



University of Fort Hare
Together in Excellence

**IMPLEMENTATING EMPLOYMENT EQUITY IN THE DEPARTMENT OF HOME
AFFAIRS, TRANSPORT AND EDUCATION: EASTERN CAPE PROVINCE**

BY

SEHLOTSA INNOCENTIA MOSOLA

**A research project submitted in fulfillment of the requirements for the degree
of**

MASTER OF COMMERCE

In the subject

INDUSTRIAL PSYCHOLOGY

**At the Faculty of Management and Commerce
Of the**

UNIVERSITY OF FORT HARE

SUPERVISOR: MR. ANDRE NEL

FEBRUARY 2009

ABSTRACT

This research was undertaken to investigate the challenges faced by employees at the Home Affairs Department, the transport Department and the Department of Education at King Williams Town in the Eastern Cape Province. A quantitative approach was used in this research. The sample consisted of 100 respondents of whom 98 returned completed questionnaires. The answers of the respondents were the data of this study and these were analyzed and interpreted in respect of the hypotheses of the research.

The research involved the collection of detailed career, personal and structural perceptions of 98 employees. The data was used to establish the disparity among employees, from lower management to top management. It was found that even though there was a problem of discrimination in the olden days there has been a change in the sense that employment equity, affirmative action and diversity management have been introduced since 1994.

DECLARATION

I declare that **“THE IMPLEMENTATION OF EMPLOYMENT EQUITY, AFFIRMATIVE ACTION AND DIVERSITY MANAGEMENT IN THE WORKPLACE (PUBLIC SECTOR ORGANISATIONS) IN THE EASTERN CAPE PROVINCE OF SOUTH AFRICA”** is the author’s original work and has never been submitted by the author or anyone else at any University for a degree. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....

SEHLOTSA INNOCENTIA MOSOLA

.....

DATE

ACKNOWLEDGEMENTS

This dissertation would not have been successfully completed had it not been for the immense support I have enjoyed. Above all, I must give thanks to All Mighty God because without His Mercy and Grace, I would not have been able to complete this dissertation. I would also like to thank the following people for their support and encouragement:

- My parents (Mr. Andrew 'Ngoae Mosola and Mrs. Mapakalitha Mosola) who have been with me in good and bad times. Their unconditional love and support throughout my entire life make them the pillars of my strength.
- Mr. Andre' Nel (my Supervisor) for his encouragement, support and guidance and for facilitating my study at the University of Fort Hare.
- My beloved siblings: Ramabilikoe (Billy), Pokane (Chief) and Maradebe (Monoang) for their inspiration, brotherly love and advices.
- My grandmother Mamoleboheng Limakatso Seseng for her prayers, and all my ancestors.
- Mrs. Mangona from the Department of Home Affairs, Mr. Siswe from the Department of Transport and Mr. Bongani from the Department of Education for granting me a permission to conduct my study in their departments. They were very kind and generous to me.
- My soul sisters Nthomeng Mahao (Mantlotla) and Motena Takalimane whom I come very far with her.
- Lethiba Takalimane, who was by my side for the entire journey.

- My friends Malinda(Khomohali), Zintle Ntontela, Mojaese Mokone (Morena), Litsoanelo (Nana), Teboho(Stobolane), and Ithabeleng Morojele.
- My mentor at work, Mr. Clive Hoho and Mrs. Nozo Mbatsha.
- My colleques, Mr. Sizo Jacobs, Ms. Mathona Manyela, Ms. Brenda Matsiliza, Mrs. Pondi Seti, Mr. Mkhusile, Ms. Mtukayekwa, Mr. Mnyobisi, Ms. Zuki.

MAY GOD BLESS YOU ALL!!

DEDICATION

I dedicate this project to All Mgthy God, without whose blessings I would not be where I am today, and to my beloved parents (Mr.Andrew Ngoae Mosola and Mrs. Mapakalitha Mosola) – they are my pillars of strength, and to my siblings (Ramabilikoe, Pokane and Maradebe Mosola) for their love and support.

TABLE OF CONTENTS

Abstract	ii
Declaration	iii
Acknowledgements	iv
Dedication	v
Table of Contents	vi

CHAPTER ONE: STATEMENT OF THE RESEARCH PROBLEM

1.1	Introduction	1
1.2	Problem Statement	3
1.3	Objective of the study	4
1.4	Research hypothesis	4
1.5	Significance of the study	5
1.6	Definition of key concepts	5
1.7	Delimitation of the study	7
1.8	Concluding remarks	7

CHAPTER TWO: EMPLOYMENT EQUITY

2.1	Introduction	8
2.2	Definition of Employment Equity (EE)	10
2.3	The rationale for Employment Equity	11
2.4	Employment Equity	12
2.5	The need for Employment Equity	13
2.6	Steps to Employment Equity	14
2.7	Employment Equity Plan	16
2.8	The implementation of Employment Equity	17
2.9	The findings about implementing EE	18
2.10	Equity Theory	19
2.11	The shortcomings of the Employment Equity Act	20
2.12	Challenges faced in implementing EE	21
2.14	EE positive Measures Program	23
2.15	Principal components of EE Plan	23
2.16	Employers and Employees in EE	24

2.17 The goals of EE	25
2.18 Suggestions for inclusion in the workplace	25
2.19 Ways to meet employees with disabilities	25
2.20 Strategic Concerns	25
2.21 Operation Concerns	27
2.22 Global competitiveness	39
2.23 Conclusion	30

CHAPTER THREE: DIVERSITY MANAGEMENT

3.1 Introduction	31
3.2 Definition of Diversity	32
3.3 Women in the workplace	33
• Organizational restructuring	34
3.4 Diversity management	35
• Benefit of diversity training	38
• Lack of management commitment	38
• Improper needs identification	39

• Political orientation	39
• Reactive approach	40
• Facilitator's profile	40
• Participant profile	41
• Project approach	41
• Inadequate transfer of learning	42
• Superficial evaluation	43
• Lack of change management	43
• Consultant liabilities	43
3.5 Managing diversity skills training programmes	43
3.6 Guidelines for effective diversity training	44
• Obtain Visible management support	44
• Diversity needs identification	44
• Integrate in business strategy	45
• Balanced and objective approach	45
• Diverse participants	46

• Change management	46
• Consultant co-ordination	46
• Compile action plans	47
• Provide support structures	47
• Monitoring and evaluation	47
• Diversity training process Diversity needs	48
• Focus groups	48
• Personal interviews	49
• Survey questionnaire	49
• Human resources practices date	49
• Market information	50
• Special interest groups	50
3.7 Diversity training design	50
• Identify Goals and objectives	51
• Select diverse facilitators	51
• Develop learning material	52
• Select training techniques	53

• Compile training plan	55
• Facilitation	56
• Support and reinforcement	57
• Programme Evaluation	57
3.8 Diversity and Human Resources Development	60
3.9 Benefits of diversity in the workplace	63
3.10 Challenges of diversity in the workplace	64
3.11 Required tools for managing diversity	64
3.12 Conclusion	65

CHAPTER FOUR: AFFIRMATIVE ACTION

4.1 Introduction	67
4.2 The origin and development of affirmative action	68
4.3 Review of the development of affirmative action in South Africa	69
4.4 Affirmative action concepts	73
4.5 Major Paradigms	73
4.6 Objectives of affirmative action	76

4.7 Black Management Forum's viewpoints	77
4.8 Benefits of affirmative action	78
4.9 Obstacles/ challenges to affirmative action success	79
4.10 Implementation problems	80
4.11 The legislation of affirmative action in South Africa	87
4.12 The cost of affirmative action	89
4.12.1 Implementation issues	90
4.13 Employment development as a strategic issue	92
4.14 Justification of affirmative action	100
4.15 Conclusion	103

CHAPTER FIVE: RESEARCH METHODOLOGY

5.1 Introduction	105
5.2 Research Design	105
5.3 Target Population	106
5.4 Sample	107
5.5 Sampling Procedure	108

5.6 Data Collection	108
5.7 Description and administration of the of the tool	109
5.8 Data analysis	110
5.9 Reliability and validity of instruments	110
5.10 Conclusion	111

CHAPTER SIX: DATA ANALYSIS, RESULTS AND CONCLUSIONS

6.1 Introduction	111
6.2 Demographic results of respondents in the public sector organisations and presentation and discussion of results	112
6.3 Correlation	153

CHAPTER SEVEN: CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS AND DIRECTION FOR FUTHER RESEARCH

7.1 Introduction	154
7.2 summary	154
7.3 Recommendations	155
7.5 Biblography	156
7.6 Concluding remarks	163

