipulated by the Employment Equity Act 55 of 1998 refers to men and women being treated equally and not to be unfairly discriminated against, based on their gender, in promotion or remuneration.

37% of respondents indicated that in their experience managers in their division are sensitive to gender issues where 63% of respondents are in disagreement. 33% of respondents indicated that in their experience males and females receive equal pay and benefits and 27% of respondents indicated that in their experience men and

women have equal opportunity for advancement in the company.

5.5.7. Valuing team diversity

Table 5.10 below provides the response of the valuing team diversity of the sample regarding employment equity.

Table 5.5.710: Valuing team diversity.

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
Managers in my department show respect for cultural practices that differ from their own	17%	64%	13%	6%
In our organisation the need for diversity is recognised	25%	64%	8%	3%
In my view employees in the organisation view diversity as a liability	11%	37%	41%	11%
My manager/supervisor possesses the necessary skills to manage a diverse work team	17%	61%	18%	4%

Diversity is promoted by the Employment Equity Act 55 of 1998 and requires that organisations acknowledge and value diversity as a business benefit and not a liability by all members and on all levels. 19% of the respondents agreed that managers in their departments show respect for cultural practices that differ from their own and 81% disagree of which 17% strongly disagree.

Only 11% of the respondents agreed that the need for diversity is recognised in the organisation while an overwhelming 89% of the respondents disagreed, of which 25% strongly disagreed. 52% of the respondents agreed that in their view employees in the organisation consider diversity as a liability. 78% of the respondents indicated that their line manager does not possess the necessary skills to manage a diverse work team.

The Employment Equity Act 55 of 1998 demands that diversity is acknowledged and valued in the workplace as a business benefit and not a liability by all employees. Managing diversity effectively will give organisations the ability to develop and grow their business (Kreitner & Kinicki, 2010) through bringing people together from different backgrounds with different views. Diversity management has been described as looking at the mind set and climate of an organisation and the different perspectives people bring to an organisation (Reichenberg, 2001) due to heterogeneous differences.

The research revealed that employees at this organisation perceived mangers to have a lack of respect for cultural practices, the need for diversity is not recognised and diversity is viewed as a liability. Further to these findings, employees indicated that they are scared to disagree with members of other diversity groups in fear of being labelled as prejudiced.

5.5.8. Conflict management

Table 5.11 below provides the response of the conflict management of the sample regarding employment equity.

Table 5.5.811: Conflict management,

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
I am comfortable dealing with conflict with colleagues from a different diversity group	21%	63%	16%	0%
My manager/supervisor manages conflict between team members effectively	11%	57%	27%	5%

The conflict management dimension looked at whether conflict is dealt with effectively, if it is resolved and if it is dealt with in a culturally sensitive manner. 84% of respondents indicated that they are not comfortable dealing with conflict with colleagues from a different diversity group while 16% of the respondents indicated that they are comfortable dealing with conflict with colleagues from a different

diversity group.

32% of respondents agreed with the statement that their manager/supervisor manages conflict between team members effectively and 68% of respondents disagreed with this statement.

5.5.9. Interpersonal diversity

Table 5.12 below provides the response of the interpersonal relations of the sample regarding employment equity.

Table 5.5.912: Interpersonal relations.

Dimension	Strongly Disagree	Disagree	Agree	Strongly Agree
I am scared to disagree with members of other diversity groups for fear of being called prejudiced	8%	28%	43%	21%
I am comfortable with people of diverse backgrounds	39%	56%	1%	4%
I feel that working in a diverse group is stressful	4%	10%	58%	28%
I am not afraid to disagree with my manager/supervisor	16%	62%	15%	7%

This section intended to understand the general relationship and interaction amongst employees and the relationship with their managers as well as exploring the degree of openness and comfort that employees experience while working within a diverse workforce. 64% of respondents indicated that they are scared to disagree with members of other diversity groups for fear of being called prejudiced.

Only 5% of respondents indicated that they are comfortable with people of diverse backgrounds while 39% strongly disagreed with this statement. 86% of respondents indicated that they feel that working in a diverse group is stressful of which 28% of respondents are in strong agreement with this statement. 22% of respondents indicated that they are not afraid to disagree with his/her line

manager/supervisor and 78% of respondents disagreed with this statement.

5.6. Job satisfaction

The third section of the questionnaire measured the job satisfaction levels of the employee on a four-point Likert scale. The researcher opted to use a four-point Likert scale and not a five-point Likert scale in order to eliminate the neutral responses of the employees. This was a deliberate decision to eliminate the employees' complacency in their responses. The dimensions tested in this study included:

a) Being able to keep busy all the time.
b) The chance to work alone on the job.
c) The chance to do different things from time to time.
d) The chance to be somebody in the community.
e) The way my boss handles his/her workers.
f) The competence of my supervisor in making decisions.
g) Being able to do things that don't go against my conscience.
h) The way my job provides for steady employment.
i) The chance to do things for other people.
j) The chance to tell people what to do.
k) The chance to do something that makes use of my abilities.
l) The way company policies are put into practice.
m) My pay and the amount of work I do.
n) The chances for advancement in this job.
o) The freedom to use my own judgment.
p) The chance to try my own methods of doing the job.
q) The working conditions.
r) The way my co-workers get along with each other.
s) The praise I get for doing a good job.
t) The feeling of accomplishment I get from the job.

5.6.1. Being able to keep busy all the time

Table 5.6.113: Being able to keep busy.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
8%	28%	43%	21%

21% of the respondents indicated that they are very satisfied with being able to keep busy at all times at work and 43% said that they are satisfied. 28% of the respondents indicated that they are dissatisfied whereas 8% stated that they are very dissatisfied.

Overall, 64% of the respondents are satisfied with being able to keep busy at all times in their jobs and 36% are dissatisfied.

5.6.2. The chance to work alone on the job

Table 5.6.214: Chance to work alone on the job.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
0%	4%	67%	29%

29% of the respondents indicated that they are very satisfied with the chance to work alone on the job, 67% are satisfied and only 4% of the respondents indicated that they are dissatisfied.

Overall, 96% of the respondents are satisfied with the chance to work alone on the job and 4% are dissatisfied.

5.6.3. The chance to do different things from time to time

Table 5.6.315: Chance to do different things from time to time.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
1%	7%	58%	34%

34% of the respondents indicated that they are very satisfied with the chance to do different things from time to time and 58% said that they are satisfied with it. 7% of

the respondents indicated that they are dissatisfied while 1% stated that they are very dissatisfied.

Overall, 92% of the respondents are satisfied with the chance to do different things from time to time and only 7% are dissatisfied.

5.6.4. The chance to be somebody in the community

Table 5.6.416: Chance to be somebody in the community.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
1%	12%	63%	24%

24% of the respondents indicated that they are very satisfied with the chance to be somebody in the community and 63% said that they are satisfied. 12% of the respondents indicated that they are dissatisfied whereas 1% stated that they are very dissatisfied.

Overall, 87% of the respondents are satisfied with the chance to be somebody in the community and 13% are dissatisfied with this.

5.6.5. The way my boss handles his/her workers

Table 5.6.517: The way my boss handles his/her workers.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
3%	15%	62%	20%

The reaction of the respondents to this statement is 20% very satisfied 62% said that they are satisfied. 15% of the respondents indicated that they are dissatisfied and 3% stated that they are very dissatisfied with the way his/her boss handles the workers.

Overall, 82% of the respondents are satisfied with the way their boss handles his or her workers and 18% are dissatisfied.

5.6.6. The competence of my supervisor in making decisions
Table 5.6.618: The competence of my supervisor in making decisions.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
1%	11%	66%	22%

Overall 88% of the respondents are satisfied with their supervisors' competence with making decisions, of which 22% are very satisfied. 11% of the respondents indicated that they are dissatisfied while 1% stated that they are very dissatisfied with the competence of their supervisor in making decisions.

5.6.7. Being able to do things that don't go against my conscience
Table 5.6.719: Being able to do things that don't go against my conscience.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
0%	7%	55%	38%

From Table 5.19 it can be seen that 38% of the respondents indicated that they are very satisfied with being able to do things that are not against their conscience, 55% are satisfied and 7% of the respondents indicated that they are dissatisfied.

Overall, 93% of the respondents are satisfied with being able to do things that are not against their conscience and 7% are dissatisfied.

5.6.8. The way my job provides for steady employment
Table 5.6.820: The way my job provides for steady employment.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
0%	15%	45%	40%

In Table 5.20 it is reported that 40% of the respondents indicated that they are very satisfied with the way their job provide for steady employment while 45% are satisfied and 15% of the respondents indicated that they are dissatisfied.

Overall, 85% of the respondents are satisfied with the way their job provides for steady employment and 7% are dissatisfied.

5.6.9. The chance to do things for other people

Table 5.6.921: The chance to do things for other people.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
0%	5%	63%	32%

32% of the respondents indicated that they are very satisfied with the chance to do things for other people, 63% are satisfied and only 5% of the respondents indicated that they are dissatisfied (Table 5.21).

Overall, 95% of the respondents are satisfied with the chance to do things for other people and 7% are dissatisfied.

5.6.10. The chance to tell people what to do

Table 5.6.1022: The chance to tell people what to do.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
0%	13%	72%	15%

From Table 5.22, 15% of the respondents indicated that they are very satisfied with the chance to tell people what to do, 72% are satisfied and 13% of the respondents indicated that they are dissatisfied.

Overall, 87% of the respondents are satisfied with the chance to tell people what to do and 7% are dissatisfied.

5.6.11. The chance to do something that makes use of my abilities

Table 5.6.1123: The chance to do something that makes use of my abilities.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
3%	7%	56%	34%

34% of the respondents indicated that they are very satisfied with a chance to do something that makes use of their abilities and 56% said that they are satisfied. 7%

of the respondents indicated that they are dissatisfied whereas 3% stated that they are very dissatisfied with the statement.

Overall, 90% of the respondents are satisfied with the chance to do something that makes use of their abilities and 10% are dissatisfied with it.

5.6.12. The way company policies are put into practice
Table 5.6.1224: The way company policies are put into practice.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
3%	16%	70%	11%

In Table 5.24, 11% of the respondents indicated that they are very satisfied with the way the company policies are put into practice and 70% said that they are satisfied. 16% of the respondents indicated that they are dissatisfied whereas 3% stated that they are very dissatisfied.

Overall, 81% of the respondents are satisfied with the way the company policies are put into practice and 19% are dissatisfied.

5.6.13. My pay and the amount of work I do
Table 5.6.1325: My pay and the amount of work I do.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
3%	23%	62%	12%

From Table 5.25, 12% of the respondents indicated that they are very satisfied with the pay and the amount of work they do and 62% said that they are satisfied. 23% of the respondents indicated that they are dissatisfied whereas 3% stated that they are very dissatisfied.

Overall, 74% of the respondents are satisfied with the pay and the amount of work they do and 26% are dissatisfied.

5.6.14. The chance for advancement on this job

Table 5.6.1426: The chance for advancement on this job.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
11%	26%	53%	10%

10% of the respondents indicated in Table 5.26 that they are very satisfied with the chances for advancement on their job and 53% said that they are satisfied. 26% of the respondents indicated that they are dissatisfied whereas 11% stated that they are very dissatisfied.

Overall, 63% of the respondents are satisfied with the chances for advancement on their job and 37% are dissatisfied.

5.6.15. The freedom to use my own judgment

Table 5.6.15: The freedom to use my own judgment.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
0%	20%	57%	23%

In Table 5.27, 23% of the respondents indicated that they are very satisfied with the freedom to use their own judgment, 57% are satisfied and 20% of the respondents indicated that they are dissatisfied.

Overall, 80% of the respondents are satisfied with the freedom to use their own judgment and 20% are dissatisfied.

5.6.16. The chance to try my own methods of doing the job

Table 5.6.16: The chance to try my own methods of doing the job.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
1%	15%	64%	20%

20% of the respondents indicated that they are very satisfied with the chance to try their own methods of doing their job and 64% said that they are satisfied with this.

15% of the respondents indicated that they are dissatisfied whereas 1% stated that they are very dissatisfied (Table 5.28).

Overall, 84% of the respondents are satisfied with the chance to try their own methods of doing their job and 16% are dissatisfied.

5.6.17.　　　The working conditions
Table 5.6.17: The working conditions.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
0%	4%	59%	37%

In Table 5.29, 37% of the respondents indicated that they are very satisfied with their working conditions, 59% are satisfied and only 4% of the respondents indicated that they are dissatisfied.

Overall, 96% of the respondents are satisfied with their working conditions and 4% of the respondents are dissatisfied.

5.6.18.　　　The way my co-workers get along with each other
Table 5.6.1830: The way my co-workers get along with each other.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
0%	21%	60%	19%

19% of the respondents indicated that they are very satisfied with the way their co-workers get along with each other while 60% are satisfied and only 21% of the respondents indicated that they are dissatisfied (Table 5.30).

Overall, 79% of the respondents are satisfied with the way their co-workers get along with each other and 21% of the respondents are dissatisfied.

5.6.19. The praise I get for doing a good job

Table 5.6.19: The praise I get for doing a good job.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
4%	18%	61%	17%

In Table 5.31 above, 17% of the respondents indicated that they are very satisfied with the praise they get for doing a good job and 61% said that they are satisfied. 18% of the respondents indicated that they are dissatisfied whereas 4% stated that they are very dissatisfied.

Overall, 84% of the respondents are satisfied with the praise they get for doing a good job and 16% are dissatisfied.

5.6.20. The feeling of accomplishment I get from the job

Table 5.6.2032: The feeling of accomplishment I get from the job.

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
1%	4%	59%	36%

36% of the respondents indicated that they are very satisfied with the feeling of accomplishment they get from their job and 59% said that they are satisfied. 4% of the respondents indicated that they are dissatisfied whereas 1% stated that they are very dissatisfied (Table 5.32).

Overall, 95% of the respondents are satisfied with the feeling of accomplishment they get from their job and 5% are dissatisfied.

5.7. Summary

In this chapter, a brief description was given of the questionnaire used in the study, after which the data interpretation model that was used was discussed. An overview of the outcomes of the quantitative findings of the field study was provided. The results of the quantitative data were presented in both tables and graphs and interpreted in the three sections of the questionnaire.

The findings of the dimensions under employment equity and job satisfaction where the greatest level of disagreement and dissatisfaction was experienced amongst the respondents were discussed.

5.8. Conclusion

Findings of the research revealed that different perceptions exist amongst managers and staff regarding the implementation and management of the employment equity plan. More specifically, the findings suggested that employees perceive the implementation of employment equity relatively similar whereas managers expressed a different perception on the implementation of employment equity in the organisation.

Additionally, great disparity amongst employees exists in other dimensions of employment equity implementation and management which extend to vision and strategy, leadership and valuing of team diversity.

Table 5.33 below illustrates the three phases the Code of Good Practice (Employment Equity Act, 1998) suggests an organisation follow to ensure the successful implementation and management of an employment equity plan.

Table 5.833: Code of Good Practice.

Process	Phase 1 – Preparation	Phase 2 – Implementation	Phase 3 – Monitoring
Stages	1. Assign Responsibility 2. Communication, Awareness and Training 3. Consultation 4. Analysis	5. Corrective Measure and Objectives 6. Establish Timeframes 7. Resource Allocation 8. Communication Plan	9. Monitor, Evaluate and Review 10. Report
Sustain	Continuous communication and Consultation		

Source: Adapted from the Code of Good Practice.

The study revealed that the majority of employees do not believed that the diversity strategy of the company enabled it to be an employer of choice. In response to the Code of Good Practice, the Senior Vice President of De Beers Sightholder Sales South Africa is ultimately accountable for the successful implementation of the organisation's employment equity plan. As such, the Senior Human Resource manager was appointed by the Senior Vice President to manage the successful and effective implementation of the overall employment equity plan.

In order to ensure that employment equity is effectively implemented as a strategic initiative, the organisation created the Employment Equity and Skills Development Committee. This committee consists of employees from various demographical sectors of the organisation including representation from senior management, the labour union, the training department and representatives from the various cultural groups including male and female representation. This committee represents the concern of all employee interest groups in the organisation and is responsible, through a robust consultative process, to develop the three year employment equity plan in conjunction with the senior management team.

The current employment equity status is fully analysed by the committee and the executive committee and targets for the implementation period is established to reflect both national and demographic population distribution on various staffing, supervisory and management levels of the organisation. Once the plan is signed off by all stakeholders, it is shared with the employees as part of the general communication process. Nonetheless, the data reveal that even if the plan is communicated, employment equity is not understood the same by all employees.

The study revealed that the employees at De Beers Sightholder Sales are experiencing high levels of job satisfaction. The dimension where employees experienced the highest level of job satisfaction, in no particular ranking order, include the chance to work alone, occasionally doing different things, doing things that are not against their conscience, helping others, using their abilities, the working conditions and the feeling of accomplishment.

The study found that the levels of job satisfaction amongst male and female employees are similar, but it differs between management (with a higher degree of

job satisfaction) and employees (lower degree of job satisfaction).   The dimension of job satisfaction where employees felt the greatest degree of dissatisfaction include being able to be kept busy at all times in their jobs, the way their co-workers get along with each other, the opportunities for advancement and the pay they receive.

In the next chapter, recommendations will be made with the aim to improve the employees' level of understanding on the implementation of employment equity regulations at this organisation as well as recommendations for the organisation to sustain the high levels of job satisfaction employees currently experience.

CHAPTER 6

RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

6.1. Introduction

In chapter five the researcher provided an overview of the findings of the quantitative data gathered from the questionnaires distributed to the employees working at De Beers Sightholder Sales South Africa. The findings presented in chapter five gave insights into the different perceptions; both positive and negative, employees have of how well employment equity regulations are implemented and managed at the organisation. The findings further indicated the overall high level of job satisfaction experienced by employees at De Beers Sightholder Sales South Africa. Overall, and as a result of the data collected, the findings suggest that more work is required to increase the employees' level of understanding on the implementation of employment equity regulations at this organisation.

Recommendations are provided in this chapter with the objective to improve the employees' level of understanding on the implementation of employment equity regulations at this organisation which could lead to sustaining the high level of job satisfaction currently experienced. The recommendations primarily focused on employment equity, making suggestions to management and the Employment Equity and Skills Development Committee of De Beers Sightholder Sales South Africa in order to address any misconceptions that might exist around employment equity as well as improving the implementation of further employment equity action plans.

An outline of the limitations of the study as well as suggestions for further research on the topic is provided.

6.2. Recommendations

De Beers Sightholder Sales South Africa designed its employment equity plan to ensure that the planning, implementation and monitoring of such a plan will be aligned to the Code of Practice (Employment Equity Act, 1998). However, the

findings of the field study suggest that more work is required to increase the level of understanding on the implementation of employment equity regulations amongst managers and between managers and employees.

6.2.1. Employment Equity

The utilisation of Kotter's (1996) key elements in effective communication to assist in creating acceptance and support of the employment equity plan amongst all employees are recommended for the organisation. These key communication elements can be used, or modified to the organisation's needs, in order to successfully execute its transformational plans:

a) **Simplicity** - Remove confusing phrases, terms and terminology and always communicate the message directly.

b) **Metaphor, Analogy and Example** - Use simple words, pictures or examples to explain plans and situations to create a better understanding.

c) **Multiple forums** - Make use of different forums and tools to communicate amongst others the key aspects the objectives, timelines and monitoring of the plan.

d) **Repetition** - Effective information transferral is dependent on repetition.

e) **Leadership by example** - Managers and leaders must act and execute in line with the objectives.

f) **Explanation of apparent inconsistencies** - Openly and honestly explains the difference or deviations from the objectives or plan.

g) **Give-and-take** - Communication must be a two-way process to build a guiding partnership.

6.2.1.1. Vision and strategy

The senior management and employment equity committee must work closely together to increase all employees' understanding of the organisation's transformational objectives and should do this through regular, direct and open communication, remove all confusing terminology and *via* multiple communication forums and platforms.

It is further recommended that the organisation improve on the manner in which it communicates the employment equity strategy and in addition, educate all

employees, with a particular focus on the managers who are responsible for the implementation of the employment equity action plans. Managers should be familiar with the planned approach in which the organisation aspires to achieve the objectives as committed to in the equity plan.

6.2.1.2. Leadership

All managers and supervisors must undergo the necessary training to understand the employment equity act and the objectives of providing equitable employment to all citizens of South Africa. All managers should know and understand the organisation's equity plan as well as their role in executing this plan.

Managers should be consistent and must refer to the employment equity objectives when making recruitment, training, development and promotional decisions. Also, managers and supervisors must openly and honestly explain when decisions are taken, for instance in promotions and training opportunities that are deviations from the objectives of the employment equity plan.

6.2.1.3. Valuing team diversity

The organisation should intervene immediately with action steps to develop employees' understanding with regards to diversity, since diversity represents a multitude of individual differences and similarities amongst people:

a) Include/Exclude – the primary objective is to either increase or decrease the number of diverse people in the organisation. The organisation can apply this principle as part of a fair discrimination as stipulated by the Employment Equity Act (1998).

b) Deny – decide that all decisions are not based on any diverse criteria but that success is based solely on ability and performance. This will not be a viable response as the organisation still needs to make staffing decisions based on for example gender and race.

c) Assimilate – the concept of this principle is that all diverse groups will learn to become like the dominant group. One example is that the organisation can use its recruitment process and orientation programs to select new employees with similar values.

d) Suppress – discourage differences through this option. This is not a viable option as it would discourage engagement in the organisation.

e) Isolate – create silos in the organisation to discourage diverse groups from interacting or influencing change. This is not a viable option as it would discourage engagement in the organisation.

f) Tolerate – acknowledging differences, however the organisation does not respond to it. This is not a viable option as it would discourage engagement in the organisation.

g) Build Relationships – build on the belief that good relationship can overcome differences through acceptance and understanding of each other's differences. This is a good way to build understanding of the need for diversity management and the implementation of transformational strategies.

h) Foster mutual adaptation – the willingness of both management and employees to adapt or change their views in order to create a positive relationship with others.

The organisation could adopt the inclusion, building relationships and foster mutual adaptation strategies to manage diversity effective in the organisation.

6.2.2. Job Satisfaction

In order to improve the level of job satisfaction for employees and to reduce the disparity experienced between management and employees, the organisation should conduct further investigations into the areas where the greatest levels of job dissatisfaction is experienced.

6.2.2.1. Being able to keep busy all the time

The organisation could conduct a job analysis in various departments to improve their understanding on the factors that contribute to the employees experiencing levels of dissatisfaction with regards to the sentiment that they are not busy in their jobs at all times. The job analysis will gather information about the content, context and the resources required for the job.

6.2.2.2. The way my co-workers get along with each other

Further investigation is required into the development an understanding of the factors that contribute to the causes as to why employees would be dissatisfied with the way co-workers get along with each other. The organisational culture can be influenced by various factors including; the organisation's vision and values, the external environment as well as the senior leader's behaviour. As a result, organisational culture could inadvertently influence the behaviour of employees at work and could influence the manner in which employees engage with each other.

6.2.2.3. The chances for advancement on this job

The organisation should consider reviewing the current strategies it has in place that promote and maintain the efficiency and growth of all highly skilled employees. Career advancement opportunities are a possible factor that will keep employees devoted to their jobs and the organisation's objectives. Career growth has a different meaning to different employees and for some, advancement could be about becoming an executive manager and for others it could mean performing a great job and being recognised for it.

6.2.2.4. My pay and the amount of work I do

External factors exist that could influence the employee's remuneration like the economy, labour market and labour unions, cost of living, government legislation and society. There are also internal factors that could influence remuneration which include, but are not exclusive to, internal organisational remuneration policies, job levels and individual performance. The organisation should review both internal and external factors that have an impact on the remuneration levels of employees, but should extent the review to understand the factors that could influence the employees' level of satisfaction with their remuneration.

6.3. Limitations

The following section will discuss the limitations of the study. Suggestions for further research are discussed in terms of the literature review and the experimental study.

6.3.1. Literature review

The literature was limited on factors that affect equality perceptions of employees on employment equity as discussed in Chapter three. Employment equity implementation is an ongoing concern in South Africa and legislation is amended on a regular basis to address inequalities in the workplace.

6.3.2. Empirical study

The empirical study was limited to only one and it therefore presents challenges to generalise the conclusions to other organisations.

6.3.3. Suggestions for future research

This was a cross-sectional research design gathering information from the population at a particular period in time. However, implementing and managing employment equity is an ongoing process in any organisation and employment equity targets achieved and perceptions of employees might already have changed since this study was conducted. Therefore, if a longitudinal study is conducted, information can be provided on the change in perceptions over an extended period of time.

6.4. Conclusion

The research on the company's current employment equity practices indicated that De Beers Sightholder Sales South Africa designed its employment equity plan to ensure that the planning, implementation and monitoring of such a plan will be aligned to the Employment Equity Act 55 of 1998 Code of Practice guidelines. The findings of the field study suggest that the level of understanding on the implementation of employment equity regulations amongst managers and the level of understanding between managers and employees differ.

The managers of the organisation are responsible for the implementation of employment equity action plans. It is therefore required that managers fully understand the importance of the Employment Equity Act, the requirements thereof and the need to implement the regulations in this organisation. Managers should also understand the impact of implementing, or the lack of implementing,

employment equity regulations on the organisation. Managers must support and embrace the implementation of an employment equity plan in the organisation.

The study revealed that the employees at De Beers Sightholder Sales South Africa are experiencing high levels of job satisfaction; notwithstanding, dissatisfaction is experienced by employees in some of the overall job satisfaction dimensions. The study provided the organisation with the focus areas where lower levels of job satisfaction is experienced. One of the key areas the organisation should focus on is to close the disparity of job satisfaction experienced between management and employees.

The organisation can repeat this study to compare the degree of changes in perceptions over time in particular in relation to changes after the organisation introduced, or not, interventions as recommended by this study.

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8. Annexure 1 – Research Authorisation Letter

Mr G. Jooste
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Hentrich Street, Kimberley
8301

Vice President
De Beers Sightholder Sales SA
Harry Oppenheimer House
Hentrich Street, Kimberley
8301

07 May 2014

Dear Ms. N Zikalala

REQUEST: APPROVAL TO CONDUCT UFS BUSINESS SCHOOL MBA FIELD STUDY

The purpose of this letter is to obtain your approval for me to conduct field study at your organisations of my research subject entitled, "**The impact of employment equity on the job satisfaction of production staff at Sightholder Sales South Africa**".

This field study is part the MBA curriculum which, as you know, I am currently studying via the UFS Business School and it aims to establish the impact that the implementation of the employment equity regulations has on the levels of job satisfaction of staff working at Sightholder Sales South Africa.

The field study will be done by means of a questionnaire targeting the production staff as the sample group. The questionnaires will be accompanied by a note informing participants of the confidentiality of the process as well as guaranteeing their anonymity. A brief presentation on the purpose of the field study will be given to the participants prior to handing out the questionnaires to ensure that any misconceptions or prejudice is eliminated. The participating sample will be informed that this will be a voluntary field study, but that maximum participation would be required to enhance the validity and confidence of the process.

I would appreciate it if you could allow for the study to be conducted "*date to be confirmed*". Ms Claire Jacobs, a fellow MBA student, will conduct a 30 minute contact session per group of 20 participants where the questionnaire will be explained and completed.

All of the information will be treated as sensitive and confidential and participation of individuals in the exercise will be anonymous.

Your support in this regard is greatly appreciated.

Mr G Jooste
Student Number 2012017238

APPROVED / ~~NOT APPROVED~~
Ms. N Zikalala

9. Annexure 2 – Research Questionnaire

Section 1 - Biographical Details

1. AGE:

20 – 30 Years	
31 - 40 Years	
41 - 50 Years	
More than 50 years	

2. GENDER:

Male	
Female	

3. DISABILITY:

Yes	
No	

4. LEVELS OF MANAGEMENT

Manager/Supervisor	
Employee	

5. CULTURE GROUP

Asian	
African	
White	
Coloured	

6. HOW LONG HAVE YOU BEEN WITH THE COMPANY?

1-5 Years	
6 – 10 Years	
11-15 Years	
More than 15 years	

Section 2 - Employment Equity Dimensions

The purpose of this SECTION is to give you a chance to indicate how you feel about employment equity and its implementation and practices, what matters you are in agreement or disagreement with, ranging from you "Strongly Agree" or "Agree" or "Disagree" or "Strongly Disagree".

On the basis of your answers and those of people like you, we hope to better comprehend the understanding people have of the impact of employment regulations in the organisation.

Below you will find statements about your perception and understanding of employment equity in the workplace.
- Read each statement carefully.
- Decide to what degree you agree or disagree with the described statement.

	Strongly Agree	Agree	Dis-Agree	Strongly Disagree
1. The company's vision is to unlock the full value of South Africa's diamonds by being A cut above in all we do.	☐	☐	☐	☐
2. In my experience the diversity strategy of the company enables us to be an employer of choice.	☐	☐	☐	☐
3. In my department diversity is driven as a strategic focus area.	☐	☐	☐	☐
4. My manager/supervisor sets an example everyone can follow – he/she walks the talk.	☐	☐	☐	☐
5. My manager/supervisor is a good leader.	☐	☐	☐	☐
6. My manager/supervisor is consistent in the way he/she treats us.	☐	☐	☐	☐
7. I trust my manager/supervisor.	☐	☐	☐	☐
8. In my experience managers inform us timely about how new plans and changes will affect our work.	☐	☐	☐	☐
9. In my experience the company is serious about equal opportunities for all race groups.	☐	☐	☐	☐
10. I do not feel threatened by the employment equity process in the company.	☐	☐	☐	☐
11. The following sources supply me with reliable and sufficient information on diversity.	☐	☐	☐	☐
12. I believe that the company's selection criteria are justified in relation to the job requirements.	☐	☐	☐	☐
13. In my experience Recruitment and selection practices, as applied in my department, are fair towards all	☐	☐	☐	☐
14. In my experience Promotions and upgrades practices, as applied in my department, are fair towards all	☐	☐	☐	☐
15. In my experience Training and development practices, as applied in my department, are fair towards all	☐	☐	☐	☐

16. My manager/supervisor frequently discusses my work performance with me.	☐	☐	☐	☐
17. My performance standards are clearly defined.	☐	☐	☐	☐
18. In my experience, high achievers are recognised for their achievements.	☐	☐	☐	☐
19. My manager/supervisor assists me in developing my full potential.	☐	☐	☐	☐
20. In my experience managers in my division are sensitive to gender issues.	☐	☐	☐	☐
21. In my experience males and females receive equal pay and benefits for equal work.	☐	☐	☐	☐
22. In my experience men and women have equal opportunity for advancement in the company.	☐	☐	☐	☐
23. Managers in my department show respect for cultural practices that differ from their own.	☐	☐	☐	☐
24. In our organisation the need for diversity is recognised.	☐	☐	☐	☐
25. In my view employees in the organisation view diversity as a liability.	☐	☐	☐	☐
26. My manager/supervisor possesses the necessary skills to manage a diverse work team.	☐	☐	☐	☐
27. I am comfortable dealing with conflict with colleagues from a different diversity group.	☐	☐	☐	☐
28. My manager/supervisor manages conflict between team members effectively.	☐	☐	☐	☐
29. I am scared to disagree with members of other diversity groups for fear of being called prejudiced.	☐	☐	☐	☐
30. I am comfortable with people of diverse backgrounds.	☐	☐	☐	☐
31. I feel that working in a diverse group is stressful.	☐	☐	☐	☐
32. I am not afraid to disagree with my manager/supervisor.	☐	☐	☐	☐

Section 3 – Job Satisfaction Dimension

The purpose of this SECTION is to give you a chance to tell **how you feel about your present job,** what you are satisfied with and what you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of what people **like and dislike about their job.**

On the next page you will find statements about your **present job.**

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

Ask yourself: How satisfied am I with this aspect of my job?
Very Sat. means I am very satisfied with this aspect of my job.
Sat. means I am satisfied with this aspect of my job.
Dissat. means I am dissatisfied with this aspect of my job.
Very Dissat. means I am very dissatisfied with this aspect of my job.

Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job.**
Do this for all statements. Please answer **every** item.

On my present job, this is how I feel about...

		Very Dissat	Dissat	Sat	Very Sat
1.	Being able to keep busy all the time	☐	☐	☐	☐
2.	The chance to work alone on the job	☐	☐	☐	☐
3.	The chance to do different things from time to time	☐	☐	☐	☐
4.	The chance to be "somebody" in the community.	☐	☐	☐	☐
5.	The way my boss handles his/her workers.	☐	☐	☐	☐
6.	The competence of my supervisor in making decisions.	☐	☐	☐	☐
7.	Being able to do things that don't go against my conscience.	☐	☐	☐	☐
8.	The way my job provides for steady employment.	☐	☐	☐	☐
9.	The chance to do things for other people.	☐	☐	☐	☐
10.	The chance to tell people what to do.	☐	☐	☐	☐
11.	The chance to do something that makes use of my abilities.	☐	☐	☐	☐
12.	The way the policies are put into practice.	☐	☐	☐	☐
13.	My pay and the amount of work I do.	☐	☐	☐	☐
14.	The chances for advancement on this job.	☐	☐	☐	☐
15.	The freedom to use my own judgment.	☐	☐	☐	☐
16.	The chance to try my own methods of doing the job.	☐	☐	☐	☐
17.	The working conditions.	☐	☐	☐	☐
18.	The way my colleagues get along with each other.	☐	☐	☐	☐
19.	The praise I get for doing a good job.	☐	☐	☐	☐
20.	The feeling of accomplishment I get from the job.	☐	☐	☐	☐

THANK YOU FOR YOUR PARTICIPATION