THE VIEWS OF MANAGEMENT ON

AFFIRMATIVE ACTION IN TELKOM SA LTD

by

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submitted in fulfilment of the requirements
for the degree of

MASTER OF COMMERCE

in the subject

BUSINESS MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

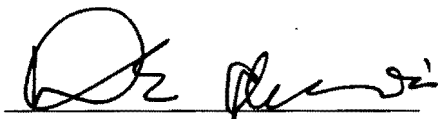SUPERVISOR: PROF BJ ERASMUS

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JULY 1996

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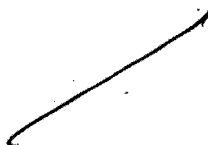
I, the undersigned hereby certify that

The views of management on affirmative action
in Telkom SA Ltd

is my own work and that all sources which I have used or quoted have been acknowledged by means of complete references.

DE DE WITT

29 July 1996

ACKNOWLEDGEMENTS

I wish to place on record my sincere appreciation and gratitude to the following:

My Maker for the health and ability to undertake this research.

My wife Verona and my children for their patience, support and encouragement.

My supervisors, Prof Barney Erasmus and Dr Ben Swanepoel for their advice, leadership and support.

Gerda Terblanche for her dedication, professional assistance and time with regard to the typing, obtaining literature and the general layout of the thesis.

Johan Smit, Marietjie Czanik, Henk Steyn and Cas Coetzee for their assistance, and for whom nothing was impossible.

Telkom for the opportunity to undertake this research.

SUMMARY

THE VIEWS OF MANAGEMENT ON AFFIRMATIVE ACTION IN TELKOM SA LTD

The success or failure of implementing affirmative action lies with the management of enterprises. This research - based on a literature study, questionnaires completed by 200 respondents and the researcher's model for the implementation of affirmative action - focuses on management's views on aspects of importance for affirmative action to succeed in the enterprise.

From the views of management it is clear that

- the more closely affirmative action impinges on the career expectations of the current incumbents, the more resistance and non ownership can be expected

- the affirmative action message must be communicated sincerely and positively

- diversity management must change drastically to focus on educating persons to understand not only themselves, but also others of different backgrounds, race, gender, skills, persuasion and experience

- the enterprise needs to accelerate the process to identify potential, training and development processes as well as performance coaching of disadvantaged groups

Meeting the above challenges, will require mutual trust, respect and communication.

Key terms:
Affirmative action; Importance of management's views; Attitudes, perceptions and beliefs; Managing diversity; Model for the planning and implementation of affirmative action; Equalising opportunities; Eradicating discrimination; Actively integrating the enterprise; Acting affirmatively in the community

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OPSOMMING

DIE MENINGS VAN BESTUUR AANGAANDE REGSTELLENDE OPTREDE IN TELKOM SA BPK

Die bestuur van ondernemings bepaal die sukses of mislukking by die implementering van regstellende optrede. Die navorsing - gebaseer op 'n literatuurstudie, vraelyste ingevul deur 200 respondente en die navorser se model vir die implementering van regstellende optrede - fokus op bestuur se menings aangaande aspekte van belang vir die sukses van regstellende optrede in die onderneming.

Vanuit bestuur se menings is dit duidelik dat

- *hoe groter inbreuk regstellende optrede maak op die beroeps-verwagtinge van die huidige bekleërs, hoe sterker weerstand en nie-eienaarskap kan van hulle verwag word*

- *die regstellende optrede boodskap moet eerlik en positief gekommunikeer word*

- *die bestuur van diversiteit se fokus drasties moet verander om individue te leer om nie net hulself nie, maar ook ander van verskillende agtergrond, bevolkingsgroep, geslag, vaardighede, oortuigings en ondervinding te verstaan*

- *die onderneming die prosesse moet versnel wat betrekking het op die identifisering van potensiaal, opleiding en ontwikkeling asook prestasie-rigleiding van die benadeelde groepe*

Ten einde aan bogenoemde uitdagings te voldoen, sal wedersydse vertroue, respek en kommunikasie vereis.

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CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

1.1   INTRODUCTION

Affirmative action is a topic which has enjoyed a great deal of attention in South Africa's transformation process. For some, it has meant opening the door to opportunity; for others an era of entitlement; and for others again a lowering of standards and depriving, or even terminating career opportunities. Yet, although affirmative action does have many complexities and nuances, it is a reality for South African enterprises that need to manage this process as well as their other business processes. The time has come for enterprises to move to a deeper understanding of why affirmative action and a diverse workforce have become business imperatives - diversity, not simply in terms of race, but also in terms of gender, skills, persuasion and experience. The justification for building a diverse workforce is to make full use of all human resources, absorb pressures from a new government, improve the image of enterprises and face the reality of a shortage of white skills (BMI Report 1993:90). Transformation into a diverse workforce, generally requires enterprises to follow a process in which affirmative action is planned, developed into policy and implemented.

Management are responsible for the implementation of policies. Without the managers' support and commitment to affirmative action nothing will change (Kemp 1994:17). If management are to support and commit themselves to affirmative action, their views must be taken into account.

This research is undertaken to ascertain management's views on aspects that are important to the success of affirmative action in Telkom.

1.2   BACKGROUND TO THE PROBLEM

As a background to the research problem, a short overview is provided of the events that led to a "racial skewness" in South Africa, and which impact on affirmative action in enterprises.

1.2.1   General

Since 1948, South Africa's political system has been through a sequence of events including the apartheid era, various forms of discrimination, resistance, negotiations, and since 1994, nation building.

Under the leadership of the former State President, Mr FW de Klerk, South Africa moved to a country in transition, from political domination by a white minority to full citizenship of all communities.

On 27 April 1994, the African National Congress won the first-ever election in which eligible South Africans of all races had the opportunity to vote. Mr Nelson Mandela was appointed President and the basic policy adopted by the Government of National Unity included the "reconstruction" of the country. Part of this reconstruction focuses on the eradication of all forms of unfair discrimination in the country, and the upliftment of all people who were traditionally disadvantaged because of apartheid-related, unfair discriminatory practices.

Politics in conjunction with apartheid policies were reflected in enterprises. Job reservation and other racial discriminatory practices affected the attitudes, beliefs and perceptions of managers and employees in the workplace. The changes in South Africa's political system, however, have not yet resulted in radical changes in the racial composition of enterprises, or the attitudes or perceptions of managers towards subordinates of colour, or between workers (Mkwanazi & Rall 1994:48).

Crous (1992:65-66) points out that apartheid has brought about "racial skewness" of the economic active population, favouring the white population group. Racial skewness in **education** can be used to illustrate the imbalance. Delvare (1995:9-10) demonstrates the racial skewness in education by comparing qualifications at a tertiary level (see table 1.1 below).

The information in the table shows how the white population group benefitted from a system of racial skewness in education.

TABLE 1.1: TERTIARY QUALIFICATIONS PER RACE GROUP[1] IN SOUTH AFRICA: 1990

RACE GROUP	AS A PERCENTAGE OF THE NUMBER OF PEOPLE WITH A TERTIARY QUALIFICATION
Black	9,55%
Coloured	5,86%
Indian	3,82%
White	80,77%
TOTAL	100,00%

Source: Delvare (1995:9-10)

According to a survey conducted by the University of Cape Town Graduate School of Business in 1993 (West 1994:4), at that time approximately 93 percent of all managers in South Africa were white men and seven percent women, with black women constituting only three percent. Of total management, about nine percent, seven percent and five percent of black, coloured and Indian managers, respectively, held middle-management positions. From a functional perspective, only seven percent of managers in the **human resource** profession were black while 81 percent were white.

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[1]   Throughout this study the race groups will be specifically mentioned for example, "blacks" (Africans), "coloureds", "Indians" and "whites". "Disadvantaged persons or groups" refer to blacks, coloureds, Indians, women and the disabled.

In the **technical field,** the situation was even worse, with only two percent of all managers being black and 88 percent white. In the **finance, marketing and retail fields,** 5,6 percent of managers were black and 79,5 percent were white (see figure 1.1 below).

FIGURE 1.1: **NUMBER OF MANAGERS IN HUMAN RESOURCES, TECHNICAL AND OTHER FIELDS - 1992**

Technical Managers
Whites 35984
Other* 4032
Blacks 1021

HR Managers
Whites 4950
Other* 688
Blacks 436

Other Managers**
Whites 76447
Other* 14327
Blacks 5335
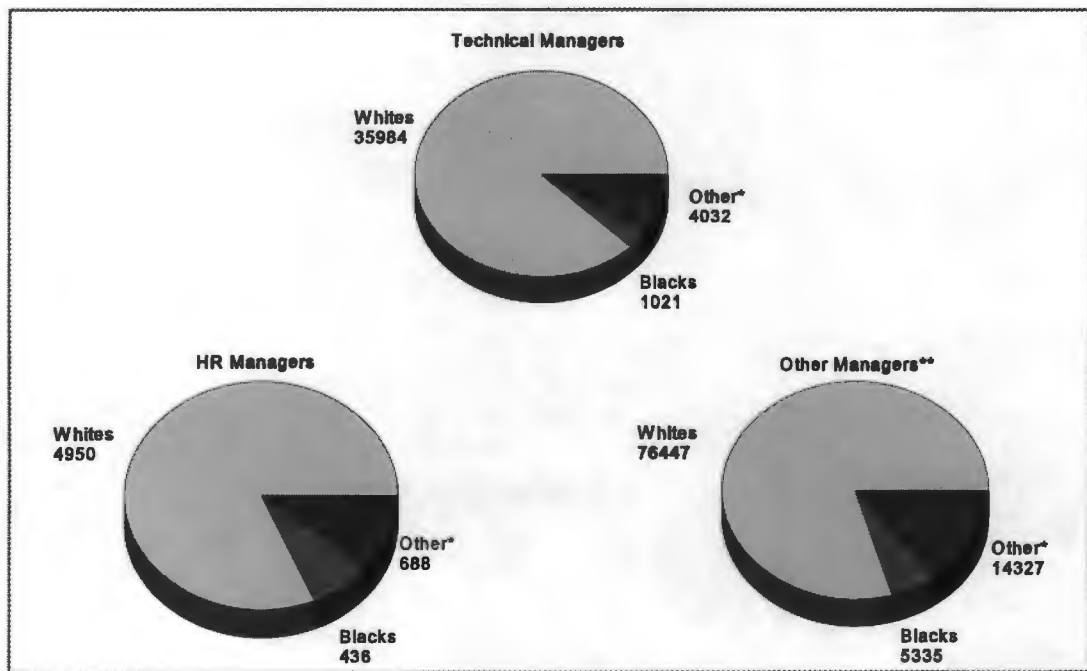
Note:

* Other = coloureds, Indians and unspecified
** Other managers = financial, marketing/advertising/PR, sales, purchasing, administration, retail, wholesale, motor, catering, accounting, entertainment, hospital services

Source: Central Statistical Service (1992:1-107)

The political changes in the country since 1994 have increased the expectation levels of disadvantaged groups that racial skewness in education and employment in particular would in future be redressed. According to the BMI Report (1993:19), because of these expectations, enterprises have been forced to look at ways and means to address the increased expectations. Affirmative action programmes are generally implemented to rectify the racial skewness in education and employment (BMI Report 1993:19).

1.2.2 Affirmative action

The introduction of the concept of affirmative action may be traced back to efforts in the United States of America to redress the imbalances of an earlier era in which there was discrimination on the basis of race. While many South African enterprises have certainly been aware of the principles of affirmative action for a number of years, publications in books, articles, professional journals and newspaper reports on affirmative action have accelerated considerably only after it became apparent that apartheid was no longer a viable option (Rosmarin 1993:3). One of the major differences between the situation in the United States of America and South Africa, however, is the relative numbers of persons involved in the various population groups: in the United States of America it was a question of ensuring that a minority was accommodated whereas in South Africa affirmative action issues related to the majority of the population. Accordingly, South Africa requires a unique approach to affirmative action.

There is a common understanding that the concept of affirmative action is all about black advancement (BMI Report 1993:7). A more accurate interpretation would be that it refers to any group who have been victimised or discriminated against on the basis of any personal characteristic, to the extent that they were denied the opportunities first of developing, and secondly, of progressing in society.

Affirmative action in the South African context has been described (Thomas 1992:3) as "... a proactive development tool to overcome ... constraints and more effectively mobilise latent resources in order to stimulate overall development" and presents many dimensions:

- the political sphere and decision-making process
- education and culture
- the breakdown of segregation in social life

- sport, entertainment and recreation
- housing and residential infrastructure
- welfare services
- black business advancement
- job-employee advancement and training
- symbolism and the historical perspective

There are many other descriptions for affirmative action and these will be dealt with in chapter 2. Different enterprises also have their particular views and programme titles for affirmative action and what it should entail. For example, enterprises will name their affirmative action policy the "managing diversity policy", "equal opportunities policy" or the "black advancement policy" (Rosmarin 1993:6).

More than ever before, a number of enterprises are investigating implementation mechanisms for their affirmative action programmes (BMI Report 1993:1). Telkom SA Ltd is one of the largest enterprises in South Africa and introduced affirmative action in 1993, as described below.

1.2.3 Affirmative action in Telkom SA Ltd

This study was performed at Telkom SA Ltd (hereafter referred to as Telkom) and for this reason affirmative action in Telkom is briefly outlined.

Telkom is a leading provider of telecommunications and information services and products throughout South Africa. It is one of the largest companies in the country, employing approximately 56 000 persons. As the main telecommunications operator, Telkom is a major player in the development of other socioeconomic sectors. It plays a crucial role in telecommunications and information services of South Africa's health, education, agriculture, policing and safety programmes (African National Congress, 1994:34).

Besides being a major provider of jobs, the impact that Telkom has on state revenue also reflects its significance in the economy. Without receiving any state funds or financial aid, Telkom has paid a dividend of R302 million to the state as its sole shareholder, and in company tax an amount of R632 million in the 1995/96 year (Telkom Annual Report 1996:5).

Telkom, together with other large enterprises, has to use affirmative action programmes to assist with the removal of social and economic inequalities in the South African society. In view of Telkom's important role in bringing about socioeconomic changes in South Africa, its success in implementing affirmative action is also vital for the reconstruction of the country.

In terms of Telkom's affirmative action policy document (see annexure A, p236), affirmative action is the responsibility of line management. Line management must implement the policy and their inputs are therefore important for the development of the policy and the improvement of the implementation of affirmative action in the enterprise.

Telkom accepted affirmative action as a strategic issue for, inter alia, the following reasons (see annexure A, pp230-240):

- Affirmative action is necessary because of the changes taking place in the marketplace. Black consumers will represent an increasingly dominant share of the market in the future and Telkom realises that to understand and have credibility in its markets, the enterprise's structure will have to be more representative of its market. Urbanisation will also result in an increase in black consumers, already the fastest-growing part of Telkom's market.

- Eradicating discrimination in the workplace alone is not sufficient as the educational and development disadvantages experienced by some

employees will prevent them from enjoying equal employment opportunities. A process of equalising opportunities (favouring the disadvantaged persons for training and development opportunities) will be needed before equality of opportunity can be achieved.

- Telkom's value system has also committed the enterprise to the development of employees so that they can fulfil their potential, and to the creation of a working environment which makes this possible. A process of increased and accelerated development of the disadvantaged persons and of affirmative action could provide an effective and efficient diverse workforce which would be to Telkom's advantage.

- In the "new South Africa" Telkom will have to stay in step with the changes taking place, primarily because its sole shareholder is the government. Unless Telkom reviews its employment mix, it is likely to become a target for possible government-legislated quotas. The enterprise needs to be proactive so that it does not have to resort to tokenism to meet such possible government-legislated quotas.

- If the process is managed with sensitivity and vision, it could result in Telkom becoming a stronger, more representative enterprise where all employees experience opportunities for development and where they feel committed.

With a view to the above, Telkom has introduced various interventions to address affirmative action. These include upliftment programmes, such as numeracy and literacy training, accelerated technical training and bridging courses. Development programmes include secretarial development programmes, an accelerated **supervisory** development programme and an accelerated **management** development programme. As at 31 October 1995 (see table 1.2 below) black people made up only approximately 10 percent

of Telkom's supervisory cadre, although the target to be achieved by 31 December 1998 is 35 percent. The accelerated supervisory and management development programmes focus on both managerial and technical competencies required by supervisors and managers. Similarly, blacks, coloureds and Indians represent only 9,1 percent of management while the target for 1998 is 20 percent (Affirmative action in Telkom 1995:2-9).

Other programmes related to affirmative action are:

- *sensitisation workshops*
- *a shop steward's business development programme*
- *a mentorship programme*
- *a high school education programme for disadvantaged persons*
- *technical bursaries for mainly disadvantaged persons*
- *an internship programme for disadvantaged students at universities in order to obtain practical experience*

TABLE 1.2: AFFIRMATIVE ACTION TARGETS TO BE ACHIEVED OVER FIVE YEARS (1 JANUARY 1994 TO 31 DECEMBER 1998)

Paterson grade	Target*	Distribution (%) as at 1994-01-01**		Distribution (%) as at 1995-10-31		Gap (1995-10-31 to 1998-12-31)
		Blacks Coloureds Indians	Whites	Blacks Coloureds Indians	Whites	Blacks Coloureds Indians
Auxiliary (A1 to B2)	70%	95,9%	4,1%	86,8%	13,2%	+16,8%
Operational (B3 to C2)	40%	19,5%	80,5%	23,2%	76,8%	-16,8%
Supervisory (C3 to C5)	35%	4,1%	95,9%	9,3%	90,7%	-25,7%
Managerial (D1 to F)	20%	2,8%	97,2%	9,1%	90,9%	-10,9%

*   Set by the Management Board in November 1993
**   Telkom's EIS system - researcher scanned this on-line computer system to obtain the details

Source: Affirmative action in Telkom (1995:4)

From table 1.2, page 9 it is clear that blacks, coloureds and Indians are over-represented at auxiliary levels and underrepresented at all the other levels.

Besides the affirmative action programmes mentioned on the previous page, other interventions addressing the imbalances in racial distribution at Telkom include the following (Affirmative action in Telkom 1995:4-9):

- **Recruitment**

  Telkom has adopted a recruitment ratio of 70:30 in favour of black, coloured and Indian candidates since July 1994. Where the ratio cannot be applied because of nonavailability of black, coloured and Indian candidates, contra-investments must be made in training. The intake of white personnel decreased from a rate of 61,7 percent in 1993 to 33 percent in 1995 while the intake of black, coloured and Indian employees increased from 38,3 percent to 67 percent in the same period.

- **Promotions**

  Telkom has changed its promotions policy to allow black, coloured and Indian candidates to be appointed in higher positions. As a percentage of all staff promoted, the promotion of white personnel decreased from a rate of 71,9 percent in 1993 to 51 percent in 1995, while the promotion of black, coloured and Indian personnel increased from 28,1 percent to 49 percent in the same period.

- **Employee exits**

  The exit of white personnel as a percentage of all personnel exits increased from a rate of 59,4 percent in 1993 to 71 percent

in 1995 while the exit of black, coloured and Indian personnel decreased from 40,6 percent to 29 percent in the same period.

As an end goal Telkom needs to do everything possible to implement an affirmative action policy that will make the enterprise's composition representative of the demographics of South Africa. The present composition of the economically active population of South Africa and Telkom is compared in table 1.3 below. The underrepresentation of black employees is evident. Blacks are underrepresented by 32 percent, especially at supervisory and management levels while whites are overrepresented by 30 percent. The imbalance is even more serious when a comparison is made of the levels where blacks are placed - the majority of blacks (86 percent) are at auxiliary levels (see Affirmative action in Telkom 1995:2). Coloureds are already overrepresented and Indians are almost fully representative of the demographics in the country.

TABLE 1.3:   A COMPARISON BETWEEN THE RACE DISTRIBUTION OF THE ECONOMICALLY ACTIVE POPULATION OF SOUTH AFRICA AND THAT OF TELKOM

	Blacks	Coloureds	Indians	Whites
South Africa* 1994	69,0%	10,0%	3,0%	18,0%
Telkom 1991-10-01	30,3%	12,9%	2,5%	54,3%
Telkom** 1995-10-01	32,4%	13,6%	3,1%	50,9%

(Numbers indicated as percentages rounded off)

*   Barker (1995:31).

**   According to Telkom's EIS system most of the blacks, coloureds and Indians are at the lower and operational levels.

Source: Affirmative action in Telkom (1995:2). (Table updated with more recent information.)

1.3   PROBLEM STATEMENT

Telkom has established an affirmative action steering committee (represented by all the unions, staff associations and management) to develop and monitor the enterprise's affirmative action policy and related initiatives. The development of Telkom's affirmative action policy document was based on inputs from the management board and various unions, staff associations, line management, consultants and external stakeholders (eg the Black Management Forum). The affirmative action policy was approved in August 1993 and is contained in annexure A, pages 230 to 240.

During a presentation at a Joint Board Luncheon of the Transvaal Automobile Club, it was stressed that management is a key component in the success of affirmative action and must demonstrate their commitment to the process (Luhabe 1992). The views of management on affirmative action are important to ensure their commitment to the process.

However, in Telkom, no research has been conducted to ascertain management's views on affirmative action.

Human (1996:6) makes the point that many white male managers will communicate how committed they are to affirmative action and how they have developed detailed plans to provide opportunities for disadvantaged persons. However, such statements and strategies are usually reserved with a *"but"* proviso.

> The *"but"* which tells us that extensive testing has revealed that internally there are no candidates worthy of "affirmation"; that "affirmative action candidates" on the outside are scarce; that "affirmatives" on the outside demand outrages salaries; that "they want to run before they can walk"..... and so on.

According to Human (1996:6), blacks and women express great anger and frustration and point out "that nothing has changed; that only white males are promoted; that various tests and qualifications are now used as barriers for the disadvantaged not to get jobs ...".

Human (1996:6) states that discrepancies such as the ones indicated above may be expected because many managers have learned to "play the game." They have learned the basic vocabulary of a nondiscriminatory discourse in the absence of any real change of heart. In other words, they use the "right words" but their basic prejudices and insecurities remain. As Human (1996:6) puts it:

> Black people are not seen as individuals with their own strengths and weaknesses; their own abilities and their own individual training needs. The stereotype is still there, couched in modern euphemisms, but still there nonetheless. These managers have not transformed their attitudes. They have adapted incrementally - which is not transformation.

Research shows that many white male managers believe that blacks and white women are less capable than white men (Brook 1991; Day 1991; Human 1991). These views destroy self-confidence and motivation and become a negative self-fulfilling prophecy. The negative expectations lead to the anticipated outcome. These stereotypes and beliefs are responsible for white resistance. Accordingly, the fear of losing status and lesser career prospects also seem to cause resistance (Human 1991a:16).

Eccles (1994:214-215) points out that: "You can transform the enterprise, but that would not change behaviour. The management's behaviour has to change to match the desired new culture."

Many workshops have been held at Telkom to sensitise management and employees towards affirmative action and the following have been or are presently being attended to:

- finalisation of targets to be attained over a five-year period (see table 1.2, p 9)
- an integrated training and development programme
- revision of recruitment, selection, succession planning and merit systems
- strategies to integrate affirmative action in all human resource activities (eg promotions and succession planning systems)
- a revision of the bursary scheme and the allocation of funds for bursaries and training and development

Certain problems - listed below - have been identified in respect of affirmative action in Telkom, namely (Affirmative action workshop 1994):

- managers' level of knowledge about aspects of the affirmative action policy
- management's style and skills that could hamper affirmative action
- discriminatory recruitment, promotions, advancement and equal opportunity processes
- whether the level of assistance as far as education, training and development are concerned, is sufficient
- the level of racial discrimination
- the role of union representatives in implementing affirmative action
- whether communication is adequate
- the level of management's support to implement the affirmative action policy
- the shortage in technical skills, especially as far as affirmative action candidates are concerned

Since management's views, support and dedication for the successful implementation of affirmative action programmes are important, it will be necessary to establish the meaning of the word "view" in the context of this study. Synonyms for the word "view" include "attitude", "belief", "opinion" and "judgement" (Collins 1988:544-545). For the purpose of this study the word *views* is thus used in its broad(er) rather than its narrow(er) sense to include *attitudes*, *beliefs* and *perceptions*.

To successfully address the problems identified and implement affirmative action in Telkom, management's views on various related issues are crucial. Kemp (1994:17) researched constraints which were experienced by enterprises in implementing affirmative action programmes and came to the following conclusion:

> *The success or failure of implementing affirmative action lies with the management of enterprises. They either make it happen or not. Those who criticise affirmative action are actually criticising the management of the enterprise where it failed.*

The research problem is therefore a lack of information on the views of Telkom managers with regard to various aspects of the affirmative action policy. It is essential for the successful implementation of the affirmative action policy to obtain the views of management, who are the most important role players in the execution of the policy.

1.4   PURPOSE OF THE STUDY

The purpose of the study is to establish management's views on particular aspects that are important for the success of affirmative action in Telkom. These aspects are equal opportunities, eradicating discrimination, actively integrating the enterprise and acting affirmatively in the community. The results will enable the researcher to identify those processes which will

promote affirmative action, on the one hand, and any aspects which might hamper or undermine the successful implementation of affirmative action, on the other. Secondary objectives would be to obtain management's views on the extent to which the aforementioned issues contribute to the successful implementation of affirmative action in their respective departments/ sections/teams. Management's personal views to what extent they feel these issues are being addressed by Telkom, form part of the study.

1.5 VALUE OF THE STUDY

The results of the study should add value to the existing body of knowledge on affirmative action and the roles that management should fulfil in implementing affirmative action policy.

The study should further enable Telkom to use the information to rectify any shortcomings and implement the policy more successfully. The research could also serve as a guide for other enterprises in their implementation of affirmative action programmes.

1.6 RESEARCH METHODOLOGY

There is a total of 1 065 managers in the D and E bands (Paterson grading system) at Telkom. A stratified random sample of this group was taken to establish the target population for this study. A total of 300 persons was eventually identified as the target population for the study. Of these, 247 responded and 200 questionnaires were used.

Various methods were considered for the purpose of information gathering, such as questionnaires, group discussions, interviews and the Delphi technique. To ensure that a reasonable objective impression of the present situation at Telkom could be obtained, questionnaires were found to be the most appropriate method.

The study is of a descriptive nature and the theoretical background has been provided by conducting a literature study in the field of affirmative action. Information about Telkom was gathered from various documents (files and reports) available at Telkom.

The Statistical Analyses Systems package (SAS) was used to process the raw data.

The most important analyses that were used were:

- one-way tabulations of all biographical variables to gain an understanding of the nature of the sample

- factor analyses to identify intercorrelations among variables

- Cronbach's Alpha coefficients for each of the subscales were used to determine the extent to which the measurements complied with the normally accepted psychometric standards of measurement accuracy

- one-way analysis of variances (ANOVA) to establish whether there were differences in the views of the various subgroups with regard to the subscales - in those cases where the ANOVAS showed significant differences, Scheffé's multiple-range tests were computed to establish the nature of the observed differences

The questionnaire (annexure B, pp241-253) consisted of:

- a biographical information section

- a section covering the affirmative action policy document

• a section on the views of management with regard to affirmative action.

1.7 PROFILE OF THE STUDY

In **chapter 2** the concept "affirmative action" is considered as well as different approaches to affirmative action. The description of affirmative action for the purposes of the study is detailed. Furthermore, lessons learnt from other countries are described as well as the obstacles and success factors for affirmative action. The importance of management's views is also deliberated in this chapter. In **chapter 3** the planning and implementation of affirmative action in enterprises are investigated. A model for planning and implementation which the researcher has used for the study is presented and discussed. Throughout the study the structure of this model, which entails four pillars, is followed. The four pillars are **equalising opportunities, eradicating discrimination, actively integrating the enterprise and acting affirmatively in the community.** This chapter ends the literature study on affirmative action and the position of affirmative action in Telkom. In **chapter 4** the research instruments and methodology are reviewed. Firstly, a brief overview of the theory on the research instruments is considered. Thereafter the construction of the questionnaire and pilot study which were undertaken to test the questionnaire is presented. The results of the pilot study have proved the draft questionnaire to be valid and reliable. The chapter concludes with a discussion of the approach which was followed with regard to statistical analyses of results and the level of significance used in the research. In **chapter 5** the research findings are discussed. The research ends with **chapter 6** which presents the conclusions and recommendations flowing from the research.

CHAPTER 2

AFFIRMATIVE ACTION INTERNATIONALLY AND IN SOUTH AFRICA

2.1   INTRODUCTION

In this chapter the concept "affirmative action" is researched as well as the problems associated with the terminology used to describe affirmative action. This is followed by a description of affirmative action for the purposes of this study and various approaches to affirmative action.

Some lessons learnt from other countries, the obstacles and success factors in affirmative action are also discussed briefly as a background to the planning and implementation of affirmative action which is addressed in the next chapter.

Finally, the theory concerning the importance of management's views is investigated.

2.2   THE CONCEPT "AFFIRMATIVE ACTION": A CLARIFICATION

The concept "affirmative action" is often complicated and fraught with misconceptions and contradictory terms. Maphai (1993:6-9) points out that:

- affirmative action in South Africa has narrow and wide connotations and causes a great deal of confusion

- the literature on affirmative action abounds with concepts such as equal opportunities, equalising opportunities, black advancement, managing diversity and social responsibility

- this leads to a situation where there is much confusion about the meaning of these concepts

These concepts are first analysed before the concept "affirmative action" is defined for the purposes of this study.

2.2.1   Equal opportunities

Byars and Rue (1994: 26) define equal opportunity as the right of all people to work and advance on the basis of merit, ability and potential.   In an unpublished report, McGregor and Associates (1993:2) describe equal opportunities as the removal of overt barriers which hinder advancement. Physical barriers to discriminate against certain race groups must therefore be removed. McGregor and Associates (1993), however, fail to point out that **covert** discrimination is equally important.   For instance, only males are considered for certain jobs.   According to Mercer (1986:10-14) *equal employment opportunity* (which is used to describe equal opportunities in the workplace) has to do with equal pay for equal work, equal benefits or perquisites, equal application of recognition and the absence of racial discrimination of all kinds.

Khoza (1986:18-20) gives his perspective of equal opportunity by showing that it has to do with the restoration of human dignity and respect for blacks, fair and just treatment and the removal of barriers to black participation in the mainstream of the economy as well as equal opportunities for blacks. The reference to respect and fair and just treatment of "blacks" only (Khoza 1986), is unacceptable because it would negatively influence relations between races and confirm the notion of many whites about "reverse discrimination".

In order to have a better understanding of the concept "equal employment opportunities" it would be appropriate to take a closer look at various terms to determine compliance or noncompliance with equal employment opportunities (Byars & Rue 1994:56):

(1)   ***Employment parity.*** This is a situation in which the proportion of the disadvantaged, disabled and women employed, equals these groups' proportion of the population in the area in which the enterprise recruits its employees.

(2)   ***Occupational parity.*** This is a situation in which the proportion of disadvantaged, disabled and women employed in various occupations within the enterprise is equal to their proportion of the population in the geographical area in which employees are recruited.

(3)   ***Systemic discrimination.*** This occurs when there are large differences in either occupational or employment parity.

(4)   ***Underutilisation.*** This is a situation in which **fewer** of the disadvantaged groups, disabled or females in particular job categories are used than would be reasonably expected compared to their presence in the geographical area in which employees are recruited.

(5)   ***Concentration.*** This is the practice of having **more** of the disadvantaged groups, disabled or females in particular job categories than would be reasonably expected compared to their presence in the geographical area in which employees are recruited. It is thus the opposite of underutilisation.

Many of the aforementioned aspects are the same as what the researcher sees as one of the goals of affirmative action, namely to change the enterprise's composition to be representative of the demographics of a country. Thus it would appear that Byars and Rue (1994) view equal employment opportunity as meaning the same as affirmative action. The

researcher, however, regards equal opportunity programmes as **one** of the affirmative action interventions - giving preference to disadvantaged persons in training and development (which includes the identification of potential as well as mentoring and coaching) - in order to rectify the backlog these persons have in education, experience, skills, et cetera.

Ivancevich (1992:82) indicates the following differences between equal opportunity and affirmative action:

- In the United States of America equal opportunities are legally compulsory, while affirmative action is voluntary.

- Equal opportunities are neutral, while affirmative action gives preference to individuals.

- Equal opportunities are preventive, while affirmative action is promotive because certain persons enjoy preference.

- Equal opportunities are a permanent obligation, while affirmative action is a temporary measure.

2.2.2   Black advancement

In an unpublished report, McGregor and Associates (1993:4) state that *black advancement* programmes were introduced to appoint blacks in positions at various levels according to specific targets to be achieved by enterprises that prescribed to the Sullivan and EEC codes. These programmes were largely confined to the multinationals and were driven by the human resource department with little commitment from line managers. McGregor and Associates (1993:5) point out that in the main, black advancement resulted in tokenism and failure. It is generally acknowledged that little progress was made through these programmes (BMI Report 1993:52).

According to Nzimande (1986:47-50), the beneficiaries in black advancement programmes have been found to be a limited group of professional women and other groups discriminated against in the past:

> *If there are any advancement efforts directed at lower level employees, these initiatives go only as far down as artisans, to the almost total exclusion of the bulk of the labour force. The result is that workers immediately believe that advancement really means the promotion of a black elite.*

Most of the people who were supposed to benefit actually gained very little from black advancement (BMI Report 1993:52).

From the foregoing it is clear that black advancement is not the same as affirmative action (see sec 2.2.5, pp26-28). Although it may have some of the same goals as affirmative action, the manner in which it was implemented failed dismally.

2.2.3   Managing diversity

McGregor and Associates (1993:5-6) report that enterprises define managing diversity as including all actions aimed at *equalising opportunity* (removal of overt and covert discrimination), on the one hand, and *affirmative action* (managing individual development of disadvantaged groups with a view to achieving defined targets), on the other. McGregor and Associates (1993) confuse managing of diversity with equal opportunities, eradicating discrimination and affirmative action. Furthermore, one of the goals of affirmative action, namely to change the enterprise's composition to be representative of a country, is not even addressed.

Ndlovu (1993:11-12) distinguishes between affirmative action and managing diversity as follows: "Simply put, affirmative action brings in and advances

those who are disadvantaged whilst diversity management ensures their appropriate management. The two are complementary, but affirmative action precedes diversity management." In the researcher's view, affirmative action is the overarching concept which includes programmes for equalising opportunities, managing diversity and even social responsibility (discussed in sec 2.2.4, p25). Mtshali (1993:9) points out that management of diversity has to do with enabling individuals to reach their full potential. The researcher differs from Mtshali's (1993) views on what management of diversity means. It involves much more than enabling individuals to reach their potential. Human (1996:4-12) points out that managing diversity is about the following:

- It involves an understanding of and interaction with diverse persons. This interaction can only be effective if negative communication of stereotypes is controlled. It is also about winning the hearts and minds of persons trying to hang on to traditional power.

- There is a tendency to perceive diversity in terms of differences of race and gender. It is this tendency in terms of racial or gender categories that distracts from the ability to manage diversity on a practical level. The management of diversity is ultimately about how one sees oneself **in relation to others and the value judgements one places on other people's behaviour or cultures** - in other words, how to interact with diverse persons. In this regard South African managers and how they see themselves have been strongly influenced by political changes. The better the managers can manage themselves and their personal insecurities, the better they will manage diversity.

2.2.4   Social responsibility

Alperson (1991:40) points out that social responsibility focuses on disadvantaged groups - inside and outside the workplace - with regard to aspects such as training and development, advancement and providing benefits, housing, supporting education, upgrading of teachers and schools, increased science and mathematics education, and support for preschool learning. Because these issues have been neglected for so long, so much still needs to be done, education being regarded as one of the major problems. In 1990, 46 909 degrees and diplomas were obtained at South African universities - 67,6 percent by white students, 12,4 percent by coloureds and Indians and 20 percent by black students (De Lange 1993:22). As a further illustration of the backlog in education, see table 1.1 (p3) which shows tertiary qualifications per race group in South Africa.

Griffiths (1993:36-39) quotes Zaaiman who states that "affirmative action involves a paradigm shift in the broader social scenario, involving a change of mindset not only in the workplace but encompassing the family and social support structures as well".

Latti (1993:31-39) supports social responsibility whereby employees must have security, houses, education and health services. Latti (1993) appears to regard social responsibility as part of employee assistance programmes. There is in fact a close relationship between employee assistance programmes and social responsibility interventions with the aim of improving the quality of the worklife of employees.

The proponents of social responsibility state that social responsibility and social investment are normally neglected because of the lack of attention affirmative action receives in the wider community. However, the researcher agrees with Zaaiman quoted above (Griffiths 1993:36-39) that social responsibility is an important part of affirmative action but is not the main

issue. Social responsibility also encompasses the workplace, family and community.

2.2.5 Affirmative action

The South African Board for Personnel Practice (1992:2) translates the concept *affirmative action* in Afrikaans as *regstellende optrede, versnelde geleenthede, gedwonge bevoorregting* or *affirmatiewe aksie.* When loosely translated into English affirmative action then also implies "accelerated opportunities" or "forced preferential treatment". According to these translations affirmative action appears to give the impression of "preference" (as in preferential treatment) as opposed to "putting right" as in the sense of the Afrikaans *regstellende* (BMI Report 1993:41).

It is necessary at the outset to distinguish between affirmative action as a general concept and affirmative action as a means of creating employment equity in particular, where the aim is to remove unfair discrimination and prejudice. With regard to the former, Sachs (1991:14-15) argues that affirmative action has extremely broad connotations, and like apartheid, affects every sphere of life. South Africa's Green Paper entitled "Employment and Occupational Equity" (South Africa 1996:6) states that employment equity focuses on:

- *Eradication of unfair discrimination of any kind in hiring, promotion, training, pay, benefits and retrenchment, in line with Constitutional requirements. The government will give individuals easier access to remedies.*

- *Measures to encourage employers to undertake organisational transformation to remove unjustified barriers to employment for all South Africans, and to accelerate training and promotion for individuals from historically disadvantaged groups.*

This document makes mention of the fact that employment equity does not "provide a panacea for all the evils of the past discriminatory policies". Affirmative action is more than *employment equity* as discussed in section 2.3, pages 29 to 30.

The Australian Government's Green Paper (White 1988:31) defines affirmative action as a "systematic means, determined by the employer in consultation with senior management, employees and unions, of achieving equal employment opportunity...... compatible with appointment and promotion on the basis of merit, skills and qualifications". Glueck (1982:220) regards affirmative action as ".... that set of activities employers use to assure that current decisions and practices enhance the employment, upgrading, and retention of protected groups. Such actions are distinguished from merely refraining from practices that discriminate". Sachs (1991:14-15) argues that affirmative action affects every sphere of life and includes "all discrimination measures, as well as all anti-poverty ones".

Innes (1992:7-21) sees no real difference between the concepts "black advancement" and "affirmative action" when he states that "black advancement programmes are basically affirmative action programmes which are designed to redress the past disadvantages of blacks". As indicated in section 2.2.2, pages 22 to 23, it is clear that black advancement is not the same as affirmative action, although some of the goals are the same, such as integrating the enterprise with disadvantaged persons.

Gerson (1993:26) points out that affirmative action is to make disadvantaged groups more representative of the population, "even if this entails (up to a point) passing over more meritorious applicants". Joubert (1993) feels strongly that the idea that affirmative action is required to redress injustices of the past should be destroyed. According to him, the emphasis should be on a supply of skills to be competitive irrespective of race and gender and to

let "demographics dictate that we focus on the production of black skilled and professional workers for the future".

The views of Njuguna (1992:1) on affirmative action are appropriate for this research:

> ... affirmative action is adopting management styles conducive to racial integration, and developing attitudes that enhance racial coexistence, racial tolerances and racial acceptance.

This definition confirms the importance of management's views on affirmative action.

2.2.6   Problems with descriptions of concepts relating to affirmative action

From the above it can be deduced that affirmative action is a concept meaning different things to individuals. The approach that affirmative action is based solely on equal opportunity is misguided as this will not necessarily lead to an integrated workforce where blacks, coloureds, Indians, women and the disabled are placed in meaningful positions. A more active approach is essential if affirmative action is to be of any value to both people in need and the enterprises involved.

In a survey carried out in the metal and engineering industries in South Africa it was found that 39 percent of the enterprises had affirmative action programmes, but that 93 percent of these regarded affirmative action as an equal opportunity programme, while five percent viewed it as providing pro-active preferential treatment for blacks (Affirmative Action 1993:3). These results indicate that enterprises do not understand what affirmative action really entails and also that there is a lack of wholehearted commitment to bring about significant changes. The researcher regards affirmative action as being   more   than   equal   employment   practices.   As   set   out   in   the

aforementioned discussion, it entails remedial action whereby an employer seeks to achieve the goal of equal representation at all levels, including management. This commitment not only requires actively removing barriers to equal employment but also aggressively seeking applicants from under-represented groups, recruiting them, developing their potential, promoting them and providing them with skills. The challenge also has a bearing on social responsibility which includes aspects such as housing, education, health, small business development, capital availability and joint ventures.

2.3 DEFINITION OF AFFIRMATIVE ACTION FOR THE PURPOSES OF THIS STUDY

Taking into account the above and many other so-called "definitions" of affirmative action, it is clear that affirmative action is not an easy concept to define. One should also add to this the fact that a number of enterprises disapprove of the notion of affirmative action, leading some of them to devise rather vague and undefined programmes such as "diversity management", "social responsibility" or "equal opportunities". Rapoo (1995:13) notes that the pro-affirmative action lobby is losing its debate because it fails to articulate what is firstly, meant by affirmative action, and secondly, how to apply it in practice. In a personal communication between the researcher and Prof Karl Hofmeyr on 17 May 1993 regarding the concept affirmative action, Hofmeyr's (1993) description of affirmative action is accepted for this research, namely that:

- affirmative action goes beyond the principle of equal employment opportunities and seeks to redress the disadvantages experienced by black men and women, and to a lesser extent, (so-called) coloureds, Indians, white women and the disabled;

- affirmative action also implies compensating for disadvantages by means of accelerated development, training and education

programmes, setting targets and timetables, special recruitment and promotions to integrate the disadvantaged persons into meaningful employment positions without lowering standards; the objective being to reach the stage where the composition of the workforce reflects the demographics of the society; and

- strategies to ensure that discrimination is eradicated and the enterprise is socially committed to the wider community.

Thus, from the aforementioned viewpoints, the researcher regards affirmative action for the purposes of this study, as consisting of four main issues (pillars):

- equalising opportunities
- eradicating discrimination
- actively integrating the enterprise
- acting affirmatively in the community

Management are important role players in the effective realisation of the above through affirmative action implementation strategies.

2.4 APPROACHES TO AFFIRMATIVE ACTION

Hofmeyr (1993a:29-33) describes three approaches that management adopt to affirmative action in enterprises. These are discussed in this section.

2.4.1 The traditional (directive) approach to affirmative action

The directive or traditional approach usually entails a top-down approach to affirmative action. In most enterprises this approach is followed from a purely top/senior management perspective. A top-down approach is directed from a position of power, namely the power and authority of the chief

executive and senior management. In theory, they can dictate what has to be done and how things should to be done. In the context of affirmative action, they would announce the affirmative action programme, how it should be implemented and the roles of the various stakeholders.

The intention with this approach is to influence **group behaviour** by stating what is required by the enterprise and what rewards or punishment are associated with success or failure. This approach has an influence on **individual behaviour**. If individual behaviour changes, then **attitudes** and **knowledge** tend to change to be consistent with the changed behaviour. This process follows the "behaviour modelling" approach according to which attitudes are likely to fall in line with behaviour, once one changes that behaviour. Management take decisions, formulate and implement policy which reflects a "top-down" philosophy.

Part of its logic and appeal is that this approach is typical of normal business activities, say, when new products are launched, factories opened or mergers take place. Obviously management feel comfortable with this approach and assume that (as usual) a somewhat autocratic style will produce results. A "top-down" approach is the traditional way in which most enterprises used to manage their business and thus fits the business "culture" of the enterprise.

Affirmative action based on a "top-down" philosophy may lack important elements such as credibility, legitimacy and acceptance. In addition, valuable insights are overlooked, namely the aspirations, attitudes and suggestions of the subjects of affirmative action.

However, this is not to suggest that there is no communication with black, coloured and Indian candidates in a traditional affirmative action programme. Affirmative action programmes recognise the need for input from candidates.

But this recognition is mostly superficial in practice: at best, it might be described as consultation rather than participation.

For affirmative action to be meaningful, a significant shift towards real participation by all those involved is needed to enhance the process and increase the likelihood of its success.

2.4.2   An inclusive (participative) approach to affirmative action

Hofmeyr (1992) explains that in terms of the participative change process model (fig 2.1 below) both a bottom-up and top-down approach (full participation) are required.

FIGURE 2.1:   PARTICIPATIVE CHANGE PROCESS MODEL
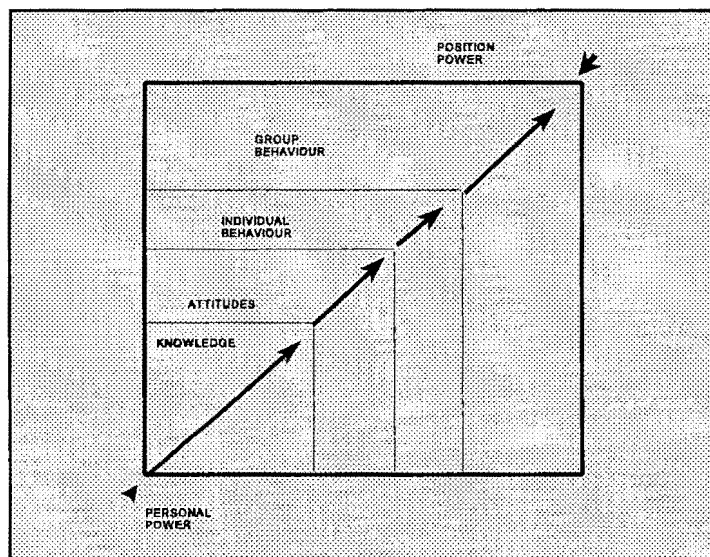
Source: Hofmeyr (1992)

A "top-down" approach is geared to managing a process, recruiting people, running training programmes and "keeping a score" of how many blacks, coloureds and Indians are promoted into management positions, whereas a participative approach recognises the importance of each individual's

contribution. A participative approach towards problem solving has the following advantages (Hofmeyr 1992):

- Employees understand more about something if they have made a contribution.

- Employees are more committed to programmes if they have been involved in formulating them.

- Employees' knowledge, experience and insights can be tapped.

- Participation empowers people; it releases individuals' potential to perform better.

2.4.2.1 Top-down approach

The top-down approach is directed from a position of power to influence group behaviour and thereby individual behaviour. Individual behaviour tends to change attitudes and knowledge consistent with the changed behaviour.

A "top-down" or directive approach is therefore far from irrelevant. This kind of approach is indeed essential to accelerate the process. Very little is likely to change without it. Given the anticipated pressures on enterprises in the future, strong guidance from senior management on affirmative action is imperative. This calls for clear direction from the executive, setting of targets which are closely monitored, and making line managers accountable for integrating their workforce. Associated with this approach is the idea that if one changes behaviour (with targets and pressure to achieve them) then a change in attitude will follow when managers see the results of their efforts.

2.4.2.2 Bottom-up approach

The bottom-up approach is more closely associated with the aim of managing diversity. Information, reasons and arguments are offered in support of affirmative action. Insights into the differences between people and the advantages of diversity are given, along with a sharing of perspective and understanding. Discussion and inputs are from the bottom up, and this leads to an acceptance of affirmative action. Once attitudes change this will impact on individual behaviour. A "bottom-up" approach focuses on the individual and what he or she needs in order to develop.

At the same time, it has been recognised that a "bottom-up" approach on its own is probably not enough. Given the backlog, the entrenched attitudes and the importance of making significant progress in the short to medium term, a directive ("top-down") approach is needed to accelerate the process. It is argued that a "bottom-up" approach is just as important. Here "empowerment" and "participation" are the themes. Forums and consultations, with participation in decision making at all levels, are designed to create a new culture in the enterprise. This approach tackles attitudes directly in the belief that when these change, the inevitable result will be affirmative action.

From the foregoing it appears that a balance between a top-down and bottom-up approach with the inclusion of the various stakeholders should be the recipe for success.

Telkom was one of the companies to totally involve all stakeholders in developing an affirmative action policy and for this purpose the company has decided to form a steering committee to address all issues with regard to affirmative action (Hofmeyr 1993a:32).

2.5   LESSONS TO BE LEARNT FROM OTHER COUNTRIES

There are few competitive businesses in South Africa with adequate records of progress in affirmative action for those starting out to learn from their experience.

There is no doubt that much could be learned from the experiences of other countries which have already made significant progress in the removal of deep-seated inequalities in enterprises. From these lessons and the literature, many obstacles that should not be overlooked have also been identified. Success factors have likewise been suggested for affirmative action programmes. These issues, which are discussed on the following pages, form the background to guidelines for the planning and implementation of affirmative action which will be investigated in the next chapter.

2.5.1   The United States of America (USA)

Affirmative action and equal opportunity programmes in the USA have benefitted white women more than blacks. The fragmentation of affirmative action and equal opportunity programmes to cater for large numbers of racial groupings, gender, the disabled, war veterans, the ageing, and so on, has meant that the basic issue of Afro-Americans and Hispanics have been overlooked. Important lessons that South Africa can learn from the American experience include the following (Human (1991:11-15, 18, 20-21):

2.5.1.1 Education and background

Education and social development can affect the opportunities of many black people to obtain significant work. A feeling of inferiority may exist and this could cause workers to withdraw from competitive situations thus reinforcing the prejudices of many white managers. These prejudices include beliefs by

white male managers that blacks, coloureds, Indians and women are less capable than white males.

2.5.1.2 Training and development

Although training and development are important in the progress of blacks we cannot simply feed knowledge and skills to black people and expect them to function in a predominantly white world. Training and development take time.

2.5.1.3 Stereotypes

The expectations and prejudices of white managers will have to be addressed before affirmative action programmes can be implemented. Programmes may also strengthen the stereotype that blacks, coloureds and Indians are inferior because these programmes are based on the premise that blacks, coloureds and Indians as a group have shortcomings that must be overcome before they can function in a business environment. This is another reason why management's views of affirmative action should be obtained.

2.5.1.4 Legislation

Legislation does not necessarily ensure the advancement of previous disadvantaged groups. Management should be committed to policies and standards that constitute further important reasons why their views should be noted.

From the above it is clear that attitudes, beliefs, prejudices and stereotypes play an important role in the failure of many affirmative action programmes. These aspects need to be addressed. This is one of the reasons why management's views of affirmative action are so important for its successful implementation.

2.5.2   Zimbabwe

Castle (1995:7-12), Hofmeyr and Whata (1991:13-21) and Alfred (1991:16) identified the following lessons that could be learned from the Zimbabwean experience:

- Although helpful, legislation is not the solution for affirmative action.

- Black people in management jobs want to know that they are there because of their qualifications and abilities.

- Affirmative action policies tend to favour already privileged sections of the society.

- The views of top management on affirmative action in general and the promotion of black managers in particular are decisive for the success of the process.

- Window dressing does not promote the productivity of business enterprises or the interests of the black community.

- The training and development of young managers, regardless of race, take time.

- A well-planned strategy of affirmative action should be followed in order to resist pressure from the community and the government to implement unworkable measures.

- A high standard of general education is needed for success.

- Business enterprises should be proactive if compulsory affirmative action and government pressure are expected in South Africa to give legitimacy to the attempts made by these enterprises.

- Affirmative action needs to be linked to broader strategies for economic reconstruction.

- Decisions should be based on business principles and not political rhetoric.

- The human resource management departments of enterprises will be first to experience the pressure to promote black people. They must therefore be trained for this at an early stage

- Voluntary affirmative action must be pursued before it is legally enforced.

Thus, affirmative action must be holistically and carefully planned. Creative interventions should be pursued to realise affirmative action goals and window dressing should be avoided.

2.5.3   Namibia

Castle (1995:14-19) and Swanepoel (1992:23-26) conducted research in Namibia and found that the majority of employees who were interviewed regarded affirmative action as one of their principal challenges over the next decade. Although affirmative action in Namibia has not been applied for that long, it still holds certain lessons for South Africa. The researchers draw the following conclusions:

- Revise and amend discriminatory employment practices.

- Avoid tokenism.

- Build a good educational system and make provision for adult education.

- Affirmative action strategies need to be integrated with business needs and should not simply be a numerical exercise.

- There should be preferential recruitment and promotions of suitably qualified persons in the disadvantaged groups.

- Affirmative action should not be at the expense of business effectiveness and efficiency, but should rather support it.

- Employee empowerment can provide a framework for affirmative action and other human resource issues.

The Namibian experience again stresses that only qualified persons should be appointed or promoted and that affirmative action should not be a numerical exercise. The persons who are appointed should be given real jobs and empowered to take responsibility.

2.5.4 Australia

Albertyn (1993:23-25) discusses affirmative action in Australia and makes, inter alia, the following important points:

- An affirmative action policy statement should be developed and communicated to all employees.
- A senior manager should be appointed to develop, implement and co-ordinate the programme.
- Unions and employees should be consulted.

- A statistical analysis and profile of the workforce should be prepared.

- All existing practices and policies should be reviewed.

- The enterprise should set its own goals and objectives.

- The programme should be monitored and evaluated.

- The system should be "policed" by public scrutiny.

From the above it is clear that communication plays a significant role in the successful implementation of affirmative action. All stakeholders including the unions should be involved in developing the policy. Monitoring affirmative action is extremely important.

2.5.5   Malaysia

Malaysia's affirmative action approach is a special case of interest and relevance to the South African situation for the following reasons (Castle 1995:19-25 and the BMI Report 1993:43-53):

- Affirmative action was entrenched in the constitution.

- The Malaysian experience has shown that compensatory discrimination is counterproductive to race relations.

- Affirmative action in Malaysia is defined specifically in ethnic terms (the target/beneficiaries of affirmative action are the Malay people versus the other races/ethnic groups). This is the case in South Africa in respect of blacks versus whites.

- The group that was expected to benefit from affirmative action was also the group with a preponderance of political power.

- The constitution provides for Malay dominance in certain sections of the civil service. For these sections of the civil service a quota, guaranteeing that these posts will be permanently filled by Malays, is imposed. The sections involved are foreign service, judicial and legal services, customs and the police force.

- The quotas apply to the above services only and only the higher ranks in the civil service.

- Once legislated it is difficult to eliminate affirmative action practices. Racial and ethnic privileges become entrenched.

- The professional, technical and clerical services are not subjected to a quota system and are also filled by non-Malay officials.

- The quota system only applies to the recruitment of persons. Once they are employed the Constitution provides for equal treatment of persons with regard to promotion and training.

- The procedures of selection are on merit.

- The legitimate interests of other communities are protected by certain guarantees in the Constitution.

- Ethnically based targets and quotas do not guarantee distribution of wealth to everyone it is aimed at.

It is important to note that quotas were introduced in the public service only at certain sections and levels. Once employed, everyone progresses according to merit.

2.5.6   Summary of the international experience

Internationally, affirmative action has been seen as positive action to redress inequalities and injustices. In practice this has involved a reconceptualisation of standards, practices and attitudes towards selection and recruitment, training, promotion and the creation of a supportive corporate culture. These positive steps are directed to the achievement of specific, well-defined goals with the aim to achieve equal employment opportunity. The attitudes, perceptions and direction of management in the processes are vital to create an environment conducive to success.

The foregoing experiences of other countries are important lessons which South Africa should note:

- There is no one international affirmative action programme that suits everyone. Each strategy should be based on the unique national and organisational needs in the particular country.

- Attitudes need to change if affirmative action is to be implemented successfully. This is a long-term process.

- Attitude change is a complex process that people at all levels within the enterprise, namely top management, trainers and trainees, should undergo.

- Successful affirmative action depends on economic growth and an underlying view that recognises the value of people.

- A strategy to change structural and other inequalities at national level is needed. This includes health, literacy, employment, education and housing.

- Affirmative action should focus on attempts to promote persons from disadvantaged groups to positions of competence in the economic system.

- Programmes should not only be operated by the state, but also by a variety of enterprises, institutes, universities and nongovernment organisations.

- Affirmative action should be used only to eliminate clearly defined inequalities in a society.

- Programmes should be both political and economic and should not be forced on a country and its people as instruments of control.

- Targets should be set instead of strict quotas, because it is of critical importance that people should be held responsible and accountable. Hence there should be compensation for enterprises that implement affirmative action and punishment for those that do not.

- Affirmative action should be regarded as an investment in the future of people and their competencies, instead of a punitive measure or one that forces people to give up something.

- The state should establish incentive measures to encourage the implementation of affirmative action, for example tax rebates for enterprises that apply it and serious tax increases for those that do not.

- Change should take place through legislation at enterprise level, and in people and between people, otherwise affirmative action will not be effective.

Other obstacles that are apparent from the international experience are set out on pages 46 to 47.

2.6   OBSTACLES IN THE IMPLEMENTATION OF AFFIRMATIVE ACTION PROGRAMMES

McGregor and Associates (1993) and the former Black Management Forum Chairman, Seshi Chonco (Douglas 1994:7) as well as De Witt and Erasmus (1993:19-20) identified the following obstacles in the implementation of affirmative action programmes:

- not knowing the enterprise's strengths and weaknesses with regard to human resource potential, skills and composition (do your homework; Telkom has not succeeded in identifying potential)[2]

- middle-management/white resistance to change; creating the right culture (this research also indicated clearly that this is a problem at Telkom)

- state of the economy and negative business climate

- poaching (this is a serious problem at Telkom[3] where certain groups/business units poached well-trained and developed affirmative action candidates)

- candidate mistrust - being seen as sellouts and inadequate frames of reference

- inadequate measurement of success

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[2]   Internal document: Interventions for affirmative action - 1995-03-15.

[3]   Various E-mails to managers to avoid poaching between business units.

- unrealistic expectations of those who are poorly informed

- customer resistance

- firms offering high compensation to previously employed persons with experience in order to secure "black faces" or reach targets (again, this is a problem at Telkom where black managers are paid up to 30 percent more than their white counterparts)[4]

- failure to address the concerns of white employees (this research also identified this aspect as a serious problem which needs to be investigated further)

- neglect of training, mentoring and coherent succession plans

- half-hearted communication of affirmative action plans and programmes to employees (the research proved that communication of affirmative action policies and plans in departments/ sections/teams has not been accorded the required attention)

- lack of feedback on the progress and audit systems to evaluate successes

- continuous training is not enough - develop the disadvantaged groups

- allowing line managers to abdicate their responsibility for the sake of affirmative action (the human resource's department cannot make it happen - only line management can)

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[4] Compensation statistics on computerised system of researcher.

- the mindset that every black appointee must end up at the top, without attempting to identify outstanding and average recruits

Obstacles that emerge from international experiences are as follows (Castle 1995:6-33):

- Legislation outlawing discrimination on its own is insufficient. Monitoring agencies are also required. Legislation may bring about entrenched privileges and groups trying to protect their vested interests.

- Affirmative action alone cannot succeed; the wider issues of economic and political reform also need to be addressed to ensure growth and sufficient job creation. Telkom is doing something about this with its Vision 2000 project which is aimed at installing approximately three million additional lines during the next few years, in the rural areas in particular. This will promote growth and job creation[5].

- Affirmative action needs to be aligned with the Reconstruction and Development Programme and should take the situation of black youths into account.

- Broadly targeted affirmative action policies tend to favour the already black elite while the status of women and the seriously deprived is not addressed.

- Job fragmentation and expansion on their own have been ineffective. They need to be done together with carefully structured career paths.

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[5] Telkom Telefocus for managers: February, 1996.

- Training and development, regardless of race or background, cannot be done overnight - they take time.

- High standards of education are necessary.

- Affirmative action policies need to address the unrealistic expectations of the targeted groups as well as the fears and aspirations of the white males, otherwise violent race and class conflict may erupt.

- Targets or quotas do not necessarily guarantee wealth redistribution to the whole community.

2.7   SUCCESS FACTORS FOR AFFIRMATIVE ACTION IN ENTERPRISES

The BMI report (1993:16-24) highlights that enterprises regarded as proactive in the field of affirmative action believed the following to be important:

- Affirmative action is regarded as a strategic issue. At Telkom affirmative action is part of the enterprise's strategic plan.

- Top management are committed to affirmative action.

- A workforce plan should be formulated.

- There should be clear performance standards. According to this research conducted, Telkom managers do not regard this as important, when in fact it does need to be addressed.

- Open and honest feedback should be given on performance. The issue was also highlighted by Telkom managers in the research.

- Regular performance appraisals are necessary.

- A participative management culture, needs to be developed.

- Effective communication and an understanding of affirmative action policy by managers are necessary. The research has shown that this issue requires further attention at Telkom.

- A strategy plan is essential.

- Succession plans should be introduced and used. Although there are succession plans, very few affirmative action candidates are indicated as successors[6].

- Where required, individual career plans should be drawn up.

- Merit-based affirmative action in selection and recruitment should be implemented.

- Job objectives should be clear and contracted with the individual.

- Employees should be trained according to individual needs.

- Managers should fulfil their roles as mentors and coaches. Again, the research has shown that coaching is not properly implemented at Telkom.

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[6]   Telkom's succession planning system scanned by the researcher.

2.8 THE IMPORTANCE OF MANAGEMENT'S VIEWS ON AFFIRMATIVE ACTION

As indicated in section 2.4.2.1, page 33, Hofmeyr (1992) concedes that the "top-down" approach is equally important and essential to accelerate the implementation of affirmative action and that strong guidance from management is required. It is thus important to discuss the reasons why management's views on affirmative action are so vital.

The Consultative Business Movement National Team (1993:56) points out that a key area challenging South African business in the postapartheid era is that:

> *perceptions of management and employees, both black and white, have to be addressed as a prerequisite for creating relationships based on mutual trust and respect. If this matter is not addressed, then all other endeavours will remain hamstrung by past perceptions, mistrust and apprehensions.*

Charlton (1992:106-107) shows the following:

- Perceptions are based on past experiences which may be accurate, inaccurate, negative or positive. Needs, beliefs, emotions and expectations all affect the way we view things. "Rules, conventions, norms, stereotypes and attitudes all govern the way the individual believes he/she sees ...," Where change is necessary people tend to retreat into their comfort zones.

- Leaders have failed because they themselves are out of touch with the people they serve. Furthermore, success normally depends on followers seeing that their leaders' behaviours adapt to demands.

Human (1996:10) suggests that in this regard we teach employees:

- an understanding of a person's self-esteem and how this impacts on others and on the individual's performance

- to attempt to move people away from seeing the world at a uni-dimensional level and creating the ability to differentiate and reintegrate according to circumstances

- skills in communicating with themselves and others to effectively harness the skills and abilities of both themselves and others

Furthermore, the above relate to three challenges for managing diversity in enterprises:

- Firstly, while accepting that broad groups of people do have "cultures" in common, we are able to interact with people as individuals with a variety of changing and dynamic identities.

- Secondly, the challenge relates to a control of negative communications associated with many of the stereotypes so that effective interaction with the diversity of others can take place.

- Thirdly, the challenge is to win the hearts and minds of those individuals who are still trying to hang on to traditional forms of power and control (Human 1996:12).

As indicated in section 1.3, page 15, the views of management for the purposes of this research include attitudes, beliefs and perceptions. According to Kreitner and Kinicki (1989:109-119):

- A person's beliefs that certain behaviour leads to certain outcomes, determines his or her attitude to such behaviour. His or her beliefs

of what others think how he or she should behave form subjective norms.

- The attitude and subjective norms lead to a certain intention and a specific behaviour towards the issue.

- This aspect becomes clearer when the social information processing model of perception is explained:

  - Perception is the process that enables us to interpret and understand our surroundings.

  - Social information is about how people make sense of other people and themselves.

  - The process involves people, events and objects, known as stimuli, being interpreted and categorised through selective attention and comprehension.

  - During the next stage these stimuli are encoded and simplified.

  - Some of the original stimuli are stored and retained in the memory.

  - These are retrieved and responded to when judgments and decisions are made.

- The implication of the social information-processing model of perception is that it forms the window through which all employees view, interpret and prepare their responses to people and events. For instance, recruiters with a racist or sexist frame of reference may undermine the accuracy and legality of hiring decisions. These invalid frames of reference need to be confronted and improved

through coaching and training. Messages are interpreted and categorised according to the frame of reference developed through past experience and influenced by age, gender, ethnic and cultural orientations.

Luhabe (1992) shows that affirmative action evokes perspectives of reverse discrimination among white males. This in turn leads to resistance to change and fear of the unknown, of preferential treatment to others who are not white males and perhaps less capable, and of a lowering of standards. Kreitner and Kinicki (1989:660-665) point out that resistance to change is a behavioural response to real or imagined threats (such as affirmative action) to an established work routine and offers reasons for resistance:

- a loss of status and/or job security
- a disruption of cultural traditions and/or group relationships
- fear of the unknown
- a climate of mistrust
- peer pressure
- a fear of failure
- personality conflicts
- a lack of tact and/or poor timing

Sonn (1993:30-31) makes the following important statements about the preconditions for successful affirmative action:

- Firstly, it entails more than commitment from top management and excellent programmes. Interpersonal and intergroup relations, attitudes and perceptions have to change.

- Secondly, the following aspects should be addressed:

    - resistance towards affirmative action by mainly white males (in the majority of cases managers) who often feel threatened

- the culture of enterprises regarding its assumptions about values, norms, style and other aspects which should be re-evaluated

• Thirdly, the solution appears to be in employing and empowering people of colour and women, and affording them the opportunity to be creative and assist the environment to become multicultural.

Ramano (1987:12-14) quotes Peter Franks: "White resistance to black advancement was one of the major impediments to black advancement." Ramano's (1987) study revealed that discrimination, blatant racism and favouritism are major problems facing black-white interfaces in the work place. Ramano (1987) mentions that some of the many wrong views that whites have, include the following: blacks do not have a sense of achievement, they are always late and they lack initiative.

Research by McEnrue (1988:28-30) emphasises the importance of the way in which programmes are implemented, and that the goals of affirmative action are not sabotaged only through subtle covert methods that exclude the disadvantaged from opportunities. It is thus understandable that Hitt and Keats (1984:203-222) found that of 13 factors, attitudes are among the most important in determining affirmative action programme effectiveness. This being so, it is clear that the ways in which managers, black and white, view their work milieu, will influence their adjustment to that environment and their behaviour at work in general.

Beer et al (1990:159) point out that job roles also have their effects because individual behaviour is powerfully shaped by the roles people play. "The most effective way to change behaviour, therefore, is to put people into a new organisational context, which imposes new roles, responsibilities, and relationships on them. This creates a situation that in a sense, 'forces' new attitudes and behaviours on people".

From the foregoing it is clear that management play a vital role in affirmative action and the success or failure of implementation will strongly depend on management's own views on affirmative action policies and programmes.

At Telkom no validated information is available on management's views on the problems that hamper affirmative action and those that are important for the successful implementation of affirmative action. It is therefore important to obtain management's views in this regard.

2.9   SUMMARY

This chapter shows that affirmative action is a complex and controversial concept, that means different things to different individuals and which is viewed differently by enterprises. Affirmative action should be seen as providing proactive preferential treatment especially for blacks, coloureds and Indians, which includes recruitment, developing potential, promoting them and providing them with skills. It also entails the challenge being extended to include aspects of social involvement.

In this chapter the approaches to affirmative action were also discussed by means of the participative change process model. A balance of a top-down and bottom-up approach involving the various stakeholders appears to be the most successful model.

From the international experience which entails lessons learned from other countries, special reference was made to the Malaysian experience, which in many ways is relevant to South Africa.

One cannot ignore that in these countries too, affirmative action remains a problem as far as achieving its policy objectives, goals and targets is concerned. The problem is even greater in South Africa because here racial discrimination affects the vast majority of people and not merely a minority. Furthermore, the inequalities here are greater, considering the education

policies which deliberately caused a serious skills gap between whites, on the one hand, and disadvantaged groups, on the other, especially the blacks. It should be quite clear that South African managers will need to be extremely creative in finding ways and means to overcome, firstly, personal constraints such as their attitudes, perceptions and beliefs, and secondly, influencing others to make enterprises representative of the population. The lessons learnt from other countries provide valuable input for the planning and implementation of such programmes.

Cognisance should be taken of the obstacles and success factors in implementing affirmative action to avoid a repeat of the same mistakes other institutions or countries have made. Again, as far as obstacles are concerned, it is clear that management's views are extremely important and can certainly hamper progress. Not only should managers understand affirmative action, have an in-depth knowledge of the policy and be able to communicate such policy to employees, but should also find ways and means of realising the enterprise's objectives with regard to affirmative action.

When investigating management perspectives towards affirmative action, it can be positively construed that views and behaviours have to be addressed as a prerequisite for the successful implementation of an affirmative action programme. A change of heart is needed - not just a change of language and playing the game. Resistance to change also plays an important role in this regard. The way in which management perceive their work milieu and affirmative action will influence their adjustment to that environment and their behaviour in general. It will also influence their subordinates' behaviour in this regard.

In the next chapter the planning and implementation of affirmative action programmes are described.

CHAPTER 3

THE PLANNING AND IMPLEMENTATION OF AFFIRMATIVE ACTION IN ENTERPRISES

3.1   INTRODUCTION

In the previous chapter valuable lessons from countries abroad and various obstacles and pitfalls with regard to affirmative action were discussed. This chapter gives a holistic view of how affirmative action is planned, developed into policy and implemented, taking into account experiences from experts locally and in countries abroad.

Strategy formulation and implementation in their broader context are investigated, followed by a discussion of guidelines for the introduction of affirmative action in enterprises. The planning, policy and implementation strategies required for such programmes are also discussed.

3.2   A MODEL FOR THE PLANNING AND IMPLEMENTATION OF AFFIRMATIVE ACTION IN ENTERPRISES

Various writers (Napuk 1993; Craig & Grant 1993; Dess & Miller 1993; Pearce & Robinson 1994) suggest different strategy formulation and implementation models. Although there are differences in the models certain common characteristics are also evident. Two of these models will be briefly discussed **as background** to a model for the planning and implementation of affirmative action in enterprises.

Napuk's model involves the following:

- He (1993:6) defines strategic planning as "a total concept of the whole business involving a framework and a process that guide its future."

• He (1993:161-183) regards strategy implementation as the most difficult part of managers' ability to lead and manage. This involves leadership, communication, action plans, budgets, timetables, milestones and reviews. The following aspects are highlighted:

- The chief executive should demonstrate full commitment to the plan. Every manager should then take full ownership by making public his or her commitment to the plan. The chief executive and the management team should provide inspirational leadership by communicating their excitement about the plan as well as measure results continually.

- There are some cardinal rules for implementation:

Rule 1:   Communicate continually.

Rule 2:   Form action teams for implementation.

Rule 3:   Participation leads to commitment.

Rule 4:   Never split an assignment between leaders - always make one manager clearly responsible.

Rule 5:   Rewards encourage commitment and performance.

Rule 6:   The management information system should reflect progress on implementation.

Rule 7:   Control projects by monitoring and measuring progress against milestones.

Rule 8:   Constantly shape the implementation programme to the enterprise.

Rule 9:   Change the programme only when necessary to achieve an important objective.

Rule 10:   Ensure that the resources used are linked to an approved business plan.

• In summary, Napuk's (1993:215) strategic planning model includes the following:

- **How did we get here?**

  Success factors

- **Where do we want to go?**

  Vision

  Objectives

  *   *Internal evaluation: strengths and weaknesses*

  Goals

- **How do we get there?**

  Strategy

  *   *External evaluation: opportunities and threats*

- **How do we make it work?**

  Structure

  Implementation

  *   *Action programmes*

  Review

Pearce and Robinson's (1994) model is discussed below:

• They (1994:2) propose three tools to operationalise strategy throughout the enterprise. The model is set out in figure 3.1 on page 59 and the coloured blocks of the model are the issues which are involved in implementation.

• The three tools proposed by Pearce and Robinson (1994:304-326) for strategy implementation are annual objectives, operating strategies and policies.

FIGURE 3.1: STRATEGIC MANAGEMENT MODEL
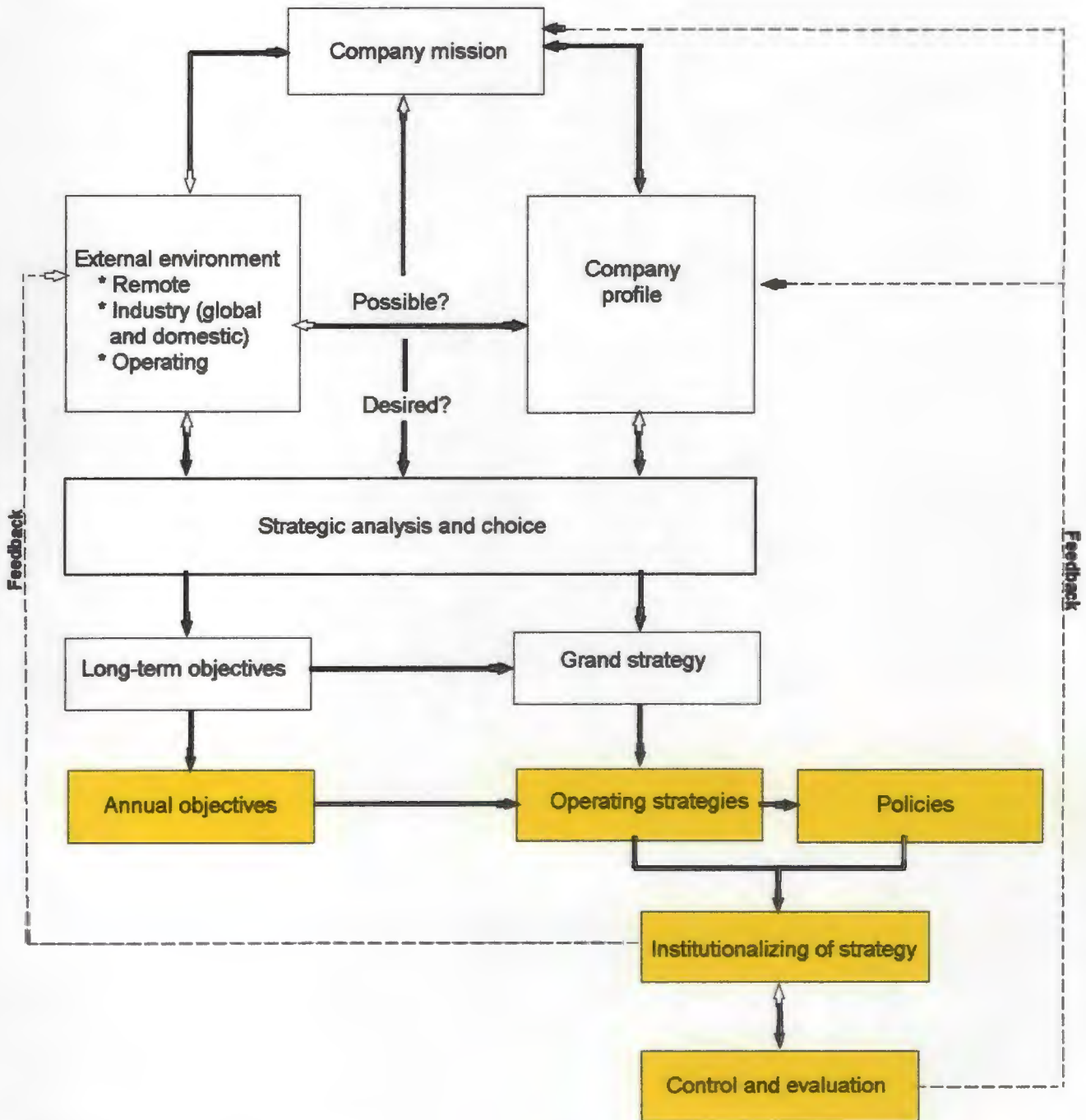
Legend : Major impact ➡
         Minor impact ⇨

Source : Pearce and Robinson (1994:2)

●   The most important aspects of the model may be summarised as follows:

(1)   The implementation is guided by **annual objectives** through translating long-term objectives into targets. The annual objectives are derived from long-term objectives, but differ in timeframe, focus, specificity and measurement. To be effective for implementation, annual objectives should be integrated and coordinated. The objectives should be consistent, measurable and prioritised.

(2)   The **operating strategies** are derived from business strategy and provide specific, immediate direction to key functional areas within the business in terms of what should be done to implement the strategy.

(3)   **Policies** provide another means of directing and controlling decisions and actions at operating levels of the firm in a manner consistent with business and functional strategies. Effective policies channel actions, behaviours, decisions and practices to promote strategic accomplishment.

●   Annual objectives, operating strategies and policies represent the start of implementation only. The strategy should be institutionalised so that it permeates daily decisions and actions in a manner consistent with long-term success. To this end, three fundamental elements should be managed to fit the strategy, namely structure, leadership and culture (Pearce & Robinson 1994:338-372). These elements are discussed below.

     -     Firstly, the structure fit the strategy. Within the organisational structure, individuals, groups and units are the mechanisms of action within the enterprise. The effectiveness of these actions

is a major determinant of successful implementation. In this context, two basic factors encourage or discourage effective action, namely leadership and culture. In both these factors it will again be noted how important the roles of management are in the successful implementation of any strategy.

- As far as leadership is concerned, the two leadership issues that are of fundamental importance here are the role of the chief executive officer and the assignment of key managers.

- The chief executive officer is the catalyst, and successful strategy implementation is directly linked to the unique characteristics, orientation and actions of the chief executive officer.

- A major concern of top management in implementing a strategy, particularly where change is involved, is that the right managers are in the right positions for the new strategy. Accordingly a healthy balance between current and newly recruited managers is important.

- Culture is the set of important assumptions that members of an enterprise share in common. Each manager's personality provides meaning and direction. This influences the behaviour of individuals' shared assumptions (beliefs and values) among members which set a pattern in the enterprise.

- Beliefs include basic assumptions about the world and how it works. Values are basic assumptions about which ideals are desirable or worth striving for. Values and beliefs have more personal meaning if an individual complies with the set of values as a guide to behaviour within the enterprise. The assumptions become shared assumptions through the process of internalisation by individual employees in the enterprise.

- Culture is subject to development and change because of learning in the enterprise as it copes with problems of adaptation and integration. Because existing basic assumptions do not change readily, changing culture is normally instrumental and evolutionary rather than radical and revolutionary. Since the roots stem from the wider communities from which employees come, the content of an enterprise's culture is apt to be a variation of the beliefs and values identified with these associated cultures.

- Accordingly change takes time and the impact of cooperation, decision making, control, communication and commitment are often underestimated.

• In short, the culture of the enterprise is the shared beliefs and values of employees and may be a major asset or liability when implementing strategy.

Again, it is quite evident that management's views are vital for the successful implementation of strategies. This will also be applicable in the case of implementing affirmative action strategies.

One of the problems with the **various strategy formulation and implementation models** suggested in the literature is that **they are generalistic in nature** and not specific enough for practical implementation in so far as this research project (affirmative action) is concerned.

Strategic **human resource implementation models** were also researched. As far as these models are concerned, affirmative action is indicated at different positions according to the focus thereon. McGregor (1991:38-55), for instance, states that in planning and management decisions, *affirmative action* and labour laws form the inputs to human resource operations and functions such as staffing and employment, compensation, career

management as well as industrial/employee relations. In this case there is a purposeful focus on affirmative action to be integrated with all other human resource operations and functions.

The literature was also researched with a view to **finding affirmative action specific models**. However, although guidelines are suggested, only a few models are proposed. Charlton and Van Niekerk's (1994:160) model as set out in figure 3.2, page 64, is an illustration of one such model.

Charlton and Van Niekerk's model is not complete as far as the specific research regarding the planning and implementation of affirmative action is concerned. Training and development and sensitising workshops as part of implementation, for instance, will not change the racial distribution in enterprises.

In an effort to cover the main issues in the planning and implementation of affirmative action, the researcher has proposed a model (figure 3.3, p65) for the purposes of the study.

3.3   AFFIRMATIVE ACTION MODEL FOR ENTERPRISES

3.3.1   Affirmative action: from a business plan to implementation

As shown in figure 3.3, page 65, the need to implement an affirmative action programme in the current South African environment seems to be related to the fear of possible future legislation enforcing the enhancement of blacks, coloureds, Indians and women. There is a need for affirmative action to associate directly with achieving strategic business objectives. Swanepoel (1992:23-26) who researched affirmative action in Namibia confirms that one of the lessons South Africa can learn from the Namibian experience is that affirmative action strategies need to be integrated with business needs and not simply be a numerical exercise.

FIGURE 3.2
THE PROCESS AND PRACTICE OF DEVELOPING AFFIRMATIVE ACTION STRATEGY AND OBTAINING ORGANISATIONAL COMMITMENT

FEEDBACK

Business plan

* Identifying competencies underpinning success
* Gap between supply of and demand for human competence

Affirmative action awareness creation

* Leading/marketing upwards concerning the need for people development/affirmative action as a strategic issue
* Obtaining top management commitment

Affirmative action audit

Where we are now in relation to affirmative action and current
* workforce composition
* attitudes and perceptions
* review HR policies/practices, recruitment, selection and training

Where we want to be

Strategy formulation

* Formulating targets/objectives
* Specific roles and responsibilities of CEO, line managers, employees, HR function, etc.

* policy statement
* affirmative action support person
* affirmative action advisory committee
* selection, appraisal, development
* reward, and culture change strategies
* communication strategy (Leadership competencies)

IMPLEMENTATION

Sensitizing workshops
* Clarifying roles and expectations
* Departmental strategic plans leading to accelerated development of disadvantaged but competent people

Training/development
* Creating an empowering attitude/culture (Team attend)
* Coaching
* Concentrated psychological/competence development
* Development/learning experiences
* Train the trainer - transfer ownership

EVALUATION

Source: Charlton and Van Niekerk (1994:160).

FIGURE 3.3: MODEL FOR THE PLANNING AND IMPLEMENTATION OF AFFIRMATIVE ACTION

Business plan

- Vision
- Mission
- Values
- Business objectives

Affirmative Action

Affirmative Action Awareness Creation

- Establish a need for affirmative action

  - External factors
  - Internal factors

- Obtaining top management commitment

Affirmative Action Audit

- Human resources profile
- Culture and attitudes
- Review human resource policies, practices and facilities
- Community involvement

Determining Strategy

* Policy statement

PILLAR 1	PILLAR 2	PILLAR 3	PILLAR 4
Equalising opportunities	Eradicating discrimination	Actively integrating the enterprise	Acting affirmatively in the community

- Affirmative action support person
- Advisory committees
- Specific roles and responsibilities
- Communication

Strategy Implementation

PILLAR 1	PILLAR 2	PILLAR 3	PILLAR 4
Identification of potential Increased and accelerated training and development Coaching and mentoring	Identifying and removing discrimination Eradication of differential benefits	Alignment with management practices Targets and objectives Earmarking vacancies Space creation	Special school projects Small business development Social investment projects

Evaluation and Monitoring

FEEDBACK

It seems clear that affirmative action should not be a function on its own or merely a component of the overall management practices. It should be integrated into the other processes such as human resource planning, performance management and succession planning. In particular, it should be part of the enterprise's strategic plan.

Affirmative action as part of the corporate strategic plan should be seen as the starting point of the processes and programmes required for implementation. However, Napuk (1993:161) indicates that PA Consultants have estimated that more than 95 percent of all strategies designed in the 1970s and early 1980s were never successfully implemented.

Thus it can be construed that the planning and implementation of strategies are not easy. Craig and Grant (1993:19) also confirm this point when they state that the most brilliant strategy is of no use if it cannot be implemented effectively. According to them this requires leadership, structures and systems that will support the resources to fulfil the strategy.

Napuk (1993:162) quotes Machiavelli's *The prince* to illustrate the difficulties in bringing about the change which, for instance, an affirmative action programme will require.

> *And one should bear in mind that there is nothing more difficult to execute, nor more dubious of success, nor more dangerous to administer than to introduce a new order of things, for he who introduces it has all those who profit from the older order as his enemies, and he has only lukewarm allies in all those who might profit from the new.*

3.3.2 Affirmative action awareness creation

3.3.2.1 The establishment of an awareness for affirmative action programmes in enterprises

In a survey undertaken by BMI in conjunction with the Black Management Forum in which more than 20 enterprises in South Africa participated, the four main reasons for the need for affirmative action programmes were as follows (BMI Report 1993:90):

(1)   making full use of all human resources

(2)   pressures from a new government

(3)   improving of the image of the enterprise

(4)   the shortage of white skills

These and other aspects which create an awareness for affirmative action programmes are discussed below and on the following pages.

a   External factors

i   Political pressures

Political factors in South Africa provide a powerful argument for restitution to sectors of the population that have been disadvantaged in the past.

Luhabe (1992) states that when there is a rapid rise in the expectations of disadvantaged people, they usually compare their own position with that of more privileged sector. The usual result is that the "have-nots" blame their position on political systems and dominance by the privileged classes.

As indicated in chapter 1, the political system of apartheid left South Africa with a skewed social system based on race. Political changes and economic

and social factors have made the issue of affirmative action more urgent. Enterprises will have to consider the pressures being put on them to actively develop and advance the disadvantaged in their own business and decide whether specific plans are needed. Unless specific policies and plans with objectives and targets are formulated the status quo will probably be maintained.

ii   Legislation

Some countries, notably the United States of America, have entrenched certain affirmative action programmes in legislation. The question arises whether a new government in South Africa will legislate affirmative action or quotas. In this regard, section 13 of the ANC's Draft Bill of Rights for a new South Africa dealing with affirmative action, specifies clearly that affirmative action should be incorporated into the constitution or be made part of a Bill of Rights because it forms a crucial element in the redistribution of resources (Loxton 1993:23).

iii   Consumer and union pressure

Black consumers have a dominant share of the market for many products and services, and enterprises should realise that to understand and have credibility in these markets, the structures need to be more representative of society. Industrial reconciliation will also have to be promoted (Thompson 1992:16-17). Enterprises should recognise that as other systems within society such as health, the church, sport and the government itself become more fully integrated, they will be out of step and a target for legislation if they do not adapt.

The risk of becoming a target for consumer boycotts or action by a future government, even more so in the case of a public institution or an enterprise where the state is the only shareholder, is also relevant. If human resource profiles remain unchanged, the result will probably be antagonism from consumers, unions and other stakeholders.

b   *Internal factors*

i   *Shortage of skills*

The increasing demand for skilled employees is the result of increasing technological sophistication and complexity in the South African economy. In 1980, 11,5 percent of management demand was for professional and highly skilled persons, and this is expected to increase to 15 percent by the year 2000 (De Lange 1993:20). The special and accelerated development that affirmative action brings about would assist the process to increase skills and could provide an important competitive advantage to enterprises.

ii   *Moral imperative*

Proponents of affirmative action argue that affirmative action programmes are necessary to remedy the effects of undisputed past discriminations. In the South African context it could be argued that whites, who in the past had been advantaged by discriminatory practices, are under a moral obligation and should be held liable to compensate those groups who suffered from past injustices (Hugo & Stack 1992:67).

iii   *The image of enterprises*

An individual enterprise which finds itself out of step with more progressive enterprises that have become more integrated, not only runs the risk of consumer and union boycotts, but could also tarnish its image.

As the marketplace and consumers become more integrated, it is important for an enterprise's image not to lag behind, but to be seen as progressive instead. It is clear that a positive affirmative action policy is in the interests of long-term success and will also assure the legitimacy of an enterprise (Hofmeyr 1992).

iv   *Utilisation of all human resources*

Hofmeyr (1992) also points out that if enterprises cannot cope with the crucial new demand of a diverse workforce, productivity will be reduced by retention, polarisation, turnover, litigation, untapped potential and alienation. If corporate leaders wish to survive and prosper, they need to utilise all the workforce potential and not only the skills of whites, especially where buying power and the consumer market become more diverse.

v   *Advantages of diversity*

There is normally a two-sided approach to diversity. One side claims that uniformity encourages "group think" and stifles creativity. The other argues that people from various backgrounds have to spend too much time getting along in order to be effective. A trio of business school academics led by Warren Watson, a professor at the University of North Texas, recently performed an experiment to test both contentions (*The Economist* 1993:71). Their conclusion was that although diversity is indeed costly in the short run, it has several advantages in the longer term. By the end of the experiment the diverse teams were clearly more creative, examining the problems from wider perspectives and probing more alternatives. Other advantages of diversity include the following (Rosmarin 1993:3-4):

- maximising the potential of the total workforce
- developing a learning organisation
- managing change
- Valuing client diversity: beyond customer care
- developing essential skills

3.3.2.2 Obtaining top management commitment

Charlton and Van Niekerk (1994:19) state that top leadership's commitment is required for the successful implementation of affirmative action.

Ferndale (1993:25) confirms that ownership of affirmative action by the chief executive officer and board of directors is essential in the process. However, as Charlton and Van Niekerk (1994:xxxv) openly point out, although chief executive officers and line management need to make affirmative action happen and to eradicate discrimination, they do not possess the expertise or background to do so.

The appropriate measures and incentives need to be instituted to influence the behaviour of managers and employees. Hofmeyr (1992) suggests, for example, that an affirmative action policy should incorporate a performance management system whereby line managers are held accountable and are rewarded for the attainment of the agreed affirmative action objectives. If an enterprise is serious about making progress, its managers have to be evaluated on their contributions to the affirmative action objectives in the same way as they are evaluated on their "bottom line" results. Of all the human resource systems available to support affirmative action, performance management is probably the system that will provide the most leverage.

At Telkom, managers are expected to contract certain affirmative action objectives with their staff. However, in practice it seldom happens, with the result that this tool is not maximally utilised. In addition in succession planning, a very small number of identified successors are affirmative action candidates.[7]

Ownership implies that line managers need to be involved in deciding how the affirmative action objectives should be achieved. While the human resource's division will be able to give advice on, inter alia, selection, training and development, there is no doubt that line managers are best placed to take the major decisions on how to make the process work.

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[7]   The researcher scanned the succession planning system to establish the latest situation. This computerised system is an integrated performance management and succession planning system with countrywide information.

3.3.3   Utilising an affirmative action audit

An audit should be done of the enterprise as a whole, which, according to Ferndale (1993), includes the following:

- human resource profiles (eg skills, qualifications, vacancies, supply, demand and shortages)
- culture and attitudes
- employment policies, practices and facilities
- community involvement

Charlton and Van Niekerk (1994:151-152) mention Human's suggestions that the audit should take place at three levels with a view to identifying the strengths and weaknesses that will influence the implementation of effective affirmative action:

(1)   an overview of the workforce composition which will provide the basis for profiles of the workforce, job groups, availability and gaps upon which strategic decisions should be made

(2)   the present views of all employees on development in general and affirmative action in particular to highlight all supportive and restraining factors

(3)   a review of human resource policies and practices to establish whether they are related to the business direction

The research focuses mainly on the audit of views of managers to identify aspects that facilitate and undermine affirmative action.

3.3.4 Determining strategy

As indicated in section 2.3, page 30, affirmative action rests on four pillars, namely:

(1)   equalising opportunities

(2)   eradicating discrimination

(3)   actively integrating the enterprise

(4)   acting affirmatively in the community

To achieve the objective of affirmative action, an essential step is to clarify the policy issues and **develop a policy statement** that will guide the process.

Hofmeyr (1992) recommends that top management should debate the policy, with inputs from a cross-section of managers and employees. Trade union perspectives should also be sought **and their input taken into account.** A departure from traditional approaches to affirmative action is that much more involvement is required from employees and managers throughout the enterprise in developing affirmative action plans and programmes. While policy and a strong commitment from top management are required, an affirmative action process is more likely to succeed if there is wide acceptance and understanding. This can be achieved if managers, employees, unions and other stakeholders are involved.

Unless a clear policy is formulated, there will be uncertainty about affirmative action and what it entails. If there is uncertainty, there is also a good chance that managers will not take it seriously. Hofmeyr (1992) recommends the following broad approaches to what an **affirmative action policy** should include:

- Determine the trends on affirmative action programmes in the marketplace and identify possible scenarios which may predict the actions of a future government.

- Identify and investigate the nature of the enterprise and the composition of the workforce - an assessment of the internal situation.

- The results of the second step will provide enough information on the enterprise's clientele, as well as the mix of different skills, supervisory levels, race and gender composition to be able to determine surpluses and shortages in the different job categories.

- Obtain top management's commitment on equal opportunity programmes and positive affirmative action programmes.

- Prepare a realistic plan of action with target dates.

- Obtain middle management's commitment to affirmative action. An attitude survey may be required.

- Establish an affirmative action monitoring committee by involving all the important stakeholders (management, staff associations and trade unions).

- Communicate to employees the enterprise's intentions in affirmative action programmes. Take care not to create the perception that this is solely a "top-down" approach. State the monitoring committee's intentions as clearly as possible.

- The monitoring committee will develop an affirmative action policy document and communicate its contents to all employees.

- The implementation of an affirmative action programme could include the following steps:

  - readjust the recruitment procedures

- sensitise all levels of the enterprise - set the climate
- train existing staff (work atmosphere, recreation, ethics and interpersonal contact)
- re-evaluate existing training and career paths of disadvantaged employees after proper potential identification tests
- focus on adjusting education and training (bursaries, advancement and training)
- provide feedback to the monitoring committee on successes and failures
- prepare an audit to compare objectives with actual achievements

3.4   THE IMPLEMENTATION OF AFFIRMATIVE ACTION

3.4.1   "Buying in" is an important prerequisite for affirmative action

Given the lack of progress with affirmative action, many enterprises accept that a "top-down" approach is necessary. This implies clear direction from the executive, the setting of targets which are monitored closely, and accountability given to line managers to integrate their workforce. A number of enterprises have adopted this approach arguing that unless a strategy is established and plans are devised in the same way as other business plans, nothing will change. Associated with this approach is the idea that if one changes behaviour (with targets and pressure to achieve them), then attitudes will change later as managers see the results of their efforts.

However, Hofmeyr (1992) states that a "bottom-up" approach is just as important. "Empowerment" and "participation" are the themes in this approach. Forums and consultation, as well as participation in decision making at all levels, are designed to create a new culture in the enterprise. They address attitudes directly in the belief that when these change, affirmative action will occur naturally. A new culture that is appropriate to a more democratic and diverse society is needed in enterprises. Hence management's views of affirmative action are critical for success.

Full participation as explained above and in chapter 2 (sec 2.4.2, pp32-34), is required when strategies are determined for the enterprise.

The following factors are important in strategy implementation:

3.4.1.1 An affirmative action support person

It is necessary for the chief executive officer or managing director to be supported by someone who has reasonable credibility and a clear understanding of the affirmative action process. Such a person (an affirmative action officer/manager) may be useful in a consulting, advisory and evaluative role. Such a person should preferably be empowered and have access to the managing director or chief executive officer and other decision makers (Ferndale 1993:28).

3.4.1.2 The advisory committee

BMI (1993:39) researched affirmative action in South African enterprises, and in its report, reference is made to the establishment of an affirmative action advisory committee.

The committee should include persons drawn from various sections of business management representatives, line managers, human resource's affirmative action support persons and union representatives.

The committee should be responsible, for inter alia:

- promoting and implementing affirmative action
- making recommendations on matters affecting affirmative action strategy and policy formulation
- monitoring and evaluating the effectiveness of affirmative action

The committee could also be useful in assisting with the definition of roles and responsibilities of persons who will play a significant role in the process. The following matters should be addressed:

- how the communication process should be directed
- how training and development in affirmative action should be implemented to ensure that employees understand what is required from them
- how the affirmative action programme should be implemented, monitored, evaluated and adjusted regularly to suit changing circumstances

3.4.1.3 Roles and responsibilities - functional heads/line managers

Line management are accountable for implementing affirmative action and reaching the objectives formulated, while human resource managers should be responsible for initiating, facilitating, consultative support and advisory capacities.

However, there appears to be a lack of knowledge about why and how line managers should fulfil their roles and responsibilities in affirmative action. If line management can be made to understand how such involvement can benefit them and the enterprise and what their responsibilities are in people development in general, they may be more committed to the implementation of affirmative action. It is here that human resource managers should help line managers to determine departmental workforce plans, succession plans and career plans together with specific affirmative action objectives such as training and targets. The thought in this regard includes issues such as what core competencies and training are required to fill any present or future vacancies. Important considerations are earmarking certain posts for affirmative action and identifying disadvantaged persons with potential (Charlton & Van Niekerk 1994:155-157).

3.4.1.4 Communication and sensitising

As suggested earlier, a "top-down" approach on its own is probably insufficient. Workshops, forums and consultations to discuss and debate the affirmative action process and how it should operate, will enhance the acceptability and understanding of the decisions taken.

It is recommended that this should be followed up with a communication process in which the strategy that has been formulated is explained to all employees. In some enterprises, videos and structured presentations have been used to communicate the message to every employee. There will be little chance of success if the affirmative action process remains a "master plan" which is understood and managed by a few select people. The affirmative action process must gain the credibility of black, coloured and Indian people, both inside and outside the enterprise. White employees should also understand affirmative action so that inaccurate perceptions are corrected and enterprises do not lose competent staff unnecessarily. Employees should also have the opportunity to air their individual or collective concerns. The trade union perspective on the affirmative action strategy will be obtained through a steering committee. Organisations such as the Black Management Forum, NAFCOC and other representative institutions could also be consulted (Hofmeyr 1993a:29-33).

Hofmeyr (1993a) also suggests that attitude surveys should be conducted to measure the attitudes of employees and managers on various aspects of the programme so that "hard data" are obtained and the areas that need attention can be identified. Such an audit will determine how conducive the enterprise's climate is to affirmative action. Follow-up surveys can measure changes in attitudes to the process. This could be addressed through the management of diversity programmes.

3.4.2   Strategy implementation

3.4.2.1 Equalising opportunities

a   *Identification of potential*

Persons from disadvantaged groups with potential should be identified for accelerated training and development to attain the necessary experience. In this regard too much emphasis on assessment tests and qualifications would be out of place. At the same time, unrealistic expectations also need to be addressed (Primos 1994:32-35).

b   *Increased and accelerated training and development*

In their affirmative action policy guidelines, the South African Chamber of Business (undated), recommends that enterprises should be prepared to spend more time/money on training. Although training should include everyone, appropriate numbers of trainees in targeted categories need to be specifically identified.

Ferndale (1993:28) points out that many illiterate employees in enterprises may actually be persons with potential. Investing in training thus assists employees to realise their potential, create opportunities and improve their living standards.

Hofmeyr (1993) provides the following criteria for successful training and development.

- There should be close liaison between training staff, human resources and line management.

- Course content should address general as well as specific needs with the emphasis on training to meet individual needs. This implies training in small groups with the constant involvement of line managers.

- Effective competency-based training and development systems and facilities should be developed to support the affirmative action strategy.

- Career paths should be developed and closely related to the succession plans and vacancies identified in the human resources plan. These are particularly important where blacks, coloureds and Indians are appointed in higher levels of management. Developmental paths need to be identified to allow people to gain the necessary experience and exposure before ultimately being appointed to the position earmarked for them. This may entail a developmental path incorporating positions lower down in the occupational hierarchy. The developmental process entails in-house and external management training, skills training and general work exposure.

- Managers need to be held accountable for adherence to identified career paths. If a person is not appointed in a previously identified position, an explanation should be provided, otherwise the career path becomes no more than an (unfulfilled) good intention.

- In many cases formal management education will be appropriate. The suitability of management programmes at the universities and technikons should be investigated.

A critical component of training is the involvement of the line manager as well as the ongoing evaluation of the effectiveness of the training. According to Human (1991a:333-334), people and management development will be achieved only if the following conditions, inter alia, are met:

- Top management should be committed, and people development should be identified as a key strategic objective.

- Development of blacks and women is treated as a subset of people development.

- Development is a line responsibility.

- Succession and career planning should be implemented.

- Values, attitudes and behaviours should be addressed.

- The selection and assessment of potential should receive top priority and be adapted to changing circumstances.

- Transition experiences need to be understood and managed.

- Diversity should be managed (stereotypes, culture and marginality).

- Managers should be evaluated for development efforts of subordinates.

- Monitoring should take place on an ongoing basis.

According to Human (1991a), the advancement of the disadvantaged encompasses a human resource development exercise to counter tokenism and the lowering of standards. To facilitate this kind of human resource development, in enterprises the emphasis should be placed on **people** development as a key strategic objective; people development as a line responsibility; promotion and development from within; affirmative action only at the selection and recruitment stages; promotion on the basis of merit; and attitudinal change within management to root out prejudices (Human 1991a:11-21).

The last-mentioned aspect emphasises the importance of obtaining management's views on affirmative action.

c   *Coaching and mentoring*

Much of the literature discusses mentorship and coaching relationships (Murray & Owen 1991; Hunt 1991; Dunn 1991).

Managers should play the key role in the development of their subordinates if they perform a "coaching" role. However, in the case of many white managers and supervisors, there are perceptions that black, coloured and Indian employees lack the inherent capability to perform competently at management level. If this situation is to improve, management's attitudes will need to change. Their views are also required on the changes that will be necessary. Furthermore, the performance management system will have to encourage and reward managers for their developmental activities and penalise poor performance (Hofmeyr 1994).

The establishment of coaching relationships in enterprises can make a major contribution to employee development. However, the culture of the enterprise and the attitudes of managers, as noted above, often militate against coaching relationships. Considerable training and development are needed to establish a coaching environment (Berry et al 1993:5-7).

According to Gilley and Boughton (Soundview 1996:2-3) a new way of coaching should be introduced in enterprises, namely *performance coaching*. It entails the following:

- It represents a new philosophy in developing people.

- It is based on the hands-on experience and on-the-job knowledge of the manager, not textbook or theoretical training conducted by human resource professionals.

- As a performance coach, the line manager should ensure that employees receive on-target training relevant to the enterprise's business objectives. Line managers are also accountable for the performance of the employees being trained. This means, for example, keeping training in the workplace as much as possible to make sure new learning can and will be applied on the job.

- Performance coaching is not only about coaching and training. It is about developing the full potential of employees, helping to identify and grow positive attitudes and performance strengths that will make the receivers effective and efficient employees.

- If done properly, performance coaching has many benefits, including the following:

  - New on-the-job skills and measurable performance improvements are possible.
  - It creates employees who are more confident and motivated.
  - It raises the self-esteem of employees.
  - Managers who have been trained in performance coaching build healthy and positive relationships with employees. These relationships are the foundations of performance coaching.

In addition to the coaching process, mentorship programmes which assign managers to protégés have been successful in a number of enterprises (Murray & Owen 1991:15-19).

Mentorship has various advantages for the enterprise (Murray & Owen 1991: 32-37), namely:

- increased productivity
- cost effectiveness
- improved recruitment efforts
- improvement in strategy and succession planning

The following key issues should be borne in mind in formalising the mentorship strategy (Murray & Owen 1991: 99-103):

- Identify volunteer mentors.

- Identify a pool of mentors at the highest level.
- Identify mentor candidates across functional lines.
- Set flexible conclusion dates that meet the protégé's needs.
- Keep the mentor with one protégé until experience, competence and willingness allow for more.
- Establish and emphasise the no-fault conclusion at the beginning of the programme.
- Integrate mentorship into existing human resources development plans.
- Give mentoring evaluation high priority.
- Create and communicate clear policy and procedures.
- Plan the promotion to sell the programmes and processes (internally).

3.4.2.2 Eradicating discrimination

The eradication of discriminatory practices is fully described on pages 87 to 88 and only two aspects are mentioned below:

a   Identifying and removing discrimination

It is clear that part of affirmative action entails eradicating all forms of discrimination in order to level the playing fields in terms of equal treatment and opportunities. This includes all overt and covert forms of discrimination.

b   Eradication of differential benefits

Equally important is the fact that benefits and procedures should be the same for all groups, and no discrimination allowed on the basis of race, gender, age, colour, national origin, disability or religion (Hugo 1986:54-74).

3.4.2.3 Actively integrating the enterprise

a   Alignment with management practices

According to Martins (1994) any affirmative action strategy to be implemented will probably not succeed if it is a stand-alone function. Affirmative action should be a component of overall management practices. It therefore needs to be integrated with the other processes such as human resources planning, performance management, selection, appraisals, development, reward and culture change strategies. In particular, it should form part of the enterprise's strategic planning process.

Furthermore, no strategy should be implemented without a thorough analysis of the prevailing situation and needs that are specific to the enterprise. For example, what are the traditional barriers to affirmative action in the enterprise; what are managers' and supervisors' attitudes to affirmative action; in which areas is the enterprise likely to have vacancies for skilled employees and managers in the future? Too often, programmes have failed because of a lack of in-depth analyses of this kind. Symptoms rather than causes have been addressed, and well-meaning affirmative action programmes have ended in failure.

Because the problems of affirmative action are linked to broader socio-economic and educational factors, activities in enterprises should be accompanied by community development programmes, small business development, educational upgrade programmes, and other corporate social investment programmes (see sec 2.2.4, p25). Such an integrated strategy, including community-based activities, is an important means to minimising the sellout or marginal position of blacks, coloureds or Indian managers.

However, as far as recruitment, selection and promotions are concerned,

these critical components of affirmative action are those most poorly implemented. This fact is also borne out by Primos (1994:32-35) who points out that antagonists of affirmative action feel that merit ends where affirmative action recruitment begins. Primos (1994) identifies various shortcomings in affirmative action recruitment, selections and placement:

- Track records, reference checks and interviews are no longer regarded as adequate since affirmative action has become an issue.

- Assessment tests and qualifications carry too much weight and do not relate to job requirements.

- Job and person specifications are totally questionable.

- There are unrealistic expectations between employers and candidates.

Campanella (1993:18-21) offers a number of useful guidelines on recruitment, selection and promotion:

- Place vacancy advertisements in newspapers with a large black readership.

- Place vacancies in various black languages on notice boards and vacancy bulletins internally.

- Selection criteria should be in line with the job demands of the person performing it.

- Unrelated qualifications, artificially high qualifications and other conditions should be avoided. The test should be whether or not the qualifications or conditions exclude most of the disadvantaged groups. If so, the qualifications or conditions should be identified

specifically as job-related and if there are still too few affirmative action candidates, people with potential from these groups should be considered and provided with the necessary training.

- Where the employer is serious about changing the racial composition of the workplace, and any persons from the disadvantaged groups qualify in respect of merit, qualifications and conditions, they should be employed or promoted. This should be done regardless of better qualifications or "best person for the job" criteria of other candidates.

As far as promotions are concerned, Van Wyk (1994:46) makes the important point that the inclusion of race and/or gender factors in the appraisal system together with other proficiency factors, will be fair as long as the factors thus listed make it possible for white males to successfully compete for promotion.

In their policy guidelines for enterprises, the South African Chamber of Business (SACOB) (undated:11-12), also stresses the following with regard to practices for recruitment and promotions to avoid **overt and covert discrimination:**

- All tasks that can be performed only by a certain group of persons, say, certain technical tasks by men only, should be challenged on the grounds of fairness.

- Selection criteria that discriminate indirectly against particular categories of persons, and those that are not absolutely essential for work performance, should be eliminated.

- Tests that reflect educational achievement should be abandoned in favour of culture-free tests measuring basic potential. Similarly, the

question should be asked as to why intelligence is tested when a person is appointed in a management position and already has an advanced university education (first degree, honours degree and higher).

- The ability to socialise with all-male (white) staff teams should be eliminated as a criterion of employee evaluation.

- Evaluation should be based on reports by panels of colleagues. Negative reports should be accepted only if they consistently reflect a particular failing identified by most members.

b   *Job category targets/objectives*

During a discussion Hofmeyr (1994) made the following points regarding targets.

Despite being controversial, it seems that enterprises that have been reasonably successful in their affirmative action programmes have set targets for the advancement of blacks, coloureds, Indians, females and the disabled in selected job categories. Targets provide something to strive for and a basis for monitoring progress. They are used to direct many other aspects of the business. If specific targets are not set, enterprises continue with training and development programmes, but significant changes in the employment mix do not occur. If line managers are accountable for the success of affirmative action efforts, they should agree with the targets. They should take into account regional differences as well as the nature of the manager's business. There should be separate targets for blacks, coloureds, Indians, females and the disabled. The medium-term objective should be to have a "critical mass" of disadvantaged persons at the supervisory and management levels - to provide the necessary support and be the role models - as well as management succession, and to make affirmative action self-perpetuating. This probably means at least 20% of the staff at each level.

Targets need to be set "vertically" (according to level) and "horizontally" (according to function). Unless this is done, the danger exists that blacks, coloureds and Indians will be promoted into the service functions but not into the line functions.

A phase of proactive integration should be seen as a medium-term strategy to provide the necessary impetus to the advancement strategy. It also is a means of speeding up the process of creating black, coloured and Indian role models within the enterprise. It is not intended to result in the "blackening" of departments or job grade levels.

Proactive integration is necessary because a policy of "equal opportunity" is not enough. If an enterprise has a policy of "promotion on merit", then the many advantages enjoyed by whites will ensure that they continue to be promoted ahead of blacks, coloureds and Indians. A period of "equalising opportunities" is needed to level the playing field so that equal opportunity can become a reality.

To meet the set targets, the enterprise will probably have to act proactively at the point of **selection** - that is, actively recruit blacks, coloureds and Indians to provide the pool of talent from which to draw when vacancies occur. Secondly, deliberate plans for the identification of talent within the enterprise (including females and the disabled) and the training of blacks to overcome disadvantages, will have to be given priority. The plans could include job restructuring, "accelerated development" and "bridging" programmes. A manager-in-training programme is an example of an "accelerated development" programme. Hofmeyr's (1994) views are shared by the Black Management Forum (undated:12).

c   *Earmarking vacancies*

Targets will influence both selection and promotion decisions. To give additional impetus to the affirmative action process, Hofmeyr (1993)

suggests that enterprises should earmark a number of key positions in which disadvantaged persons are likely to succeed (or are allowed to succeed by the environment). These posts (line and service) should be filled only when they become vacant. Only disadvantaged persons would then be considered for these posts. It is imperative that these employees are given an equal status to white males. They must be given **real** jobs with appropriate responsibility.

Hofmeyr (1993) further states that the policy on targets and earmarking vacancies should be documented and the statement of intent communicated to all employees. The strategy to be implemented should eventually be evident to all workers in two ways:

(1)   they must have been well informed about it

(2)   disadvantaged persons must be **seen** to be moving **up** and not merely **into** the system (Positions held should be characterised by decision-making authority. There should be action and results; not just lip service.)

d   Space creation

This method involves budgeting for a number of additional posts at various levels in the various functions. Telkom uses this method when candidates are recruited from outside the company and are allowed to gain experience within and undergo special development programmes (Telkom SA 1993). When vacancies arise these candidates are considered together with internal candidates. An example of such a programme is the employment of a number of secretaries-in-training. After rigorous training and development, they work with trained secretaries for practical experience and then act in posts of secretaries when the latter are on leave or absent for any reason. As soon as vacancies occur they are placed in the posts. A number of these persons are appointed on a contract basis, undergo training and development in Telkom and are then released in the market to obtain positions in other enterprises. Thus a contribution is also made to the community.

3.4.2.4 Acting affirmatively in the community

As indicated in section 2.2.4, page 25, the political factors in South Africa provide a powerful argument for restitution to previously disadvantaged sectors of the population. In addition, enterprises can use various methods to assist in this regard. Telkom (Affirmative action in Telkom 1995:5-7), for example assists, inter alia, in the following ways:

- school projects by offering special mathematics and science classes
- small business development by using black entrepreneurs to print telephone directories and distributing them to subscribers
- social projects such as Child Line

Alperson (1991:40) points out two major areas of focus for acting affirmatively in the community, namely:

- assisting staff internally by including housing, basic skills training and opportunities for professional advancement

- support for education to disadvantaged communities, the upgrading of teachers and schools, special and additional science instruction, and increasing material and support for preschool learning

3.4.3   Evaluation and monitoring

Appropriate monitoring and evaluation systems should be in place to ensure that the process does not lose impetus.

Various techniques may be considered for this purpose. SPA Consultants (1994:2-3) suggest the following as part of the monitoring and assessment process:

- A steering committee comprising various stakeholders should monitor all aspects of affirmative action.

- Board meeting reports on the progress of affirmative action are an important aid.

- Affirmative action progress should also be reported on an annual basis in the same way as financial reports.

- Another technique would be to undertake regular audits of progress at least once a year.

- Attitude and perception surveys should be conducted regularly to assess the prevailing views in the enterprise on the removal of discrimination and the legitimacy of the process.

- Reviews of strategic plans are another method for reviewing targets at annual planning meetings.

- Racial ratios, targets and development objectives should form part of managers' key performance areas to be measured for performance appraisals.

- Measuring techniques should be used to measure, inter alia:

  - the number of vacancies filled by blacks, coloureds and Indians internally and externally
  - the ratio of blacks to whites
  - progress in the implementation of training and development plans
  - human resource plans and productivity reports

- comparative analysis of job categories according to the race and gender of job incumbents

3.5   GENERAL REMARKS

In chapter 2 (sec 2.8, pp49-54) the importance of management's views on affirmative action was discussed. During the planning and implementation of affirmative action it is once again clear that if cognisance is taken of mentoring, coaching, recruitment and promotions - in fact throughout the process - management's views are of vital importance.

During a presentation at an International Conference in Barcelona, Uys (1994) pointed out that individuals representing different cultures, traditions and ways of life, carry with them unique values, norms, expectations and histories that influence their expectations, needs and aspirations. These aspects guide them in their behaviour and thus need to be accommodated in various ways in the establishment of healthy enterprises. Enterprises that are now planning the full integration of various cultural groups need to address various issues and differences and are also faced with many inhibiting factors. Two of the most important factors in this context which could inhibit quality are cross-cultural stereotyping and inaccurate perceptions. Perceptions ultimately determine one's behaviour in actions as well as reactions. Hence perceptions determine the quality of one's interaction with others, which in turn, in a broader manner could influence quality of life and cultural integration in the social and economic environment.

Knowledge of cross-cultural perceptions could, to a certain extent, explain or even predict, behaviour and ideally lead to apprehension about differences. Once this has been established, it could lead to the development of managerial programmes, which could, for example, facilitate and advance cross-cultural acceptance, cooperation and integration and thus enhance a completely healthy situation in enterprises (Uys 1994).

It is clear from the above that affirmative action in the workplace entails more than merely eradicating discrimination, replacing whites with blacks, coloureds and Indians, recruiting more blacks to meet targets, or even to provide training. Management should first identify any barriers to the employment and advancement of targeted groups. Secondly, there is a need to remove all barriers, and to communicate the enterprise's serious intention to implement the policies and programmes for these groups. In this regard top management's commitment needs to be visible and their creativeness explored to its full. The culture and conditions within the enterprise, and views of management and employees, need to be changed to support the disadvantaged groups to develop and thrive at all levels. Thirdly, it is of the utmost importance to successfully implement, monitor and evaluate affirmative action programmes. To move towards greater equality in the workplace, taking into account business imperatives and growth, is indeed a very difficult task.

3.6   SUMMARY

In this chapter, models on the planning and implementation of affirmative action have been discussed. A significant recommendation in these guidelines is the adoption of a proactive "integration" component in order to provide the impetus to an affirmative action strategy. Management should stand firm in its commitment to advance blacks, coloureds and Indians, women and the disabled. Furthermore, all forms of discrimination should be eliminated. Deviance from or nonacceptance of affirmative action, should be visibly penalised, especially at senior management levels, if the profile of the enterprise is to change.

The role of the executive in initiating, guiding and motivating an affirmative action process is absolutely critical and cannot be emphasised enough.

Enterprises need to develop their own monitoring and auditing functions. These should include quantitative as well as qualitative measurement. This chapter has outlined what is required, but this should be integrated into individual corporate structures and value systems.

Affirmative action should be carefully planned, involve all stakeholders, the unions and employees. Once again it should be emphasised that management play a vital role in the planning and implementation of affirmative action.

CHAPTER 4

RESEARCH INSTRUMENTS AND METHODOLOGY

4.1   INTRODUCTION

In the first chapter of the research it was indicated that the purpose of the study was to establish management's views on factors that are important to the success of affirmative action.   It was also necessary to obtain management's views to determine to what extent these issues contributed to the successful implementation of affirmative action in their respective departments/sections/teams. Another objective of the study was to ascertain the extent to which the issues are being addressed by Telkom. The results would enable the researcher to identify those processes that would promote affirmative action as well as any aspects that might hamper or undermine the successful implementation of affirmative action.

The literature study and information on Telkom were described in chapters 1 to 3. In this chapter, a brief overview is provided of the theory of research instruments. The research methodology and pilot study are discussed. The statistical analysis of the pilot study as well as the finalisation of the questionnaire are also addressed. The chapter concludes with the approach that was followed in the statistical analyses of results and the level of significance used in the study.

4.2   A BRIEF OVERVIEW OF THE THEORY OF RESEARCH INSTRUMENTS

4.2.1   General

According to Leedy (1989:4-8) research is not the mere gathering of information and the transcription of facts, but is a specific attempt to find

new information and insight in a planned, systematic and verifying manner. The research methodology has seven distinct characteristics, namely:

(1)   The research usually starts with a problem in the mind of the researcher. This could take the form of a question.

(2)   Research requires the identification of a goal that is detailed in clear unambiguous statements.

(3)   A plan should be drawn up how to reach the goal.

(4)   Research deals with the principal problem by identifying manageable subproblems.

(5)   Direction of the research is obtained through suitable hypotheses based on obvious assumptions.

(6)   The research should deal with facts and their meaning.

(7)   The research process is cyclical. Frequently the resolution of one research problem gives rise to new questions and further problems requiring further research.

The methodology of the research used in this study is the **descriptive survey method** which comprises the following four elements (Leedy 1989:142):

(1)   It requires an observation technique as the most important means of collecting the data.

(2)   The population for the research must be carefully selected and clearly defined.

(3)   The data should as far as possible be free of bias

(4)   If valid and accurate conclusions are to be drawn the data should
        be organised and presented systematically.

4.2.2   Questionnaires

4.2.2.1 General

The questionnaire can be regarded as an instrument to ensure answers to
questions provided by the relevant respondent himself or herself (Berdie &
Anderson 1974:11). Labaw (1980:12) mentions the fact that a questionnaire
entails more than simply asking questions; it is the sum total of all the
individual answers to questions.

Erdos (1970:37) points out that the following should be taken into
consideration when planning a questionnaire:

- The total field to be investigated needs to be covered by the
  questions asked.

- The questionnaire should be brief, easy to read and create a good
  impression.

- The respondent should feel that he or she is participating in an
  interesting and meaningful project.

- Leading questions should be avoided.

- The questions should be formulated in such a manner that clear and
  unambiguous answers can be given.

- When developing the questionnaire, a researcher should keep in mind that the questionnaire needs to be tabulated at some stage or another.

- Questions must be presented logically and in sequence with clear instructions.

In summary, a questionnaire must be unambiguous, clear, interesting and uncomplicated.

4.2.2.2 Structured and unstructured questionnaires

An **unstructured** questionnaire is where the respondent can answer questions in his or her own words. The respondent must provide his or her own meaning which can sometimes be time-consuming and quite taxing on the individual. **Structured** questionnaires are short, powerful and value adding to obtain the relevant data. In the structured questionnaire the questions and possible answers are formulated systematically and the respondent needs only to choose the relevant answer (McCallon & McCray 1975:3).

4.2.2.3 Advantages and disadvantages of using questionnaires

The advantages and disadvantages of questionnaires are summarised below.

a   Advantages

The advantages agreed upon by several authors (Berdie & Anderson 1974; Lehmann 1979; McCallon & McCray 1975) are as follows:

- A mail survey is a relatively inexpensive method and saves time in the distribution of the questionnaire.

- A large geographical area can be covered, which means the questionnaire can be posted to any area with a postal delivery system.

- Greater validity is possible when more questionnaires are sent out (McCallon & McCray 1975:9).

- More information can be secured if the confidentiality of the questionnaire is ensured.

- The respondent can complete the questionnaire in his or her own time and the information is therefore more accurate.

- Uniform responses can be obtained if the questions are structured and it is also easier to draw comparisons.

- With complete instructions, difficult scales can be used without the possibility of incorrect responses (Lehmann 1979:137).

- A well-formulated questionnaire rules out the prejudices of the researcher (Berdie & Anderson 1974:18).

b   *Disadvantages*

- The disadvantages of the use of questionnaires are mainly the fact that the researcher makes certain assumptions, for instance, that the respondents will understand the language used; that the respondents are allowed to complete the questionnaire; that the respondents will be willing to furnish the information voluntarily; that they understand the questions as interpreted by the researcher; and that the questions will be answered truthfully (McCallon & McCray 1975:11).

• Obviously the success of the questionnaire will largely depend on the respondents' **willingness** and **ability** to actually complete the questionnaire. These factors cannot be predicted by the researcher and the dilemma can only be overcome if a good sample selection is made (McCallon & McCray 1975:12).

• According to several authors (McCallon & McCray 1975:12; Erdos 1970:6; Berdie & Anderson 1974:20) the following are additional disadvantages:

- There is a lower percentage return of questionnaires that are too long, too difficult or incomplete.

- Insufficient funds or time are available.

- Badly formulated questions may lead to incorrect interpretations and answers. The questions do not provide for further explanations if they are not fully understood.

- Reliability and validity cannot be tested because of the nature of the questionnaire.

- Subjectivity may prevail if respondents do not believe in the use of questionnaires as a measurement tool; too many questionnaires are in circulation; the questionnaires are regarded as just another postal article; and the questionnaires are impersonal.

- Questionnaires do not provide for the motivation of the respondents.

4.2.2.4 *Characteristics of a good questionnaire*

According to McCallon and McCray (1974:17) the characteristics of a useful questionnaire are as follows:

- The respondent should feel that the instrument will provide solutions to a meaningful problem and should have a direct bearing on the research problem.

- The covering letter should be brief and inviting.

- The respondent should be motivated and persuaded to complete the questionnaire.

- Depending on the research problem the questionnaire should be as short as possible.

- Unnecessary questions should be eliminated from the questionnaire.

- A pilot study should be undertaken.

- Problems identified in the pilot study should be addressed.

- The questionnaire should be neat, professional and well structured.

4.2.2.5 *The construction of questionnaires*

Various authors (Steenekamp 1984; Sudman 1983; Muher & Kur 1983; Berdie & Anderson 1974; McCallon & McCray 1975) are in agreement on how to construct a questionnaire. The procedure is discussed below.

A researcher should be clear about what he or she exactly wishes to establish and how this information can be obtained. In fact, a clear definition of the purpose of the study is the most important step in the construction of the questionnaire as well as a prerequisite for an intensive study of the applicable literature (Berdie & Anderson 1974:26). From the literature study it should be possible to identify the relevant areas of the research problem. The purpose of the study will generally be to find solutions to specific problems that require information. The purpose of the questionnaire is to obtain this information. Although it is relatively easy to use a questionnaire, it is just as easy to misuse it (Steenekamp 1984:4).

Furthermore, it is important to carefully identify the population for the research. This will influence the quality and quantity of the feedback. The experience, knowledge, willingness and interests of the selected population, should be positive in order to contribute to the success of the questionnaire.

There are generally three response format choices that could be used for questionnaires. These are open-ended questions, close-ended questions and a combination of the two (Labaw 1980:131). In open-ended questions, the respondent must formulate the answers and write them down in the given spaces on the questionnaire. In close-ended questions, the researcher formulates questions with a selection of answer categories for the respondent to choose from. The risk of incorrect interpretations of close-ended questions is smaller and tabulations and comparisons less complicated for both the researcher and respondent (McCallon & McCray 1975:15). Oppenheim (1979:43) also states that close-ended questions can be completed in less time and are easier to complete. It is recommended that when close-ended questions are used, space should be allowed after each section for the respondent to comment on any point not covered by the close-ended questions (McCallon & McCray 1975:25; Sudman 1983:216). Steenekamp (1984:19) reports that there is no "best method" (ie whether open-ended or

close-ended questions should be used) of questions in a questionnaire. The nature of the questions depends on the specific study being undertaken.

The proper formulation of questions in the questionnaire is important. Every question should be related directly to the purpose of the questionnaire and should be functional. According to Muher and Kur (1983:105), the language used in the questionnaire should be easy to understand. The respondents' level of knowledge and preferences, should be known to the researcher. Questions should be weighed up critically and be simple and as short as possible (Sudman 1982:263; McCallon & McCray 1975:24; Berdie & Anderson 1974:31).

Steenekamp (1984:36) disagrees that the questions should be short and to the point because research has proven, that in certain instances, longer questions provide more valid answers. The researcher is of the opinion that the length of the question depends on the best way the question can be formulated (short) with the least possibility of misinterpretation.

According to McCallon and McCray (1975:24), when formulating questions it is important to answer the following:

- Is the question necessary for the study?
- Is the answer to the question contained in other questions?
- Do the respondents have the information available to answer the question?
- Will the respondents be willing to answer the question?
- Are the questions specific enough to provide answers to the problem?
- Are the questions clear enough?
- Are the questions subjective?
- Will the respondent answer the question?
- Is the response format suitable to answer the question?

- Is the format of the response simple enough to be able to answer the question?
- Is the answer to the question influenced by the next question?
- Are the questions set in a good psychological sequence?

4.2.3   Pilot study

The purpose of the pilot study (preparatory study) is to determine any problems with the proposed questionnaire. To ensure good results from the pilot study it is necessary for the questionnaire to be sent to a sample that will be representative of the target group (Oppenheim 1977:29). The results of the pilot study may identify problems such as ambiguity and vagueness in questions, which may be corrected in order to finalise the questionnaire.

4.2.4   Covering letter

The covering letter plays an important role when a mail survey is conducted. The letter should impress the respondent and motivate him or her (Berdie & Anderson 1974:59).

McCallon and McCray (1975:32) point out that the following questions should be answered when finalising the covering letter:

- Is the letter brief and to the point?
- Is the letter person-oriented?
- Is the purpose of the research clearly defined?
- Has the value of the study been communicated clearly?
- Has a contact person been named?
- Have the instructions been tested in the pilot study?
- Does the covering letter ensure confidentiality?
- Is the feedback time reasonable?

- Does the letter state the person to whom the questionnaire should be returned?

4.2.5 Other research techniques

In this research project the questionnaire was used because the 1 065 managers at Telkom - of which 300 were identified for the sample - are geographically situated throughout South Africa. Furthermore, there were specific time constraints because Telkom is in the process of a total transformation process, and many individuals are to be relocated in the near future. In this regard Laird (1978:53) points out that where the population is large and there are time constraints, questionnaires should be used. Interviews are more time consuming and suitable for a small population and have the advantage that sensitive information may be more readily obtained.

Two other methods, besides questionnaires and interviews, which could have been considered in a study of this nature are:

- **observation**, where an analyst observes while the target persons are busy with their daily tasks (Nadler 1982:75)

- **group discussions or conferences**, which are held between experts in the field and some of the target group persons together with a facilitator to obtain all relevant information

In view of the time constraints and costs involved, the above methods were not used.

4.2.6   Measurement scales

An overview of measurement scales is discussed on the following pages.

In general, a measurement is the allocation of figures or numbers according to fixed rules to persons or objects in order to identify differences in a particular attribute or characteristic (Huysamen 1983a:14).

Generally, four scales of measurement are used (Hair et al 1979:12), namely nominal scales, ordinal scales, interval scales and ratio scales.

Various authors are in agreement about what the different scales entail (Leedy 1989; Churchill 1979; Emory 1980; Huysamen 1983a). An overview of the scales is discussed below.

4.2.6.1 Nominal level of measurement

Emory (1980:122) postulates that the nominal scale is less powerful compared to ordinal, interval or ratio scales. Nominal measures are the easiest and are usually used to rank the feature, for example, larger and smaller. Huysamen (1983a:17) alleges that the only purpose of the nominal scale is to give names or labels to certain characteristics in order to differentiate between categories and variables.   The only acceptable application of nominal scales is categorisation (Churchill 1979:214). Although this scale has various limitations, it is useful in research where ratios, rather than precise measures are required (Emory 1980:122). Leedy (1989:23) points out that nominal data may be represented in graphic and statistical format such as bar charts.

4.2.6.2 Ordinal level of measurement

The ordinal measure combines nominal measures with an indication of ranking (Emory 1980:122). The limitation of this scale, however, is that it does not specify how much larger or smaller one variable is compared to another. No numerical calculations such as adding or subtracting can be meaningfully interpreted (Huysamen 1983a:18). However, by using the ordinal level of measurement the researcher can find the mode and the median, determine the percentage or percentile rank, and test by means of the *Chi* square. It also indicates relationships by means of rank correlation (Leedy 1989:24).

4.2.6.3 Interval level of measurement

Interval measures include the elements of the nominal and ordinal measures, but have a further advantage, namely the equality of intervals. For instance, the difference between one and two is the same as the difference between two and three (Emory 1980:125). In this instance, it is meaningful to compare differences, add or subtract, and interpret the difference (Huysamen 1983a:18). It is important to note that the zero point is arbitrary. An example of an interval measure is the temperature reading by means of Celsius and Fahrenheit scales. Churchill (1979:217), however, postulates that the median, arithmetic mean and modes are acceptable measures of central tendency. Leedy (1989:24) points out that the common use of interval measurement is in the rating scales employed by many businesses, survey groups and professional institutions. The interval scale can be used for determining the mode, the mean, the standard deviation, the *t*-test, the *F*-test and the product moment correlation (Leedy 1989:26).

4.2.6.4 Ratio level of measurement

The ratio scale includes all the elements of the previous scales and also has an absolute zero point (Churchill 1979:217). Accordingly, the element of

absolute quantity enters the equation as well as additional elements applicable to interval measures (Huysamen 1983a:19). It is thus possible to meaningfully multiply or divide to determine the ratios between numbers. The measurements of length and mass are examples of ratio measures (Emory 1980:126). A characteristic difference between the ratio scale and all other scales is that it can express values in terms of multiples and fractional units and the ratios are true ratios. It can be used to determine the geometric mean, the harmonic mean, the percent variation and all other statistical determinations (Leedy 1989:25-26).

In summary, Leedy (1989:25) sets out the following simple examples for the various kinds of data measurements:

- If one object is different from another, we have a **nominal scale**.
- If one object is bigger, or better, or more of anything than another, we have an **ordinal scale**.
- If one object is many units (degrees, centimetres) more than another, we have an **interval scale**.
- If one object is so many times as big, or bright, or tall, or heavy as another, we have a **ratio scale**.

4.2.7   Validity and reliability

In any type of measurement two considerations are important, namely **validity** and **reliability**. According to Leedy (1989:26-28) these two concepts could be explained as follows:

Validity is concerned with the soundness and effectiveness of a measuring instrument. Put in another way, validity would raise the question: Does the test measure what it is supposed to measure? The most commonly used types of validity are as follows:

- **Face validity** relies on the subjective judgment of the researcher.

- **Criterion validity** employs two measures of validity; the second, as a criterion, checks the accuracy of the first measure.

- **Content validity** is the accuracy with which an instrument measures the factors or situations under study, namely the "content" being studied.

- **Construct validity** is the degree to which the construct itself is actually measured.

- **Internal validity** is the freedom from bias when forming conclusions stemming from the data.

- **External validity** is concerned with the generalisability of the conclusions reached through observation of a sample to the universe.

Reliability deals with accuracy. It ensures that the same results are obtained from an instrument if the test is repeated in an identical manner.

4.2.8   The interpretation of information

The interpretation of information when the data are described, is of the utmost importance. In this regard Leedy (1989:167-168) suggests the following:

- Be systematic in the description of the data.

- Clearly state what data will be required to also address the sub-problems.

- Indicate exactly where the data will be obtained.

- State how the data will be interpreted.

- Identify the different steps in the interpretation of data.

- Make sure that the conclusions are supported by data.

4.3   RESEARCH METHODOLOGY

4.3.1   The sample selection and target population

In order to reach the main objective of the research - namely to establish management's views on those aspects that are important to the success of affirmative action - the sample was determined as follows:

- Since the aim of the research was to obtain management's views on affirmative action, the population had to be from persons in the management cadres who were responsible for implementing Telkom's affirmative action policy. These managers were at the job grading levels D and E according to the Paterson grading system. There were 1 065 of these managers. The first category included Paterson grades D1 to D3 (managers), the second category grades D4, D5 and E1 (senior managers), and the last category Paterson grades E2 to E4 (general managers).

- Telkom's internal information systems were used to identify all persons in these categories. A computer list of the persons was produced which contained the following information:
  - name
  - level
  - functional area
  - age
  - race

- For the pilot study, a stratified sample was drawn from the universe in order to validate the draft questionnaire and to make it as reliable as possible. The sample was randomly selected; every eighth name on the list was chosen. A total of 134 managers was identified and

109 questionnaires returned, which represents a return rate of 81,3 percent.

- As far as the final sample is concerned, a stratified random sample was drawn from the 1 065 managers, excluding those who responded to the pilot study. In line with the literature the target population drawn was 300 managers and every third name was chosen until 300 names were identified. Based on *Hays' statistics for the social sciences*, Zemke and Kramlinger (1982:161) have drawn up an abbreviated table to give an idea of the number of people the researcher needs information from to assure that the survey represents the views and thoughts of the population. An extract of the abbreviated table is contained in table 4.1 below. This table was used to determine the sample size of 300 managers.

TABLE 4.1: *AN EXTRACT OF A SAMPLE SIZE TABLE FOR PROPORTIONS

POPULATION	SAMPLE
800	259
850	264
900	269
950	273
1000	277
1100	284

*   *This table tells you the number of people you should survey to accurately represent the views of the population under study. Accurate here means reliable at the 0,005 reliability level.*

Source: Zemke and Kramlinger (1982:161)

4.3.2   Development of the questionnaire and the pilot study

4.3.2.1 Background

Various data-collection methods to obtain information on the implementation of Telkom's affirmative action policy were considered. They include

questionnaires, group discussions, interviews and the Delphi technique. Given the Telkom working environment and as a result of the geographical distribution of the managers throughout South Africa, as well as the time constraints, it was decided that a survey questionnaire would yield the required data.

4.3.2.2 The framework of the draft questionnaire

The draft questionnaire was structured using the four pillars as the basic framework (figure 3.3, p65). The individual items were constructed using each subheading of each pillar as an indicator to determine content.

The item content of the draft questionnaire was focused on Telkom's affirmative action policy as well as a study of the literature. A pool of possible items was developed and presented to a panel consisting of human resource professionals, line managers and staff managers at Telkom to determine the relevance and face validity of each item. Based on these evaluations, conceptual overlaps between individual questions in each subheading of a pillar were eliminated as far as possible (compare table 4.3, p115 and sec 4.3.2.8, p124). This was achieved by:

- combining those items that were conceptually related to each subheading
- eliminating those questions that were considered irrelevant

The panel also proposed that items per pillar be allocated considering each pillar's **importance** to the effective and efficient **implementation** of the affirmative action policy. The percentage representation of statements that was accepted as the initial indicator of each pillar for the draft questionnaire is set out in table 4.2 on the next page.

TABLE 4.2: PERCENTAGE REPRESENTATION OF ITEMS PER PILLAR

Pillar 1	%	Pillar 2	%	Pillar 3	%	Pillar 4	%
Equalising opportunities	21,0	Eradicating discrimination	28,0	Actively integrating the enterprise	42,1	Acting affirmatively in the community	8,8

4.3.2.3 The item layout and structure of the draft questionnaire

Each statement was constructed taking into account the target population's biographical information. Managers at Telkom at job grading levels Paterson D and E are expected to be fluent in English as a language medium. This implies that they are skilled in the written and spoken language. Hence it was unnecessary to translate the questionnaire into one or more of the country's other languages. The vocabulary in each question is at a level that can be understood by the target population (Muher & Kur 1983:105). Furthermore, the target population is generally well educated (the vast majority being graduates) with a reasonable level of experience.

Positively and negatively phrased items were considered. Special attention was paid to the fact that in a traditionally conservative "white male" population, the reality of affirmative action is considered a sensitive matter. Guy et al (1987:231-232) postulate that the more sensitive the issue is, the more care should be taken in the composition of the questions. Questions should be worded in such a manner to minimise respondents' negative reactions.

It was decided to use close-ended questions because they are structured to offer a better list of acceptable answers to choose from. Guy et al (1987:230) report in this regard that the main advantage of close-ended questions is the relative ease of coding and analysing data. (Also compare Cronbach 1970:30; Nel et al 1988:236-238.)

Guy et al (1987:232) suggest that when conducting a pilot study, more questions should be included than one intends to ask. The results of the pilot study should help to (further) reduce the number of questions.

With regard to the length of a questionnaire, a number of authors (Jobber 1985:125; Layne & Thompson 1981:291; Wu & Vosika 1983:35) indicated that this does not really influence the response rate. The draft questionnaire for the pilot study consists of the following number of questions (see table 4.3).

TABLE 4.3: ITEMS IN PILOT STUDY QUESTIONNAIRE

SECTION I	SECTION II			SECTION III	
Biographical information	Activities	A	B	Statements	A
7 questions	Numbered items & coding system	57	56	Numbered items & coding system	53

The order and structuring of the draft questionnaire are in a logical, organised and formatted pattern. As indicated above, the questionnaire consists of three sections. Section I deals with questions on the respondent's biographical information. Enough space is provided as well as boxes for response alternatives. The latter suits the close-ended format of the individual items. Section II consists of three columns. The first column or *activities* column contains the numbered item statements as well as a coding system for column "A". Each item statement in the pilot study has been provided with a code identifying one of the pillars and its subheading. This approach was followed to eliminate errors when individual item responses are computed after the questionnaire has been completed by a respondent. In the second column or column "A" the respondents were required to indicate whether the activity (item statement) is important to the successful

implementation of affirmative action in Telkom. This column is also provided with a coding system indicating the individual codes for column "B". The third column or column "B" asks the question whether the activity (item statement) contributes to the successful implementation of affirmative action in the respondent's department/section/team. Section III is constructed on the basis of the same approach used in section II. The difference, however, is that the question requires the respondent's **personal perspective** as an individual at Telkom.

The instructions give detailed, logical and clearly stated procedures explaining to the respondent the approach to follow when completing the questionnaire. Each page was clearly numbered (Berdie & Anderson 1974:34).

The rationale for keeping the questionnaire anonymous was to motivate respondents to be candid when responding to the item statements. This would assist in providing more reliable and valid responses.

4.3.2.4 The selection of the scale format

The characteristics of the item statements and layout contained in sections II and III of the questionnaire, indicated that using a matrix format would be a distinct advantage. According to Guy et al (1987:234) the matrix format is spaced efficiently and allows the placement of similar questions in a relatively small space. It also is time-efficient. A further advantage is that it allows for direct comparison of answers to questions. However, the above authors warn that the researcher will need to check for a response set tendency.

Nunnally (1967:72) postulates that a summative model, like the Likert type scale, for instance, is generally used in the scaling of people with regard to psychological traits. The model assumes that only individual items are monotonically related to underlying traits and that a summation of item scores

is more or less linearly related to the trait. A total score is obtained by adding the scores for individual items. For multipoint and dichotomous items the same logic is applied. Komorita (1963:327) holds that the Likert type scale is the most general scale used to measure attitudes. However, he indicates that as yet no finality has been reached as to which of the scales is the most efficient.

Summative scales such as the Likert scale have attractive advantages over other methods. Nunnally (1967: 531) suggests that summative scales: "... follow from an appealing model, are rather easy to construct, usually are highly reliable, may be adapted to the measurement of many different kind of attitudes, and have produced meaningful results in many studies to date".

The scale selected for this research was a seven-point scale ranging from 1 to 7 (1 being *strongly disagree* and 7 being *strongly agree).* This decision is based on Rotter's (1972:211-218) emperical research undertaken to identify appropriate response alternatives and meaningful weights over a broader seven-point range. He proved the seven-point scales to be as reliable as the original five-point Likert scale. In his research, he attempted to shed light on the matter using, say, sixteen response alternatives by determining the extent of agreement connoted by the various descriptions. These response alternatives represented equivalent counterpoints of agreement and disagreement and selected end points on a seven-point scale ranging from "absolutely agree" to "absolutely disagree" or "agree strongly" to "disagree strongly", and so forth. The reasons for selecting these seven-point scales were three-fold:

(1)   The range of agreement to disagreement is best anchored by these end points.

(2)   Equivalent distances from the neutral position best represent the parallel counter points.

(3)   An equal interval scale approximates the numerical values.

4.3.2.5 *Reliability and validity of a questionnaire*

An overview of the theory of validity and reliability was provided in section 4.2.7, page 109. Traditionally, reliability has been defined as consistency of measurement. It has virtually been a synonym for repeatability. Many authors (Guy et al 1987:22; Roscoe 1975:130; Nunnally 1967:172; Anastasi 1969:28) are in agreement about what the meaning of reliability of a measuring instrument entails. Generally, reliability can be regarded as the consistency of scores obtained by the same persons when retested with the identical test or with an equivalent form of the test.

Evidence of reliability is in itself not sufficient evidence that a measure is a good one. A very important question to be asked is whether the systematic source of variance is relevant to the purpose of measurement. A testing instrument is regarded as valid when it measures what it is intended to measure (Kerlinger 1986:444; Roscoe 1975:136; Smit 1981:45; Oosthuizen 1978:39; Gouws et al 1979:98; Guy et al 1987:22; Guion 1965:31; Anastasi 1969:28; and Nunnally 1967:75).

It is evident from the literature that there are different types of reliability and validity (see sec 4.2.7, p109). Roscoe (1975:136) differentiates between content validity, criterion-related validity and construct validity. Content validity he reports "is demonstrated by showing how well the content of a test samples the situations about which conclusions are to be drawn". Criterion-related validity, on the other hand, is demonstrated by correlating test scores with one or more external criteria. It thus indicates the effectiveness of a test in predicting an individual's behaviour in specific situations. Construct validity refers to what extent the test may be said to measure the theoretical construct or trait which it underlies. Reliability consists of three distinct types, namely, test-retest reliability, equivalent forms reliability and split-half reliability. Test-retest reliability refers to the method for determining the reliability of a test when administering it to the

same groups of people on two different occasions. In the equivalent forms reliability method, on the other hand, there are two equivalent forms of the same instrument. The correlation between the scores obtained on the two forms represents the reliability coefficient of the test (Oosthuizen 1978:40; Smit 1981:46; Kerlinger 1986:445; Cronbach 1970:122-123; Anastasi 1969:80 & 105; Guion 1965:123-131).

The split-half reliability method was utilised in this research. Roscoe (1975:133) suggests that "...a single administration of the instrument is made, the test split into two halves which are scored separately, and a ... correlation coefficient between the two scores is calculated". The internal consistency of the subscales of the draft questionnaire as well as the final questionnaire were calculated using Cronbach's alpha coefficient. This further implies that the reliability of the questionnaire could be determined without administering the questionnaire to the same group of people on two different occasions (Huysamen 1983:24).

Considering the different validity methods, it is evident that the only method that could be used for this research was the content validity method. This decision was supported by the initial approach used to construct the items as discussed in sections 4.2.2.5 (pp102-105) and 4.3.2.2 (pp113-114). Roscoe (1975:136) further motivates that this usually implies the use of some expertise to define a universe of interest, the careful drawing of a representative sample of ideas from this universe, and the preparation of test items that match these ideas.

4.3.2.6 The pilot study administration

The covering letter attached to the draft questionnaire, which was mailed to the first sample, indicated that one of the aims was to obtain the sample population's responses to be able to validate the content of the questionnaire. They were also invited to put forward their views on the item content, instructions and scaling approach.

As reflected in table 4.4, p123, it is evident that the Cronbach alpha coefficients of 0,953 obtained for section I(A), 0,955 for section I(B), and 0,771 for section III of the questionnaire were significant enough to accept the questionnaire as reliable. Nunnally (1967:533) concludes that where, say, 20 statements are selected in the construction of summative scales of attitudes a reliability coefficient of above 0,80 would be realistic. Compared with the alpha coefficients obtained above it would seem that only section III of the draft questionnaire was 0,029 less than the expected 0,80 coefficient suggested.

As indicated in section 4.3.1 (pp111-112), 134 managers were used in the pilot study. The draft questionnaire accompanied by a covering letter was mailed to respondents using the internal-mailing system. A total of 109 completed questionnaires was returned to the researcher, yielding a response of 81,3 percent.

The returned questionnaires represented 10,2 percent of the total universe of 1 065 managers. Because the purpose was to field-test the draft questionnaire, the sample was viewed as a representative sample. The effective sample for the pilot study consisted of the following percentage representation per functional area:

- Operations/Technical/Professional   32,2 %
- Marketing/Client Services/Sales   21,2 %
- Human Resources/Industrial Relations/Training   22,2 %
- Finance/Accounting   24,4 %

These four functional areas were selected because the majority (97%) of the universe of 1 065 managers were in these functional areas. Areas such as Public Affairs/Social Investment and Administration/Clerical were thus not included in the pilot study, but were included in the final survey.

4.3.2.7 Statistical analysis of the pilot study

a   *Background*

The statistical analysis was performed using the Leaderware 1994/95 Smartstats Statistical Package. This package is similar to the Statistical Analyses System (SAS) package which was used to analyse the final sample. This package facilitated the computing of Cronbach's alpha coefficients which were needed to determine the reliability of the draft questionnaire. Smartstats addresses three primary areas of statistical procedures, namely:

- **basic statistics** - inter alia, descriptive statistics and frequency tables
- **predictive statistics** - coefficient alpha, regressions and predictive bias analysis
- **psychometric statistics** - reliability analysis, item analysis and bias analysis

For the purposes of the pilot study, the biographical information was viewed as the independent variable and the item scale as the dependent variable.

As indicated in table 4.3, p115, the item pool consisted of 57 statement items for section II(A), 56 statement items for section II(B) and 53 statement items for section III(A). It was also indicated in section 4.3.2.3 , p114 that both positively and negatively phrased items were included in the draft questionnaire.

b   *Item analysis*

Item analysis for the pilot study was used to further investigate the results obtained from overall reliability investigation (Leaderware: Smartstats Manual,

1990). This method is typically used as part of the test construction cycle and also to improve the instrument, namely:

Testing ☞ Refining (with the help of item analysis results) ☞ Testing

It also allows the researcher to identify items that do not completely belong with the other items in the instrument. The homogeneity of the instrument may be improved if these items are discarded.

As a first round of analysis, the following criteria were used to differentiate between unwanted and desired items:

- mean item score obtained by top halve
- mean item score obtained by bottom halve
- correlation (Cronbach alpha) between item and test total scores
- significance level

The following recommendations were made using Smartstats statistical package regarding the above criteria (Leaderware: Smartstats Manual, 1990).

- The difference between the mean item score for the top scoring 50 percent of the sample and that of the bottom scoring 50 percent of the sample, was accepted to be a minimum of 1,0. For instance, if the top scoring half of the sample did not score appreciably higher than the bottom half of the sample on an item, the item was regarded as not contributing meaningfully to the questionnaire. Such an item was then removed from the list.

- The correlation between the item score and the overall test score provides an indication of how well the item relates to the questionnaire as a whole. Where a poor item correlation of less than 0,30 was obtained, the item was regarded as not measuring

the same quality as the rest of the questionnaire. Such an item was then removed from the list. Following this approach, the aim was to try and improve the internal consistency of the questionnaire as estimated by the reliability coefficient.

- The significance level is dependent on the sample size. In the pilot study, an item was supposed to have a significant correlation of $P<$ 0,05. Those items with a Phi coefficient of greater than 0,05 were excluded from the item list.

c   *Internal consistency of the draft questionnaire*

Table 4.4 below sets out the details of the internal consistency of the draft questionnaire.

From Table 4.4 it is evident that the alpha coefficients range between 0,771 to 0,955. Although the one coefficient of 0,771 is somewhat less than the other two, of them are high enough to accept the questionnaire as reliable.

TABLE 4.4: DETAILS OF INTERNAL CONSISTENCY OF THE DRAFT QUESTIONNAIRE

	SECTION II		SECTION III
	A	B	
Mean Score	5,70	4,25	4,28
Standard deviation	0,81	0,89	0,24
Alpha coefficient (Cronbach)	0,953	0,955	0,771
Standard error of measurement	0,175	0,189	0,183

4.3.2.8 Finalisation of the questionnaire

The detailed scores of all items in the draft questionnaire are set out in annexure C, pages 254 to 257.

By using the correlation of $P < 0,05$ for items to be included in the item list, 18 items were removed from section II(A), 17 items from section II(B), and 14 from section III(A). The final item list consists of a total of 117 items, namely, 39 items each for sections II(A), II(B) and III(A).

A final questionnaire was compiled which included seven basic biographical items, as well as 117 items which had to be rated on a seven-point scale ranging from *strongly agree* (with the statement in the item) to *strongly disagree*.

The items (biographical information excluded) were divided into three groups of 39 items each. In the first of these groups, respondents were required to indicate to what extent they agreed with the *importance* of the activity described in the item to the successful *implementation* of affirmative action at *Telkom*. In the second group of items, respondents were asked to assess the extent to which the activity described in the item *contributes* to the successful *implementation* of affirmative action in their *departments/ sections/teams*. In the third section of the questionnaire, respondents were requested to indicate their *personal opinions* concerning the affirmative action issues referred to in the items.

The items in each of the three groups were designed to form subscales relating to the researcher's model for the planning and implementation of affirmative action (fig 3.3, p65). The issues which the items were designed to address for each pillar and the number of items in each subscale are shown in table 4.5 on the next page.

4.3.3 Approach to statistical analysis of results and level of significance

4.3.3.1 Factor analysis

Factor analysis as a statistical technique is used effectively for the investigation of the underlying structure of a questionnaire (Kerlinger 1986; Morrison 1967; Mulaik 1972). It is especially useful when the purpose is to uncover dimensions in a questionnaire. The rationale is that those items that refer to the same dimension or share the same dimension, intercorrelate with one another because they share the same dimension.

TABLE 4.5: STRUCTURE OF THE FINAL AFFIRMATIVE ACTION QUESTIONNAIRE

PILLAR 1 Equalising opportunities	Total no of items	PILLAR 2 Eradicating discrimination	Total no of items	PILLAR 3 Actively integrating the enterprise	Total no of items	PILLAR 4 Acting affirmatively in the community	Total no of items
Identification of potential Increased and accelerated training and development Coaching and mentoring	*17	Identifying and removing discrimination Eradication of differential benefits	*19	Alignment with management practices Targets and objectives Earmarking vacancies Space creation	*36	Special school projects Small business development Social investment projects	*6

*The number of items is identical for each of the pillars in columns A and B (section II). The number of items in each of the pillars for section III is as follows:
- Pillar 1 and 2 = 9
- Pillar 3 = 18
- Pillar 4 = 3

The final questionnaire is contained in annexure B, pages 243 to 253.

When a group of items are indicators of a particular dimension or factor, these items correlate with this dimension which causes the items themselves to be intercorrelated. Kim and Mueller (1978: 9) put this as follows:

Factor analysis refers to a variety of statistical techniques whose common objective is to represent a set of variables in terms of a smaller number of hypothetical variables.

In this study, the factor analysis program *Proc Factor* of the statistical software package Statistical Analyses Systems (SAS User's Guide: Statistics, 1985) was used. The method of factor analysis was the principle factor analysis (Mulaik 1972).

An important consideration in performing a factor analysis, is the number of factors to extract. In this study, all factors with an eigenvalue greater than 1,0 were extracted. The criterion for deciding what number of factors to extract, is referred to as the Kaiser-rule (Stevens 1992:378). This approach often leads to more factors being extracted than are theoretically inter-pretable. The eigenvalues are therefore also plotted against the potential factors so that the relative variance each factor explains, and the extent to which this diminishes for each factor can also be studied. This plot of eigenvalues is also used in this study and is referred to as the *scree* test to determine the number of factors to be extracted (Stevens 1992:378-388). Finally, the researcher should study each factor extracted for theoretical significance. The steps followed in the factor analyses may be summarised as follows:

- computing a correlation matrix representing the intercorrelations of a set of items

- subjecting the correlation matrix to a principle factor analysis

- extracting all factors with eigenvalues greater than 1 or indicated by the *scree* test (study of the plot of eigenvalues)

- the oblique rotation of the factor solution to a more interpretable solution utilising a mathematical criterion - in this research the promax criterion was used (Cureton & Mulaik 1975)

The core of the factor analyses results is contained in the promax rotated factor solution (also called the factor matrix) matrices. In the case of an oblique rotation, factor structure as well as a factor pattern solution is calculated. The values in these rotated factor solutions are called factor loadings. In the case of the factor pattern, this gives the regression of the items on the factors. In this research it was sufficient to study only the regression coefficients in the factor pattern. By studying all those items that have high loadings on a particular factor, the researcher was able to discern the nature of that factor.

In this research it was decided to consider as significant all factor loadings equal or greater than 0,30. This cut-off point of 0,30 is to a large extent arbitrary and based on the researcher's judgment.

Although all sections of the questionnaire were subjected to factor analyses, not all results will be reported since much was found to be of no value. The Pearson product-moment correlation, as an index of a linear relationship between two interval-scale variables, was often used in this study.

4.3.3.2 Interpretation of the responses

The evaluation of the responses to the questionnaire was performed as follows:

- *means 4,5 and higher* - **agreement** that the item statement (or activity) is **important** (column A) or **contributes** (column B) to the successful implementation of affirmative action

- *means of 3,5 to 4,49* - the respondents are **uncertain** whether or not the item is **important** or **contributes** to the successful implementation of affirmative action

- means lower than 3,5 - the item was viewed as being **unimportant** or **not contributing** to the successful implementation of affirmative action.

4.3.3.3 Comparison of group means by means of the F-, t- and Scheffé tests

In the research, various groupings based on biographic and demographic variables were compared according to their **mean response** on the seven-point items or scales - for example, when male respondents were compared to female respondents. The one-way analysis of variance (ANOVA) *F*-test (Kerlinger 1986:211) was computed for tests of differences between the independent groups. Where more than two groups were compared and results were significant, Scheffé post-hoc tests (Kirk 1968) were computed to establish which pairs of groups differed significantly from each other. Most of the results are illustrated in annexures D to M2, pages 258 to 276, but the significant results are dealt with in chapter 5. The items of column A (importance) and column B (contribution) of section II of the questionnaire - pages 245 to 248 - were completed by the same respondents so that the measures were related/dependent and therefore *t*-tests for dependent measures (Hays, 1963) were computed to test whether the means of column A and column B differed significantly.

4.3.3.4 Level of statistical significance

Conventionally, the levels 0,05 and 0,01 are used as levels of significance for statistical tests performed. These levels of significance are rather severe because the purpose is to control the so-called "Type I error rate" - that is,

to limit the risk of incorrectly rejecting the null hypothesis, or excluding a significant result (Hays 1963:273, 280-281). Such a Type I error rate should be small in the case where errors could have grave consequences, such as in medical sciences. In the human sciences there is a similar concern with missing a significant result (Type II error). Winer (1971:14-15) points out that when both types of errors (Type I and Type II) are equally important, levels such as 0,20 (and possibly 0,30) are more appropriate than the conventionally used 0,05 and 0,01 levels. (See Hays 1963:280-281 in this regard.)

Another consideration in the choice of the level of significance is the number of statistical tests to be performed. As the number of tests increases, the probability of a Type I error also increases. One approach to counter this accumulating affect is to set the level of significance smaller for the individual statistical test so as to compensate for the overall, Type I error affect when a large number of tests are performed. One such approach is called the Bonferroni adjustment (Kirk 1968:79) whereby the overall Type I error rate is divided by the number of tests to be performed to give the significance level of an individual test. For instance, if the overall significance level is set at 0,30 but a 40-item test is to be performed, the significance level is computed as 0,30/40 = 0,075. Unfortunately, this approach results in a significance level that is too conservative when the number of tests to be performed is large (Stevens 1992:7-9). In this research it was decided to perform statistics mostly at an item level which would result in more than 100 tests to be performed. If an overall level of, say 0,30 is chosen, then the level for individual tests would be 0,30/100 = 0,003. If, however, the overall rate is chosen to be 0,05 (the conventional level) then the level for statistical tests on items would be 0,05/100 = 0,0005, which is clearly too strict.

Taking the above into consideration, it was decided to set a level of 0,005 for each statistical test to be performed. This may appear stringent, but in view

of the large number of items and statistical tests that needed to be performed, this level proved to be helpful in managing the large number of statistical tests performed.

4.4   SUMMARY

To be able to assess the success of and problem areas in the implementation of the affirmative action policy at Telkom, it was necessary to develop a measuring instrument as one of the many other measuring methods implemented so far. Because of the geographical dispersion of the most important group of managers responsible for implementation, it was decided to use a survey questionnaire to obtain their views in this regard.

The survey questionnaire, however, had to comply with statistical criteria to be able to provide reliable and valid information according to which the enterprise can act.

A draft questionnaire was developed using the policy document and literature studies to determine the item content of the questionnaire. These items were categorised according to the researcher's model for the planning and implementation of affirmative action. Human resource experts and experienced line and staff managers were involved to assist in making the questionnaire as valid as possible.

The results of the pilot study as discussed in this chapter showed the draft questionnaire to be valid and reliable.

Factor analyses and one-way analysis of variance (ANOVA) were used as statistical techniques. Where results were significant, Scheffé post-hoc tests were computed.

In an effort to manage the large number of items and statistical tests that would have been required, the level of significance was set at a level of 0,005 for each statistical test.

The results of the research are discussed in the next chapter.

CHAPTER 5

RESULTS OF THE RESEARCH

5.1   INTRODUCTION

In the previous chapter, the research instruments and methodology, design of the questionnaire, and pilot study were discussed.   The approach to statistical analysis of results was also addressed.

In this chapter the profile of the sample, the approach to the statistical analysis and findings of the research will be reported.

5.2   PROFILE OF THE SAMPLE

For the purposes of the research, the management group (Paterson grading D1-E4) formed the population. The objective was to obtain a **random sample** from this population. Systematic random sampling was used as a technique to select a sample of 300 managers from a total of 1 065 managers at the above levels at Telkom.   This is in line with suggestions in the literature in this regard (see section 4.3.1, p111). Initially only 150 questionnaires were returned.   After two follow-up telephonic requests a further 97 questionnaires (in total 247) were received of which 200 questionnaires could be used in the study.   It was decided to reject those questionnaires where the majority of items were not completed and only notes attached. These notes were, however, reported under comments and suggestions (sections 5.3.5.1 and 5.3.5.2, pp194-198).   The responses of 200 managers represented 66,7 percent of the sample (300 managers) and 18,8 percent of the total population (1 065 managers) and may be regarded as a **random sample** of the **population of managers.**

Table 5.1 below page indicates how the regions/head office were represented in the sample. Only one response from the regions (Eastern Cape) was not used. The other discarded questionnaires were from head office. It is important to analyse the representativeness of the regions because the service they render to the client of Telkom is direct. Head Office is mainly responsible for policies and research and has a number of people (D1 and higher) who are specialists.

TABLE 5.1: REPRESENTATIVENESS OF REGIONS/HEAD OFFICE AND PER JOB LEVEL OF THE POPULATION

REGION*	A Total no. of managers	B Sample size	C Response size	D % sample size in relation to total no. of managers (B of A)	E % responses in relation to total no. of managers (C of A)	F % responses in relation to sample size (C of B)
HEAD OFFICE	664	169	83	25,5	12,5	49,1
EASTERN CAPE	47	17	15	36,2	31,9	88,2
NATAL	61	20	17	32,8	27,9	85,0
OFS & NORTHERN CAPE	32	10	9	31,3	28,1	90,0
TRANSVAAL	87	28	25	32,2	28,7	89,3
WESTERN CAPE	76	26	23	34,2	30,3	88,5
WITWATERSRAND	98	30	28	30,6	28,6	93,3
TOTAL	1 065	300	200	28,2	18,8	66,7
JOB GRADE LEVELS						
MANAGER (D1-D3)	875	244	165	27,9	18,9	67,6
SENIOR MANAGER (D4/5-E1)	143	48	29	33,6	20,3	60,4
GENERAL MANAGER (E2-E4)	47	8	6	17,0	12,8	75,0
TOTAL	1 065	300	200			

*As yet no regional name changes have been made at Telkom.

The **regional** response rate was 89,3 percent of the sample and 29,2 percent of the total number of managers in the regions. Thus it could be construed

that the responses were representative of the managers in the regions (demographical areas). As far as **head office** is concerned, the response rate was less favourable at 49,1 percent of the sample and only 12,5 percent of the total number of managers at head office.

In the case of the different **management levels** it is clear that the response rate of the sample was satisfactory. Of the total sample, 67,6 percent of D1 to D3 managers responded, whilst 60,4 percent of senior managers (D4/5-E1) and 75 percent of general managers (E2-E4) responded. The percentage of responses in relation to the total number of managers at Telkom as far as different levels are concerned was once again less favourable with 18,9 percent, 20,3 percent and 12,8 percent respectively for managers, senior managers and general managers.

Furthermore, there were 41 disadvantaged persons (blacks, coloureds and Indians) **in the regions.** Of these, 12 responded and all these questionnaires could be used. Thus the race representation in the regions was 29,3 percent, which is acceptable. The sample was representative of managers as far as demographical areas and race are concerned.

5.3 RESEARCH FINDINGS

Instead of referring to the four pillars upon which Telkom's affirmative action policy is based as pillar 1, pillar 2, and so on in the text, the researcher adopted the convention of also referring to them by means of their labels to convey the gist of the underlined intention for each pillar. Accordingly, pillar 1 was referred to as *Equalising opportunities,* pillar 2 as *Eradicating discrimination,* pillar 3 as *Actively integrating the enterprise* and pillar 4 as *Acting affirmatively in the community.* It is self-evident that labels of this nature, without referring to the literature study and more specifically chapter 3, cannot convey the complexities and nuances of each of the pillars, but they do have the advantage of at least imparting the most important underlying notions.

5.3.1   Reliability and validity of the questionnaire

The questionnaire used in this study is contained in annexure B, pages 241 to 253. The structure of the questionnaire was discussed in chapter 4. The pilot study showed that the items in columns A and B (section II) as well as section III, could be used to give a total scale score for each of the pillars (see secs 4.3.2.7 & 4.3.2.8, pp121-123), as the Cronbach alpha coefficients were acceptable.

Some empirical justification is required before the composite scores (total scale scores based on a set of items) representing each pillar for sections II and III, can be accepted. To this end, factor analyses (see sec 4.3.3.1, pp125-127 for the rationale behind factor analysis as a technique) were performed on the following sets of items with the following broad conclusions:

- Two-factor analyses namely a factor analysis on all items in column A and of all items in column B (section II).

    Conclusion: Several factors (11 in column A and 8 in column B) were found, but none of them were interpretable as the four pillars of this study. These results are not reported here.

- A factor analysis of the items in section III.

    Conclusion: A study of the eigenvalues (see annexure D, pp258-259, for a plot of the eigenvalues) showed that at least two factors could exist. Since the items of section III were of "an attitudinal nature" (personal perspective), it was accepted that these items did not necessarily have to match the four pillar two-factor solution, and that it could be worthwhile to study the two-factor solution obtained. The two-factor solutions (the matrix of regression coefficients) are furnished in table 5.2 on the next page.

TABLE 5.2: FACTOR SOLUTION MATRIX FOR ITEMS OF SECTION III: ROTATED FACTOR PATTERN (STANDARDISED REGRESSION COEFFICIENT - (N) = 200)

Item no	Factor 1	Factor 2	Item no	Factor 1	Factor 2	Item no	Factor 1	Factor 2
33	0,66	-0,08	14	0,37	0,05	12	0,17	0,38
6	0,66	0,14	23	0,36	0,13	18	-0,06	0,37
34	0,64	-0,23	13	0,28	0,09	22	0,11	0,34
26	0,60	-0,10	24	0,26	0,13	2	-0,13	0,33
8	0,57	0,11	38	0,10	0,05	20	0,20	0,33
21	0,54	-0,23	11	0,09	-0,00	3	0,08	0,30
7	0,53	0,16	32	-0,17	0,07	1	-0,00	0,29
35	0,53	-0,15	36	-0,25	0,05	19	0,21	0,28
4	0,48	0,22	25	-0,40	0,29	39	0,09	0,25
30	0,45	0,06	17	-0,12	0,50	37	0,12	0,14
10	0,45	0,32	15	0,10	0,47	31	-0,08	0,14
29	0,44	-0,25	9	0,02	0,45	27	-0,05	0,12
5	0,42	0,18	16	0,05	0,38	28	0,11	-0,36

It was decided to consider each item with a loading greater than 0,30 of a factor, as part of a set of items constituting that factor. The items thus selected to represent factor 1 were items 33, 6, 34, 26, 8, 21, 7, 35, 4, 30, 10, 29, 5, 14, 23 and 25. Note that the loading of item 25 is negative for factor 1 - hence the scale of this item was inverted. To give theoretical significance to the factors - after considering the items with a loading greater than 0,30 - factor 1 was labelled **"Attitude towards Telkom's responsibility for appointing and advancing affirmative action candidates"**. Similarly, for factor 2, the items were 10, 17, 15, 9, 16, 12, 18, 22, 2, 20, 3 and 28. Again, item 28 had a negative loading on factor 2 and its scale had to be inverted. Factor 2 was labelled **"Attitude towards the successful application of affirmative action"**. The reliability of these two sets of items was computed by calculating the Cronbach alpha coefficients (Lemke & Wiersma 1976:98-102). These were found to be acceptable (0,84 and 0,66 respectively).

It was decided to calculate two scale scores to represent each of these two factors by calculating the mean scale score for the set of items pertaining to each factor, for each of the respondents of the sample. Thus, for each respondent a mean scale score was obtained to give his or her score on each of the two factors. Because a factor score is thus a mean over a number of seven-point items, the factor scores are also placed on a seven-point scale. In terms of a **seven-point scale,** the factor scales are thus:

Factor 1: **Attitude towards Telkom's responsibility for appointing and advancing affirmative action candidates**

(In the text below this factor will be referred to as F1.)

Telkom								Telkom
is not	1	2	3	4	5	6	7	*is*
responsible for								responsible for
appointing and advancing								appointing and advancing
affirmative action candidates								affirmative action candidates

A higher score by a respondent (closer to 7) on this F1 factor, means the respondent views Telkom as responsible for appointing and advancing affirmative action candidates.

Factor 2: **Attitude towards the successful application of affirmative action**

(In the text below this factor will be referred to as F2.)

Affirmative action								Affirmative action
is not	1	2	3	4	5	6	7	*is*
successfully								successfully
applied at Telkom								applied at Telkom

The higher a respondent's score is (closer to 7), the greater the indication is that the respondent views affirmative action as successfully applied at Telkom.

Factor analyses could not support the use of items to obtain a single "scale score" for pillars 1, 2, 3 and 4 - be it section II (column A or B) or section III of the questionnaire. As far as columns A and B (section II) are concerned, it was accordingly decided to perform statistical analyses on the individual items as composite scores of the items.

5.3.2 Frequencies in respect of *biographical data* of the population

One-way tabulations of the biographical variables were done to gain an impression of the characteristics of the sample.

In the following tables, the column "Percentage" in the tables represents the **valid percentages** of the actual responses to the specific variable (percentage of the valid cases who actually responded).

5.3.2.1 Functional areas in which respondents work

Six broad functional areas were distinguished in the questionnaire. A seventh category was included for respondents who did not occupy a position in any of the other job categories. The distribution of the respondents per functional area is shown in table 5.3 below.

TABLE 5.3: DISTRIBUTION OF FUNCTIONAL AREAS

Functional area	Frequencies	Percentage	Cumulative percentage
Operations/Technical/ Professional	84	43,1	43,1
Marketing/Client service/ Sales	35	17,9	61,0
HR/IR/OD/Training	34	17,5	78,5
Finance/Accounting	21	10,8	89,2
Public affairs/ Social investment	2	1,0	90,3
Administration/Clerical	1	0,5	90,8
Others	18	9,2	100,0
Missing data	5	2,5	
Valid cases	195	97,5	
Total	200	100,0	

Nearly 90 percent of the sample fell within the first four groups of employees, with employees from areas such as finance, public affairs and administration/ clerical being poorly represented. The obvious reason for this is that it should be taken into account that more than 97 percent of Telkom's employees are employed in the first two categories.[8]

5.3.2.2 Age of respondents

The age group with the highest number of respondents was in the 35 to 44 years of age category (38%), while 67 percent of all respondents were between 25 and 44 years of age. Of the 200 respondents, nine failed to report on their age. None of the managers included in the sample were younger than 25 years of age. The distribution is shown in table 5.4 below.

TABLE 5.4 DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

Age	Frequencies	Percentage	Cumulative percentage
25-34 years	57	29,8	29,8
35-44 years	76	39,8	69,6
45-54 years	49	25,7	95,3
55 and older	9	4,7	100,0
Missing data	9	4,5	
Valid cases	191	95,5	
Total	200	100,0	

It should be mentioned that the **average** age of all Telkom employees is also between 35 and 44 years (see footnote 8 - below).

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[8]   Telkom's EIS system - researcher scanned this on-line computer system to obtain the details.

5.3.2.3 Length of service

There was a distribution of respondents across the various categories relating to length of service and 35 percent claimed to have been in Telkom's employ for more than 20 years. The distribution is shown in table 5.5 below.

The average years of service of all Telkom employees were 10 to 14 years (see footnote 8, p139). It therefore appears correct that 35 percent of management have more than 20 years' service.

TABLE 5.5: DISTRIBUTION OF RESPONDENTS ACCORDING TO YEARS OF SERVICE (TENURE GROUPS)

Years of service	Frequencies	Percentage	Cumulative percentage
0-4	45	22,5	22,5
5-9	24	12,0	34,5
10-14	34	17,0	51,5
15-20	27	13,5	65,0
Longer than 20	70	35,0	100,0
Missing data	0	0,0	
Valid cases	200	100,0	
Total	200	100,0	

5.3.2.4 Gender distribution

The overwhelmingly male composition of the sample is apparent from table 5.6. Since the sample is a realistic representation of the state of affairs at Telkom, it is clear that there is a great need for affirmative action to increase the number of female managers. The fact that 7,5 percent of the respondents did not supply information on their gender could be contributed to the fact that information of this nature is regarded as sexist. There is, however, no indication in the available data to substantiate such a notion.

Of all the managers at Telkom, 9,7 percent are female (see footnote 8, p139). In Telkom as a whole 19,9 percent of employees are female.

TABLE 5.6: DISTRIBUTION OF RESPONDENTS ACCORDING TO GENDER

Gender	Frequencies	Percentage	Cumulative percentage
Male	161	87,0	87,0
Female	24	13,0	100,0
Missing data	15	7,5	
Valid cases	185	92,5	
Total	200	100,0	

5.3.2.5 Paterson job grade level

The sample was drawn from three broad groups of managerial staff. The first category included Paterson grades D1 to D3, the second category grades D4/D5 to E1, and the last category Paterson grades E2 to E4. By far the vast majority were managers whose jobs were graded in the first category (D1 to D3) as table 5.7 below clearly shows. Given the hierarchical nature of most large enterprises, this is hardly surprising.

TABLE 5.7: DISTRIBUTION OF RESPONDENTS ACCORDING TO PATERSON JOB GRADE LEVELS

Job grade levels	Frequencies	Percentage	Cumulative percentage
Manager (D1-D3)	165	82,5	82,5
Senior manager (D4/5-E1)	29	14,5	97,0
General manager (E2-E4)	6	3,0	100,0
Missing data	0	0,0	
Valid cases	200	100,0	
Total	200	100,0	

The representativeness of this sample is clearly illustrated when the actual figures of all managers are taken into account. The actual numbers and percentages for all managers in the grades mentioned at Telkom are as follows (see footnote 8, p139):

Manager	875	(82,2%)
Senior manager	143	(13,4%)
General manager	47	(4,4%)

5.3.2.6 Race (population classification group)

Race is one of the most significant issues in South Africa today. There is a paradox to be found in the situation as it is regarded as less than politically correct to enquire about a person's race while it is quite impossible to pursue politically desirable affirmative action policies without knowing the racial distribution of employees in an enterprise and, for that matter, the racial group to which an applicant belongs. From Table 5.8 below it is evident that the composition of the management of Telkom is still largely white.

TABLE 5.8: DISTRIBUTION OF RESPONDENTS ACCORDING TO RACE

Race	Frequencies	Percentage	Cumulative percentage
Black	15	7,8	7,8
Coloured	6	3,1	10,9
Indian	4	2,1	13,0
White	168	87,0	100,0
Missing data	7	3,5	
Valid cases	193	96,5	
Total	200	100,0	

Once again, a small percentage of respondents opted not to provide information on the racial group they belong to. At best, one may surmise that those who did not respond either resented the question or were afraid of some form of victimisation. If the latter is the case, then the small percentage opting not to provide their race, could be seen as indicative of a positive climate within the enterprise as far as racial issues are concerned. The actual position in Telkom at present is worse than the results indicated as only 9,5 percent of all managers are black, coloured and Indian (see footnote 8, p139).

5.3.2.7 Levels of formal education

Although five categories were provided in the questionnaire, the relative lack of space in table 5.9, p144 made it impossible to report in full the value labels (level of education) of the categories. For the sake of comprehensiveness, the categories as they appear on the questionnaire, are listed here:

(1)   four-year degree/diploma or other qualification (or higher)

(2)   three-year degree/diploma/certificate or other qualification

(3)   one-year or two-year diploma or certificate

(4)   standard 10 or N3/T1

(5)   lower than standard 10

As may well have been expected, by far the vast majority of the managers in the sample were graduates, and only one person claimed to have a qualification lower than standard 10. As a high-tech enterprise this is a reasonable representation of the distribution of educational levels among management. There is ample research evidence (Mouton & Marais 1989:90-91) to indicate that more highly educated people tend to be more likely to react positively to requests to participate in surveys.

TABLE 5.9: DISTRIBUTION OF RESPONDENTS ACCORDING TO LEVEL OF EDUCATION

Level of education	Frequencies	Percentage	Cumulative percentage
4 year	119	60,2	60,2
3 year	51	25,9	86,1
1 or 2 year(s)	12	6,2	92,3
Std 10 or N3/T1	14	7,2	99,5
Less than Std 10	1	0,5	100,0
Missing data	3	1,5	
Valid cases	197	98,5	
Total	200	100,0	

5.3.3 Results for each pillar

Since factor analyses could not support the use of items to obtain a single scale score for the pillars, it was decided to perform statistical analyses on the individual items as composite scores of items. The results for each pillar are discussed below.

As indicated in section 4.3.3.2, page 127 the responses were interpreted as follows:

- *means 4,5 and higher:* **agreement** that the item statement (or activity) is **important** (column A) or **contributes** (column B) to the successful implementation of affirmative action

- *means of 3,5 to 4,49:* the respondents are **uncertain** whether or not the statement (activity) is **important** or **contributes** to the successful implementation of affirmative action

- means lower than 3,5: the statement (activity) was viewed as **unimportant** or that it **does not contribute** to the successful implementation of affirmative action

5.3.3.1 Pillar 1: equalising opportunities

Items A1 to A8 and B1 to B8 of the questionnaire (annexure B, p245) were constructed to give measurements relating to pillar 1 **(equalising opportunities)**. (See table 4.2, p114 for the structure of these items.) In graph 5.1 below the mean item scores of A1 to A8 as well as B1 to B8 are displayed. (See annexure E, p261 for details of the mean scores and standard deviations.)

GRAPH 5.1: **MEAN ITEM SCORES FOR PILLAR 1: EQUALISING OPPORTUNITIES**

Equalising Opportunities
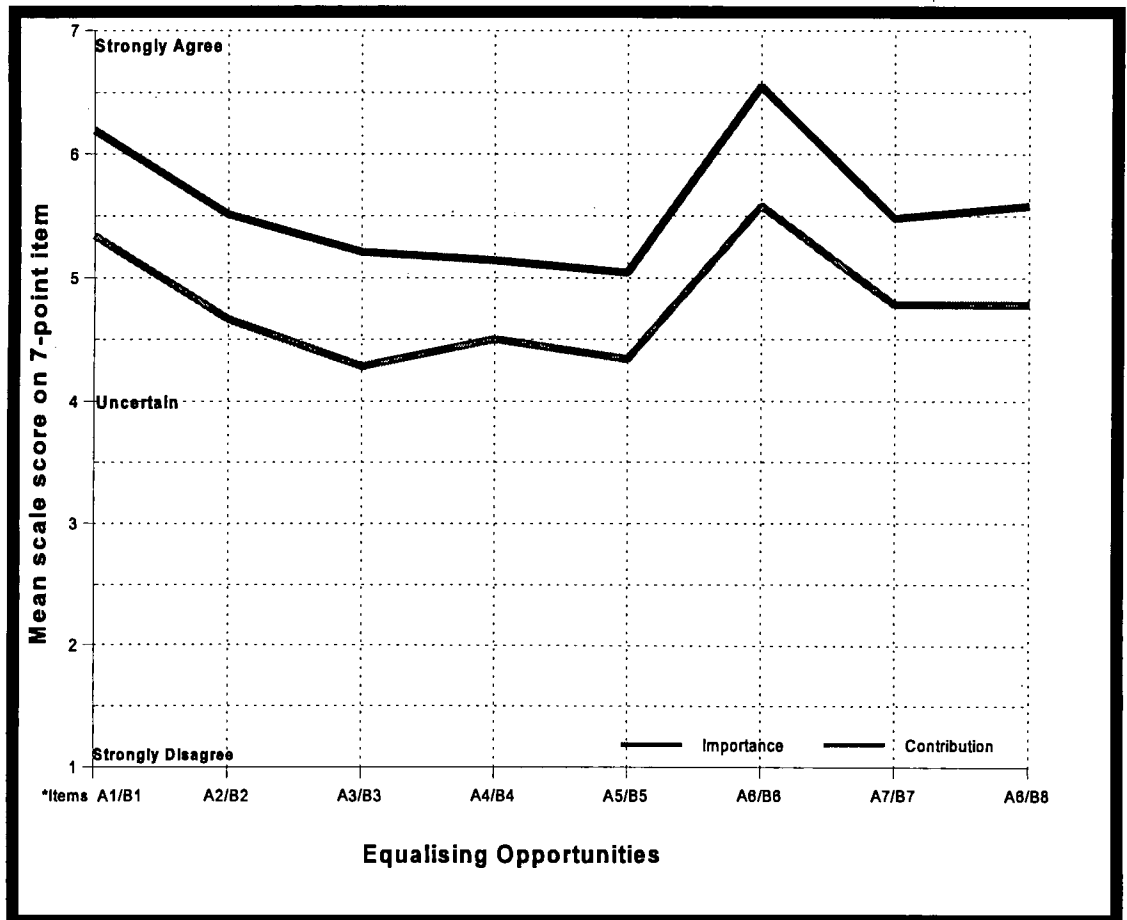
*Items in columns A and B (sec II) which refer to equalising opportunities (see annexure B, p245)

From Graph 5.1 above, the views of management on the items relating to equalising opportunities are as follows:

- ***Importance (column A)***

The managers were in agreement that the following activities are important (in order of strongly agree to slightly agree) for the successful implementation of affirmative action in Telkom:

Item A6: *Open and honest feedback to affirmative action appointees on progress regarding their performance*

Of all the items in pillar 1 (equalising opportunities), open and honest feedback to affirmative action candidates with regard to their performance, was viewed as the most important (item mean score ($\bar{x}$) = 6,55).

Item A1: *Commitment to the development of AA appointees so that they can fulfil their potential*

The managers rated this activity higher than all the items except for item A6 (open and honest feedback). Accordingly, they strongly agreed about the development of affirmative action candidates ($\bar{x}$ = 6,19).

Item A8: *Using mentors for affirmative action appointees*

Mentorship was rated as important for the implementation of affirmative action at Telkom ($\bar{x}$ = 5,58).

Item A2: *Identification of available affirmative action candidates through recruitment channels*

Again, the above statement was regarded as important for the successful implementation ($\bar{x}$ = 5,51) of affirmative action.

Item A7: *Manager(s) acting as the coach (developer of people) of affirmative action appointee(s)*

Managers agreed that coaching is important ($\bar{x}$ = 5,48), but is less important than the development of affirmative action candidates (item A1- $\bar{x}$ = 6,19).

Item A3: *Availability of sufficient numbers of disadvantaged employees who can be appointed to fill AA positions*

Although item A3 was considered important ($\bar{x}$ = 5,21), the managers rated it lower than the previous statements.

Item A4: *Increased and accelerated development of AA candidates*

As indicated above, the managers strongly agreed ($\bar{x}$ = 6,19) to the importance of the development of affirmative action candidates (item A1). However, they viewed **increased** and **accelerated development** for these candidates as less important ($\bar{x}$ = 5,14) for the successful implementation of affirmative action.

Item A5: *Accelerated supervisory and management development to support the advancement of AA candidates into management levels*

The respondents considered accelerated **supervisory** and **management** development as important ($\bar{x}$ = 5,04) but as less important than increased and accelerated development of affirmative action employees (item A4 - $\bar{x}$ = 5,14).

None of the statements in column A (importance) for pillar 1 (equalising opportunities) were **rated as uncertain or unimportant.**

From the responses of managers to the importance of the activities relating to equalising opportunities, open and honest feedback on performance was considered as most important, followed by the development of affirmative action appointees and mentorship. The availability of affirmative action candidates and coaching, although important, were rated lower, followed by increased and accelerated development of affirmative action candidates. The lowest rated activity, in priority, but still considered as important, is accelerated supervisory and management development.

- **Contribution (column B)**

Items B1 to B8 of column B are worded in the same way as items A1 to A8 (pp146-147). In column B the purpose was to establish management's views on the extent to which the item statement contributes to the successful implementation of affirmative action in the respondent's department/ section/team.

The managers were in agreement that the following activities contribute (in order of strongly agree to slightly agree) to the successful implementation of affirmative action in their departments/sections/teams:

Item B6 *(open and honest feedback regarding performance)*

This statement was considered to contribute significantly ($\bar{x}$ = 5,58) to the implementation of affirmative action in the respondent's department/ section/team.

Item B1 *(development of affirmative action appointees)*

The managers agreed that this activity contributes ($\bar{x}$ = 5,34) to the successful implementation of affirmative action in the respondent's workplace.

Item B7 *(manager as a coach)*

The managers only slightly agreed ($\bar{x}$ =4,78) that coaching contributes to the successful implementation of affirmative action in their departments/sections/teams.

Item B8 *(managers as mentors)*

Again, the respondents only slightly agreed ($\bar{x}$ = 4,78) that this activity contributes to the successful implementation of affirmative action in the workplace.

Item B2 *(identification of available affirmative action candidates)*

According to management, this activity is of lesser importance ($\bar{x}$ = 4,66) with regard to its contribution to the successful implementation of affirmative action in their departments/sections/teams.

Item B4 *(increased and accelerated development)*

Of all the activities that were viewed as important in terms of their contribution, increased and accelerated development were regarded as having the least importance ($\bar{x}$ =4,50).

The managers were uncertain whether the following activities contributed to the implementation of affirmative action in their workplaces:

Item B5 *(accelerated supervisory and management development)*

The managers were uncertain ($\bar{x}$ = 4,34) whether accelerated supervisory and management development contributed to the successful implementation of affirmative action in the workplace.

Item B3 *(availability of a sufficient number affirmative action candidates)*

The managers were even more uncertain ($\bar{x}$ = 4,28) about whether this activity contributes to the implementation of affirmative action in their workplaces compared to the previous statement.

None of the statements in column B (contribution) for pillar 1 (equalising opportunities) were **rated as unimportant.**

From the responses of managers to the contribution of the activities mentioned in column B, to the implementation of affirmative action in their departments/sections/teams, open and honest feedback was considered to contribute most followed by the development of affirmative action appointees. Mentorship and coaching were viewed as slightly important in their contribution, followed by the identification of affirmative action candidates. Of all the statements that were viewed as important, increased and accelerated development were viewed as the least important. The respondents were uncertain whether accelerated supervisory and management development as well as the availability of a sufficient number affirmative action candidates, contribute to the successful implementation of affirmative action in the workplace.

- **Differences between importance (column A) and contribution (column B)**

The differences between column A and column B items were found to be statistically significant by a *t*-test for dependent measures (see annexure F, p262).

The differences between the importance of the activities (column A) and its contribution (column B) are reported below:

Item A6/B6 *(open and honest feedback regarding performance)*

The most significant difference in scores was found in the above statement (0,97). The managers agreed to both the importance and contribution of open and honest feedback to the successful implementation of affirmative action.

Item A3/B3 *(availability of affirmative action candidates)*

The difference between this activity's importance and contribution was also highly significant (0,94). The availability of affirmative action candidates was viewed as important, although the managers were uncertain whether this activity contributes to the successful implementation of affirmative action in their departments/sections/ teams.

Items A1/B1 *(development of affirmative action appointees)*

Although the difference is significant (0,85) between the importance of this statement and its contribution, managers were in agreement that the development of affirmative action appointees is important for Telkom and contributes to the implementation of affirmative action in their departments/sections/teams.

Items A2/B2 *(identification of affirmative action candidates)*

The difference between this activity's importance and contribution was 0,84. Although the identification of affirmative action candidates was rated by managers as important, they viewed its

contribution to the successful implementation of affirmative action in the workplace as less important.

A8/B8 *(managers as mentors)*

The contribution of mentorship in the workplace was considered to be less important than its importance in the implementation of affirmative action at Telkom. (The difference in means was 0,82.)

Items A5/B5 *(accelerated supervisory and management development)*

The difference with regard to this activity's importance for Telkom and contribution to the workplace was 0,71. Although accelerated supervisory and management development were viewed as important for Telkom, the managers were uncertain about this activity's contribution in the workplace.

Items A7/B7 *(managers as a coach):*

Coaching was viewed as important for Telkom although the managers only agreed slightly that it is important for the successful implementation of affirmative action in managers' departments/ sections/teams. The difference in means was 0,69.

Items A4/B4 *(increased and accelerated development)*

The difference between columns A and B was 0,66 with regard to this statement. The importance of increased and accelerated development for Telkom was rated considerably higher than its perceived contribution in the workplace.

In terms of the differences in the activities with regard to importance (column A) and contribution (column B) it is clear from the findings that:

- The activities relating to equalising opportunities were viewed as important by managers.

- The lower scores for column B (contribution) and the uncertainty of managers in respect of certain activities are an indication that problems exist in the implementation of at least some of these issues in the respondents' departments/ sections/teams.

● **Differences in biographical variables**

The question arises whether the various groupings such as educational levels, gender groups, et cetera, differ with regard to these items.

One-way analyses of variance F-tests were performed to test whether groups differed from each other regarding their mean scores on these items. Only groups **with at least a size of ten respondents were used** in the ANOVA analyses. The means of the various subgroups as well as the F-value and F-probability values are reported in annexures G1 to M2, pages 263 to 276, and only those few results significant at the 0,005 level of significance are reported. Where more than two groups are compared, post-hoc Scheffé results are also reported to indicate significant differences between groups. On the whole it can be said that the sample was relatively homogeneous in their responses with regard to equalising opportunities.

No statistical significant differences were found between subgroups composed in terms of functional area, age, length of service, gender and Paterson job grades.

It was possible to make a comparison between black and white employees but it should be cautioned that, because of the small number of black

respondents (N = 15), the results should be dealt with circumspection. No significant results were found at the 0,005 level.

Respondents of various levels of education (see table 5.9, p144) were compared. No statistically significant differences were found between the different levels of education groups as far as the items of column A and column B are concerned.

5.3.3.2 Pillar 2: Eradicating discrimination

Items A9 to A18 and B9 to B18 of the questionnaire (annexure B, pp245-246) focus on measurements concerning pillar 2 (**eradicating discrimination**). (See table 4.2, p114 for the structure of these items.) In graph 5.2 on the next page the mean item scores of A9 to A18 as well as B9 to B18 are indicated. (See annexure E, p261 for details of the mean scores and standard deviations.)

From graph 5.2, p155, the views of management on the items relating to the eradication of discrimination, are as follow:

- **Importance (column A)**

The managers were in agreement that the following activities are important (in order of strongly agree to slightly agree) for the successful implementation of affirmative action at Telkom:

Item A15: *Equal accessibility of all employees to social activities, for example, canteens, functions, et cetera*

The respondents strongly agreed that this statement is important for the successful implementation of affirmative action at Telkom (mean item score $(\bar{x})$ = 6,65).

GRAPH 5.2:   MEAN ITEM SCORES FOR PILLAR 2: ERADICATING
DISCRIMINATION
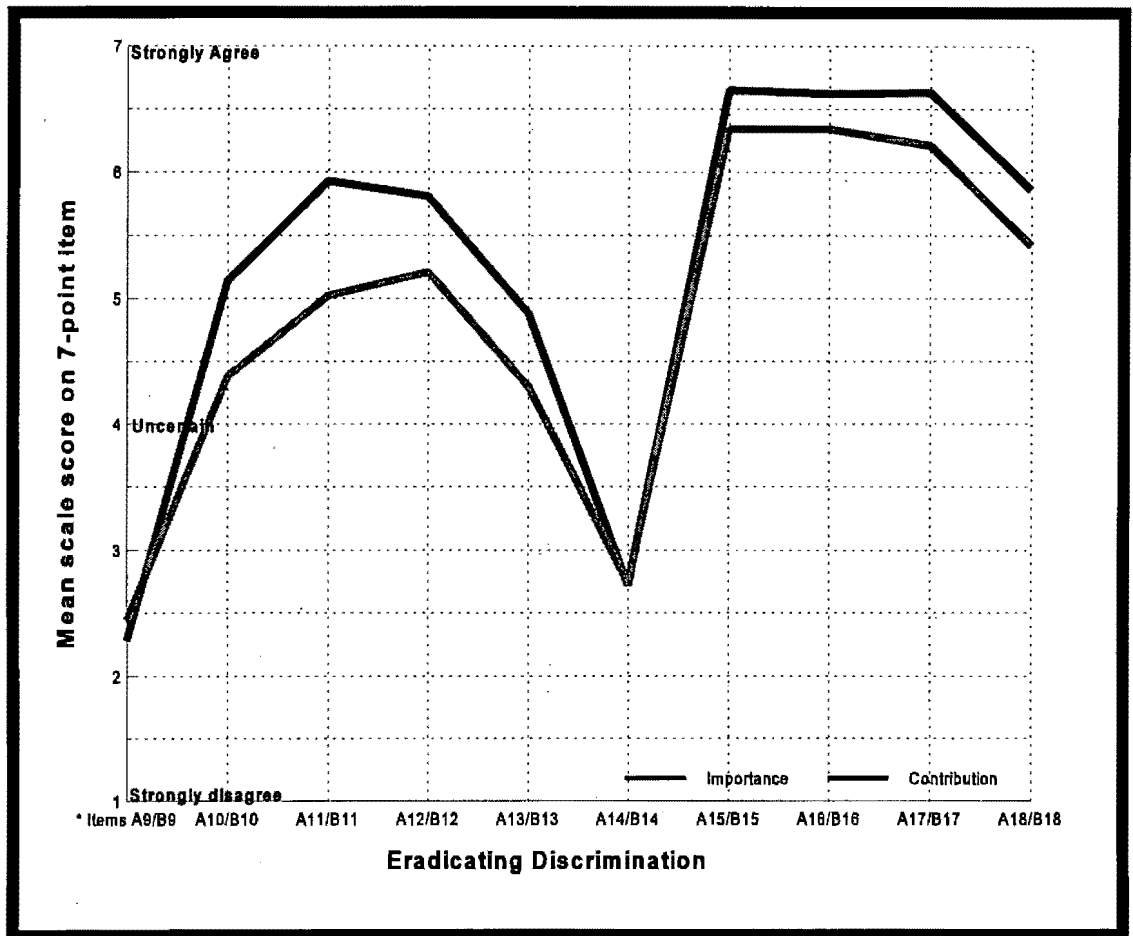
*Items in columns A and B (section II) that refer to eradicating discrimination
(see annexure B, pp245-246)

Item A17:   *The eradication of all conditions of service, policies and*
practices which discriminate against the disadvantaged

The managers rated the eradication of all conditions of service,
policies and practices which discriminate against the disadvantaged,
as important ($\bar{x}$ =6,63) for the implementation of affirmative action
at Telkom. The positive views on the eradication of discrimination
with regard to conditions of service are noteworthy as differences
still exist in certain benefits between male and female as well as
married and single people.

Item A16:   *Equal accessibility of all employees to physical
             facilities ... sports facilities, toilets, change rooms, et
             cetera*

The managers strongly agreed that this activity is important
($\bar{x}$ = 6.62) for the successful implementation of affirmative action
at Telkom.

Item A11:   *Regular communication of AA policies and plans to
             identify and remove discrimination*

Also viewed as very important ($\bar{x}$ = 5,93) is the regular com-
munication of affirmative action policies and plans.

Item A18:   *The eradication of all other "qualitative" aspects ...
             such as interpersonal relations, assessments, training
             and retraining, and promotion opportunities, which
             discriminate against the disadvantaged*

The managers strongly agreed ($\bar{x}$ = 5,86) to the eradication of
discrimination against the disadvantaged in terms of relationships,
evaluation, training and promotion, et cetera, for the successful
implementation of affirmative action at Telkom.

Item A12:   *Identifying and removing discrimination by providing
             additional training and development to the
             disadvantaged employees*

Again, management agreed ($\bar{x}$ = 5,81) that additional training and
development are important for the success of affirmative action.

Item A10:   *Making Telkom more representative by integrating the disadvantaged groups across functions and at all levels in the hierarchy*

One of the main goals of affirmative action is to integrate the enterprise. The managers agreed ($\bar{x} = 5,14$) that the integration of disadvantaged persons was important for affirmative action at Telkom.

Item A13:   *Identifying and removing discrimination by proactively recruiting and advancing the disadvantaged*

The managers were only slightly in agreement ($\bar{x} = 4,88$) about recruiting and advancing persons from the disadvantaged groups for the successful implementation of affirmative action.

None of the statements in column A (importance) relating to pillar 2 (eradicating discrimination) were rated by management as uncertain.

The managers viewed the following activities as unimportant for the implementation of affirmative action at Telkom:

Item A14:   *Favouring disadvantaged persons for employment who are not as well qualified/competent/experienced (but fulfil minimum requirements) as white males*

The respondents viewed the favouring of disadvantaged persons for employment as unimportant ($\bar{x} = 2,72$) for the successful implementation of affirmative action in Telkom.

Item A9: *Adjusting the promotion and advancement systems to favour AA candidates*

Management viewed the adjustment of promotion and advancement systems to favour affirmative action candidates as unimportant ($\bar{x}$ = 2,28) for the implementation of affirmative action in Telkom.

From the responses of managers to the importance of the activities relating to eradicating discrimination, it is clear that the managers agree to the eradication of discrimination in the workplace. However, where activities relate to eradicating discrimination to **integrate the enterprise**, they viewed it as being of lesser importance (eg proactively recruiting and advancing affirmative action candidates or adjusting promotion systems to favour affirmative action candidates).

• **Column B (contribution)**

Items B9 to B18 are worded the same way as items A9 to A18 (pp154-158).

The managers were in agreement that the following activities contribute (in order of strongly agree to slightly agree) to the successful implementation of affirmative action in their workplaces:

Item B15 *(accessibility to social activities)*

This statement was viewed as very important ($\bar{x}$ = 6,34) in its contribution to the workplace.

Item B16 *(accessibility to physical facilities)*

The accessibility to physical facilities, was viewed as very important ($\bar{x}$ = 6,34) in contributing to affirmative action in departments/ sections/teams.

Item B17 *(eradicating discrimination in policies and conditions of service)*

Again, managers viewed this issue as very important ($\bar{x}$ = 6,21) in its contribution in their workplace.

Item B18 *(eradication of other "qualitative" aspects)*

The respondents agreed ($\bar{x}$ = 5,42) that the eradication of discrimination with regard to factors such as interpersonal relations, assessments, training and retraining, and promotion opportunities which discriminate against the disadvantaged, contributes to the successful implementation of affirmative action in their departments/ sections/teams.

Item B12 *(providing additional training and development)*

The managers agreed ($\bar{x}$ = 5,21) that providing additional training and development contributes to the implementation of affirmative action in the workplace.

Item B11 *(regular communication of affirmative action)*

The respondents agreed ($\bar{x}$ = 5,02) that the regular communication of affirmative action policies and plans is important for the implementation of affirmative action in their departments/sections/ teams.

The managers were uncertain whether the following activities contribute to the implementation of affirmative action in their departments/sections/teams:

Item B10 *(integrating the disadvantaged groups in the enterprise):*

The managers were uncertain ($\bar{x}$ = 4,38) about the contribution of this activity to the implementation of affirmative action in their workplaces.

Item B13 *(proactively recruiting and advancing the disadvantaged)*

This statement was viewed as even more uncertain ($\bar{x}$ = 4,30) than the previous activity in respect of its contribution in the workplace.

The managers viewed the following activities as unimportant in their contribution in departments/sections/teams:

Item B14 *(favouring disadvantaged persons for employment)*

This has to do with the integration of the enterprise and is one of the main goals of affirmative action. The managers viewed this activity as unimportant ($\bar{x}$ = 2,74) for the successful implementation of affirmative action in the workplace.

Item B9 *(promotion and advancement systems favouring the disadvantaged)*

This statement was rated as even more unimportant ($\bar{x}$ = 2,44) than the previous activity (B14).

From the responses of managers regarding the contribution of the activities of column B to the implementation of affirmative action in their departments/ sections/teams, the accessibility to social activities and physical facilities was considered to contribute most followed by the eradication of discrimination in policies and conditions of service. The eradication of other *qualitative* aspects was also viewed as being important, followed by the provision of

additional training and development. Managers also agreed to the value of regular communication of affirmative action in the workplace.

Furthermore, management were uncertain about whether the integration of disadvantaged groups in the enterprise and the proactive recruiting and advancing of these groups, have any meaningful role in the workplace.

The activities with regard to the favouring of disadvantaged persons and promotion as well as advancement systems favouring affirmative action candidates for employment, were considered to be unimportant.

- **Differences between importance (column A) and contribution (column B)**

Differences were found between column A and column B items after applying a t-test for dependent measures (see annexure F, p262).

The differences between the importance of the item (column A) and its contribution (column B) are discussed below:

Items A11/B11 *(regular communication of affirmative action)*

The most significant difference in scores was found in the above statement (0,90). Although managers rated this item as very important for the implementation of affirmative action in Telkom , its implementation in the workplace was regarded as being of lesser importance.

Items A10/B10 *(integrating the disadvantaged groups in the enterprise)*

The difference between this activity's importance and contribution is also significant (0,74). Although the respondents rated this activity as important for the implementation of affirmative action in

Telkom, its contribution in the workplace was viewed as uncertain. Since the integration of the disadvantaged groups in the enterprise is one of the main goals of affirmative action, the managers' uncertainty regarding the contribution of this statement in their workplaces presents a serious problem.

Items A12/B12 *(providing additional training and development)*

The managers considered this activity to be important for the implementation of affirmative action in Telkom as well as for their departments/sections/teams. The difference in the mean scores between importance and contribution was 0,59.

Items A13/B13 *(proactively recruiting and advancing the disadvantaged)*

The difference in responses for this activity is the same as for the previous item (0,59). In terms of the importance of proactively recruiting and advancing the disadvantaged persons for the successful implementation of affirmative action, this activity was rated relatively low by the managers. This activity forms part of the integration of the enterprise, which is one of the main goals of affirmative action .

Items A18/B18 *(eradication of other "qualitative" aspects)*

This activity was viewed as important for the implementation of affirmative action for both Telkom and the managers' workplace. The difference in means of this activity was 0,43.

Items A17/B17 *(eradicating discrimination in policies and conditions of service)*

Again, this activity was viewed as important for the implementation of affirmative action for both Telkom and the managers' workplace. The difference in means of this activity was 0,42.

Items A15/B15 *(accessibility to social activities)*

This statement was viewed as very important for the successful implementation of affirmative action in Telkom and the respondents' departments/sections/teams. The difference between importance and contribution was 0,31.

Items A16/B16 *(accessibility to physical facilities)*

This activity was also viewed as being very important for the successful implementation of affirmative action in Telkom and the respondents' departments/sections/teams. The difference between importance and contribution was 0,27.

Items A9/B9 *(promotion and advancement systems favouring the disadvantaged)*

This activity relates to the integration of the enterprise and was viewed as being unimportant for the implementation of affirmative action in Telkom and also for its contribution in workplaces. The difference was -0,16.

Items A14/B14 *(favouring disadvantaged persons for employment)*

The difference in means between importance and contribution is -0,01. This activity was viewed as unimportant for the implementation of affirmative action.

In terms of the differences between the means of activities with regard to importance (column A) and contribution (column B), the findings indicate that those items that relate to the integration of affirmative action candidates in the enterprise, are rated as uncertain or unimportant by managers.

- **Differences in biographical variables**

The question arises whether the various groupings such as educational levels, gender groups, et cetera, differ with respect to these items.

One-way analyses of variance F-tests were performed to test whether groups differed from each other in the mean scores on these items. Only groups **with at least a size of ten respondents were used** in the ANOVA analyses. The means of the various subgroups as well as the F-value and F-probability values are reported in annexures G1 to M2, pages 263 to 276 and only those few results significant at the 0,005 level of significance are reported. Where more than two groups were compared, post-hoc Scheffé results were also reported to indicate significant differences between groups. On the whole it can be said that the sample was relatively homogeneous in its response to the items of pillar 2 (eradicating discrimination).

No statistical significant differences were found between subgroups composed in terms of functional area, age, length of service, gender, Paterson job grades, race or education.

5.3.3.3 Pillar 3: Actively integrating the enterprise

Items A19 to A36 and B19 to B36 of the questionnaire (see annexure B, pp246-247) deal with the integration of the enterprise. (See table 4.2, p114 for the structure of these items.) In graph 5.3 on the next page the mean item scores of A19 to A36 as well as B19 to B36 are indicated. (See annexure E, p261 for details of the mean scores and standard deviations.)

GRAPH 5.3 MEAN ITEM SCORES FOR PILLAR 3: ACTIVELY INTEGRATING THE ENTERPRISE

Actively integrating the enterprise
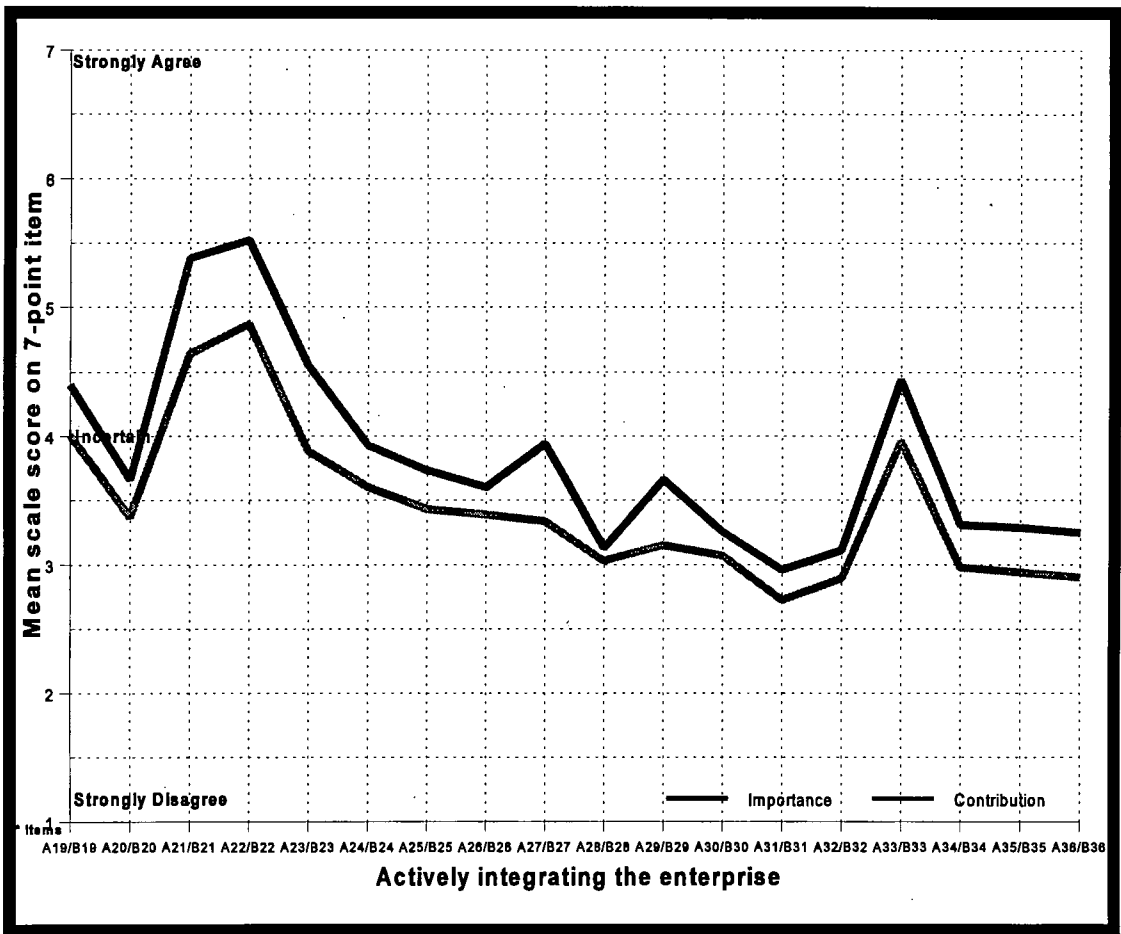
*Items in columns A and B (section II) which refer to actively integrating the enterprise (see annexure B, pp246-247).

From graph 5.3 above, the views of management on the items relating to actively integrating the enterprise are as follows:

- ***Importance (column A)***

The managers were in agreement that the following activities are important (in order of strongly agree to slightly agree) for the successful implementation of affirmative action in Telkom:

Item A22: *Attendance by all Telkom employees of diversity programmes, for example, programmes that try to create a greater sensitivity to cultural diversity*

Of all the items relating to integrating the enterprise, diversity programmes were viewed as important ($\bar{x}$ = 5,52) in the implementation of affirmative action in Telkom.

Item A21: *Using succession plans for AA appointees*

The respondents viewed this activity as important ($\bar{x}$ = 5,38) for the successful implementation of affirmative action.

Item A23: *Affirmative action managers (managers appointed to monitor and assist in implementing AA) participating in the ongoing management team discussions and decisions*

Management only slightly agreed with the importance ($\bar{x}$ = 4,55) of allowing affirmative action managers who monitor affirmative action, to be part of management team discussions and decisions.

Managers were uncertain whether the following activities were important for the successful implementation of affirmative action in Telkom:

Item A33: *Creating positions/jobs for AA candidates for developmental purposes*

Where it involved creating posts for **development purposes,** management were indecisive ($\bar{x}$ = 4,44) about the importance of this activity.

Item A19: *Evaluation of managers as part of their performance in terms of the extent to which they implement AA*

Although the literature strongly suggests that managers should be evaluated for attaining affirmative action objectives, the findings indicate that managers at Telkom were uncertain ($\bar{x}$ = 4,40) about this activity's importance for the successful implementation of affirmative action.

Item A27: *Determination of targets for the disabled in employment, for example, targets for disabled persons to fill vacant positions*

The above activity which refers to affirmative action targets was viewed as uncertain ($\bar{x}$ = 3,94) by management for the successful implementation of affirmative action in the enterprise. The literature, however, suggests that nothing will change in the implementation of affirmative action if targets are not set and actively pursued.

Item A24: *Applying an overall human resources plan that incorporates AA targets (eg racial targets at various levels that need to be met by certain dates)*

The statement on affirmative action targets was rated as uncertain ($\bar{x}$ = 3,93) by the respondents as was the case with the previous statement.

Item A25: *Determination of racial targets in employment, for example, targets for blacks, coloureds and Indians to fill vacant positions*

Again, the response to this statement was also rated as uncertain ($\bar{x}$ = 3,73) although the literature suggests the implementation of targets for affirmative action.

Item A20:   *Rewarding managers (eg performance appraisals linked to annual salary increases) in terms of the extent to which they implement AA*

The managers viewed the importance of linking performance in terms of affirmative action to annual salary increases, as uncertain ($\bar{x}$ = 3,66) for the implementation of affirmative action in Telkom.

Item A29: *Earmarking vacancies to be filled by the disabled*

This important activity was rated as uncertain ($\bar{x}$ = 3,66) by managers for the implementation of affirmative action in the enterprise.

Item A26: *Determination of gender targets in employment, for example, targets for women to fill vacant positions*

Again, this activity which is regarded as important in the literature, was rated as uncertain ($\bar{x}$ = 3,60) by management.

The managers viewed the following activities as unimportant in the implementation of affirmative action in Telkom:

Item A34: *Providing for rapid advancement of the disadvantaged groups by creating space (more AA appointees than posts) in skilled positions*

The creation of space is related to one of the interventions that is required for the integration of the enterprise, according to the literature. The managers viewed this activity as unimportant ($\bar{x}$ = 3,31) for the successful implementation of affirmative action in Telkom.

Item A35: *Providing for rapid advancement of the disadvantaged groups by creating space in supervisory positions*

This important activity was also rated as unimportant ($\bar{x} = 3,29$) for the successful implementation of affirmative action in Telkom.

Item A30: *Earmarking vacancies to be filled by women*

The above statement focuses on the earmarking of posts to be filled by women. Management regards the earmarking of posts as unimportant ($\bar{x} = 3,26$) for the implementation of affirmative action. Again, the literature emphasises the importance of these interventions to attain the objective of integrating the enterprise.

Item A36: *Providing for rapid advancement of the disadvantaged groups by creating space in **management** positions*

This activity focuses on creating space, and for the rapid advancement of affirmative action candidates to be placed in management positions. Management viewed these aspects as unimportant ($\bar{x} = 3,25$) for the successful implementation of affirmative action in the enterprise.

Item A28: *Earmarking vacancies to be filled by race groups other than whites*

The respondents also viewed this statement as unimportant ($\bar{x} = 3,13$) for the implementation of affirmative action in Telkom.

Item A32: *Creating positions/jobs for the disadvantaged groups.*

Again, the creation of positions/jobs for the disadvantaged groups was considered as unimportant ($\bar{x} = 3,11$) for the implementation of affirmative action.

Item A31: *Filling of vacancies, as a result of staff turnover, by disadvantaged persons only*

This important intervention was viewed as even more unimportant ($\bar{x}$ = 2,69) by management than the previous activity.

From the responses of managers to the importance of activities related to integrating the enterprise, diversity management and succession planning, followed by the participation of affirmative action managers in team discussions, were regarded as important for the successful implementation of affirmative action in the enterprise. All the other interventions that are important in terms of the literature with regard to the integration of the enterprise were viewed as uncertain or unimportant by management. It would appear that line management have not yet accepted responsibility for integrating the enterprise.

• **Contribution (column B)**

The items in column B of the questionnaire relating to actively integrating the enterprise (items B19 to B36), are the same as those in column A (items A19 to A36) quoted on pages 166 to 170.

Generally, the extent to which these items are at present making a **contribution** to the successful implementation of affirmative action, is lower than the perceived importance of these items. (See annexure F, p262 for *t*-test results between the mean item scores of column A and column B.)

The managers were in agreement that the following activities contribute to the successful implementation of affirmative action in their departments/ sections/teams.

Item B22   *(diversity programmes)*

The managers slightly agreed ($\bar{x} = 4,87$) that diversity management programmes contribute to the successful implementation of affirmative action in their departments/sections/teams.

Item B21   *(succession plans)*

Again, the respondents slightly agreed ($\bar{x} = 4,64$) that succession plans for affirmative action appointees are important for the successful implementation in the workplace.

The managers were uncertain whether the following activities contributed to the implementation of affirmative action in their workplaces:

Item B19   *(evaluation of managers with regard to success in implementing affirmative action)*

The managers were uncertain about this activity's importance in the workplace ($\bar{x} = 4,01$).

Item B33   *(creating positions for affirmative action candidates)*

Creating positions for affirmative action candidates is an important part of integrating the enterprise. However, managers viewed this activity as uncertain ($\bar{x} = 3,96$) for the implementation of affirmative action in departments/sections/teams.

Item B23   *(affirmative action managers participating in management team discussions)*

As far as the participation of affirmative action managers in team discussions is concerned, management viewed this activity as

uncertain ($\bar{x}$ = 3,88) for the successful implementation of affirmative action in the workplace.

Item B24 *(racial targets in human resource plans)*

The managers considered the application of racial targets in human resource plans as uncertain ($\bar{x}$ = 3,60).

The managers viewed the following activities as unimportant for the implementation of affirmative action in their departments/sections/teams:

Item B25 *(racial targets in employment)*

This activity which is important for the integration of the enterprise was viewed as unimportant ($\bar{x}$ = 3,43) by managers for the implementation of affirmative action in the workplace.

Item B26 *(gender targets in emloyment)*

Again management viewed gender targets as unimportant ($\bar{x}$ = 3,39) for the implementation of affirmative action in their departments/ sections/ teams.

Item B20 *(rewarding managers for reaching affirmative action goals)*

The managers rated this activity as unimportant ($\bar{x}$ = 3,37).

Item B27 *(targets for the disabled)*

Again, the respondents rated this statement as unimportant ($\bar{x}$ = 3,34) for the implementation of affirmative action in the workplace.

Item B29 *(earmarking vacancies for the disabled)*

Although the earmarking of vacancies is regarded as an important intervention, the respondents viewed this activity as unimportant ($\bar{x}$ = 3,15) for affirmative action in the workplace.

Item B30 *(earmarking vacancies for women)*

Although the earmarking of vacancies for women is regarded as an important intervention, the managers viewed this statement as unimportant ($\bar{x}$ = 3,07) for affirmative action in their departments/ sections/teams.

Item B28 *(earmarking vacancies for disadvantaged groups)*

The managers rated this item as unimportant ($\bar{x}$ = 3,03).

Item B34 *(rapid advancement of the disadvantaged groups by creating space)*

The managers considered the rapid advancement of the disadvantaged persons by creating space as unimportant ($\bar{x}$ = 2,98) for the implementation of affirmative action in the workplace.

Item B35 *(rapid advancement of the disadvantaged groups by creating space in supervisory positions)*

Again, the respondents viewed this activity as unimportant ($\bar{x}$ = 2,94) for the implementation of affirmative action.

Item B36 *(rapid advancement of the disadvantaged groups by creating space in management positions)*

The response to the above statement was again negative because managers viewed the creation of space for management positions as unimportant ($\bar{x}$ = 2,90).

Item B32 *(creating positions, jobs for the disadvantaged)*

The managers totally disagreed to this activity by considering the creation of positions for affirmative action candidates as unimportant ($\bar{x}$ = 2,89) for the implementation of affirmative action in the workplace.

Item B31 *(filling vacancies by disadvantaged persons only)*

This item was regarded as the most unimportant ($\bar{x}$ = 2,72) for the implementation of affirmative action in the workplace.

From the responses of managers to the contribution of the items relating to the integration of the enterprise, managers were not in favour of any interventions focusing on the integration of the enterprise. This is a serious situation because the integration of the enterprise is one of the main goals of affirmative action.

- **Differences between importance (column A) and contribution (column B)**

The differences of some of the items between column A and column B were found to be significant by a *t*-test for dependent measures (see annexure F, p262).

The differences between the importance of the item (column A) and its contribution (column B) are reported below:

Items A21/B21 *(succession plans)*

The difference between this activity's importance and contribution was 0,75. The respondents viewed succession plans as important for the successful implementation of affirmative action in Telkom. However, the managers considered this activity to be of lesser importance in its implementation in the workplace.

Items A23/B23 *(affirmative action managers participating in management team discussions)*

Although the managers agreed to the importance of the above activity, its contribution to the implementation of affirmative action in the workplace was regarded as uncertain (difference 0,67).

Items A22/B22 *(diversity programmes)*

The managers rated diversity programmes as beneficial in the implementation of affirmative action in Telkom, although they were less positive about its contribution in the workplace (difference 0,65).

Items A27/B27 *(targets for the disabled)*

Targets for the disabled were viewed by the managers as unimportant and uncertain for the implementation of affirmative action. The difference in the means between importance (column A) and contribution (column B) was 0,59.

Items A29/B29 *(earmarking vacancies for the disabled)*

Earmarking of vacancies for the disabled was viewed by the managers as unimportant and uncertain for the implementation of affirmative action in Telkom and the respondents' workplaces. The

difference in the means between importance (column A) and contribution (column B) was 0,49.

Items A33/B33 *(creating positions for affirmative action candidates)*

Managers were uncertain whether the creation of positions for the disadvantaged was important or contributed to the implementation of affirmative action in their departments/sections/teams. The difference in means is 0,48.

Items A19/B19 *(evaluation of managers with regard to success in implementing affirmative action)*

With regard to the evaluation of managers in implementing affirmative action (difference 0,38), the respondents were uncertain about this activity's importance or contribution.

Items A35/B35 *(rapid advancement of the disadvantaged groups by creating space in supervisory positions)*

The managers considered this activity as unimportant for Telkom as a whole as well as in terms of its contribution in the workplace for the successful implementation of affirmative action (difference 0,35).

Items A36/B36 *(rapid advancement of the disadvantaged groups by creating space in management positions)*

The respondents viewed this activity as unimportant for Telkom as well as in terms of its contribution in the workplace to the implementation of affirmative action (difference 0,35).

Items A24/B24 *(racial targets in human resource plans)*

The managers regarded this important aspect as unimportant for the implementation of affirmative action (difference 0,34) in both Telkom and in their respective workplaces.

Items A34/B34 *(rapid advancement of the disadvantaged groups by creating space)*

Again, the managers viewed this activity as unimportant for the implementation of affirmative action (difference 0,32) in Telkom and in their respective workplaces.

Items A25/B25 *(racial targets in employment)*

As far as the importance and contribution of this activity are concerned, the managers rated (difference 0,30) racial targets as unimportant for the implementation of affirmative action.

Items A20/B20 *(rewarding managers for reaching affirmative action goals)*

The rewarding of managers (difference 0,29) was viewed by managers as unimportant.

Items A26/B26 *(gender targets in emloyment)*

This activity (difference 0,21) was considered as unimportant for the implementation of affirmative action in both Telkom and in the respondents' respective workplaces.

Items A30/B30 *(earmarking vacancies for women)*

Again managers disagreed about this activity's importance or contribution to the implementation of affirmative action (difference 0,20).

Items A32/B32 *(creating positions/jobs for the disadvantaged)*

The creation of positions/jobs for the disadvantaged was regarded as unimportant by managers (difference 0,18).

Items A28/B28 *(earmarking vacancies for disadvantaged groups)*

Managers viewed the earmarking of vacancies as unimportant (difference 0,11) for the implementation of affirmative action in Telkom and as far as their respective departments/sections/teams were concerned.

Items A31/B31 *(filling vacancies by disadvantaged persons only)*

The response with the least difference (-0,02), focuses on the filling of vacancies by disadvantaged persons and was regarded as unimportant by managers.

From the views of managers, the difference between the importance of the activities and their contribution, diversity programmes and succession plans was viewed positively in terms of importance, but less so in terms of its implementation in the workplaces. Furthermore, the managers rated all the interventions which, according to the literature, are important for the integration of the enterprise, as unimportant.

• **Differences in biographical variables**

The question arises whether the various groupings such as educational levels, gender groups, et cetera, differ in respect of these items. One-way analyses of variance *F*-tests were performed to test whether groups differed from each other in their mean scores for these items. Only groups **with at least ten respondents** were used in the ANOVA analyses. The means of the various subgroups as well as the *F*-value and *F*-probability values were reported in

annexures G1 to M2, pages 263 to 276 and only those few significant results at the 0,005 level of significance were reported. Where more than two groups were compared, post-hoc Scheffé results were taken into account to ascertain significant differences between groups. On the whole it can be said that, as in the case of items pertaining to pillar 1 and pillar 2, the sample was relatively homogeneous in their responses to the items of pillar 3 (actively integrating the enterprise). These results can be summarised as follows:

(1)   ***Functional areas.*** A number of statistically significant differences were found between the various functional areas. These are reported in Table 5.10 below. Scheffé post-hoc tests did not reveal significant group differences in all instances.

TABLE 5.10:   A COMPARISON OF THE VARIOUS FUNCTIONAL AREAS REGARDING STATISTICAL SIGNIFICANT DIFFERENCES BETWEEN ITEM MEANS.

Items	Functional Areas					Scheffé test
	Operations/ Technical/ Professional (N = 84)	Marketing/ Client Service/ Sales (N = 35)	HR/IR/OD/ Training (N = 34)	Finance/ Accounting (N = 21)	Others (N = 19)	
A24: *HR Plan (targets)*	3,62	3,83	4,97	4,90	2,47	---
A33: *Creating positions*	3,98	5,44	4,65	4,76	4,00	(1;2)*
B24: *HR Plan (targets)*	3,12	3,57	4,58	4,43	2,89	---
B33: *Creating positions*	3,54	5,03	4,03	4,43	3,32	(1;2)
B34: *Space creation (skilled)*	2,66	3,23	3,38	4,00	2,16	---
B35: *Space creation (supervisory)*	2,53	3,03	3,44	3,95	2,47	(1;4)
B36: *Space creation (management)*	2,42	3,29	3,21	3,95	2,53	(1;4)

Valid cases (N) = 193

*The groups differing with respect to their means are indicated under the column "Scheffé test". For example, (4;1) in the Scheffé test indicates that groups 4 and 1 differ significantly at the 0,005 level.

When studying table 5.10, page 179 carefully, it appears that the functional area **operations/technical/professional** in particular, is not positive in respect of *viewing the special creation of positions or space for disadvantaged groups* as important for affirmative action.

(2) **Age groups.** No statistically significant differences, at the 0,005 level, were found between the various age groups (see annexures H1 and H2, pp265-266).

(3) **Tenure groups.** Groups varying in years of service, are compared in annexures I1 and I2, pages 267 to 268. A number of statistically significant differences were found between the various tenure groups. These are reported in table 5.11 below.

TABLE 5.11: A COMPARISON OF YEARS OF SERVICE (TENURE GROUPS) ACCORDING TO STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN ITEM MEANS

Items	Tenure groups					Scheffé test
	0-4 years (N=45)	5-9 years (N=24)	10-14 years (N=34)	15-20 years (N=27)	Longer than 20 years (N=70)	
A12: *Additional training and development*	5,98	6,08	5,38	5,07	6,10	*
A31: *Filling vacancies with disadvantaged persons only*	3,48	2,54	3,26	2,70	1,99	*
B31: *Filling vacancies with disadvantaged persons only*	3,39	2,79	3,03	2,54	2,21	*
B36: *Creating space in management positions*	3,73	2,79	2,74	2,65	2,59	*

Valid cases (N) = 200

*Note that although differences were found in items B31 and B36, no pairwise differences were found at the 0,005 level when Scheffé tests were conducted.

The groups that differ in respect of their means are indicated in table 5.11, page 180. Although the Scheffé results were not significant at the 0,005 level, it appears from the means in the table on the previous page that the main differences are within the groups with 20 years and longer service. It would appear that the persons with 20 years and longer service feel uncertain about creating space for affirmative action candidates compared to the respondents with fewer service years. This is important because most of the respondents (N = 70) in each of the categories, were persons with 20 years and more service. They, however, appear to view training and development interventions more positively.

(4)   *Gender.* No statistically significant differences were found between males and females at the 0,005 level (see annexures J1 and J2, pp269-270).

(5)   *Paterson grade levels.* No statistically significant differences were found between the two grade levels **senior manager** and **manager** (see annexures K1 and K2, pp271-272).

(6)   *Race.* White respondents differed from black respondents in a few of the items. These results are set out in table 5.12, page 182.

From the means in the table it appears that blacks do believe (item A19) that it is crucial that managers' performance in implementing affirmative action should be evaluated. The literature suggests that managers' evaluation of affirmative action objectives, is an important intervention to reach the goal of integrating the enterprise. Whites, on the other hand, do not consider such evaluation to be important. Blacks also regard the filling and earmarking of vacancies (items A31 and A32) as more important compared to whites.

TABLE 5.12:   **A COMPARISON OF BLACK AND WHITE RESPONDENTS FOR ITEMS IN COLUMNS A AND B (PILLAR 3: ACTIVELY INTEGRATING THE ENTERPRISE)**

Items	Mean scores		F^1-value	F-Prob.
	Blacks (N = 15)	Whites (N = 168)		
A19	6,13	4,19	13,56	0,0003
A31	4,40	2,46	18,29	0,0000
A32	4,43	2,95	8,11	0,0049

[1] One-way ANOVA F-test
Valid cases (N) = 183

(7)   ***Educational level.*** Respondents of various levels of education (see table 5.9, p144) were compared.   No statistically significant differences were found between the different educational groups as far as the items in column A and column B are concerned. Item B25 (racial targets) appeared to be significant, but post-hoc Scheffé tests did not reveal any pairwise differences between groups.

5.3.3.4 Pillar 4: Acting affirmatively in the community

Items A37 to A39 and B37 to B39 in the questionnaire (annexure B pp247-248) were constructed to give measurements for pillar 4 (acting affirmatively in the community). (See table 4.2, p114 for the structure of these items.) In graph 5.4, on the next page the mean item scores of A37 to A39 as well as B37 to B39 are indicated. (See annexure E, p261 for details of the mean scores and standard deviations.)

According to graph 5.4 on the following page, the views of management on the items relating to community involvement are as follows:

GRAPH 5.4:   MEAN   ITEM   SCORES   FOR   PILLAR   4:   ACTING
              AFFIRMATIVELY IN THE COMMUNITY
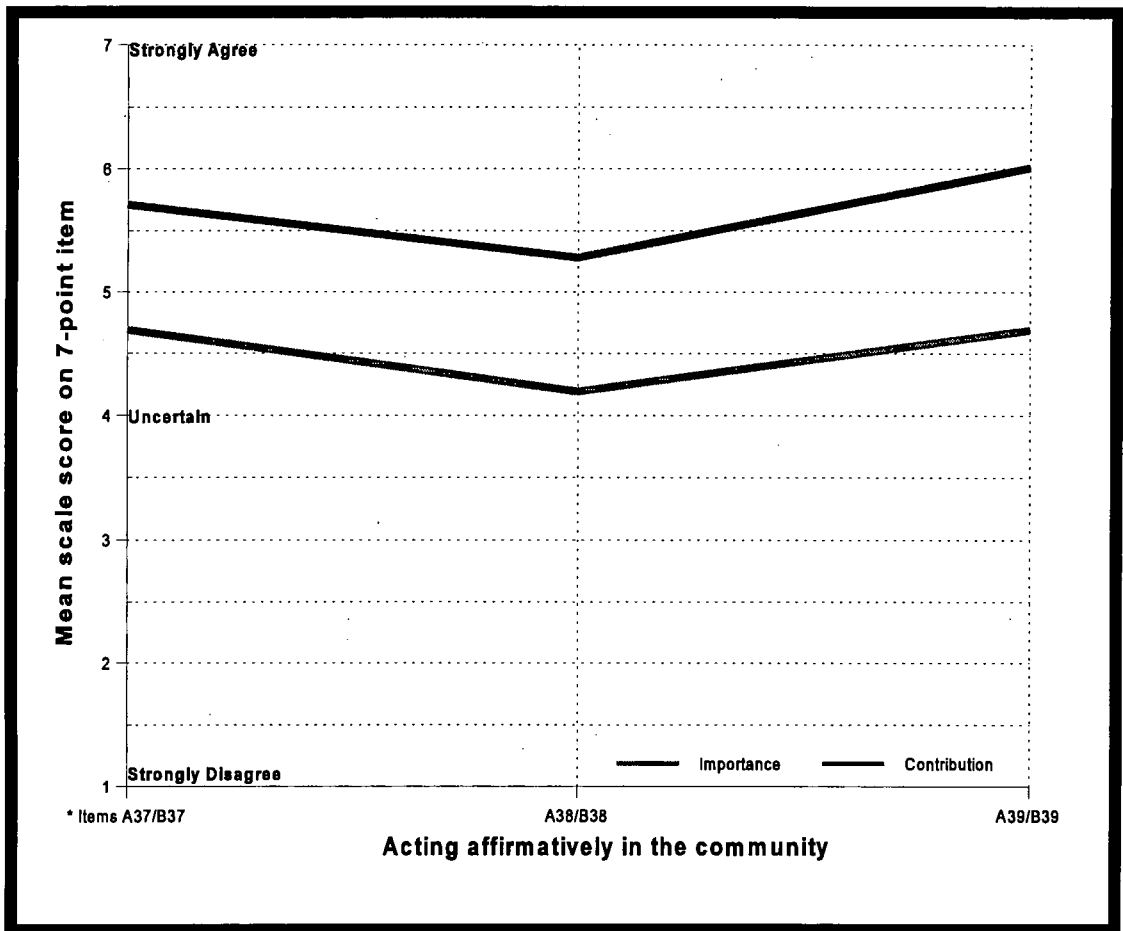
*Items in columns A and B (section II) which refer to acting affirmatively in the community
(see annexure B, pp247-248).

- ***Importance (column A)***

The managers were in agreement that the following activities are important
(in order of strongly agree to slightly agree) for the successful implementation
of affirmative action in Telkom:

Item A39:   *Telkom's involvement in the broader community, for*
            example, using community to distribute telephone
            directories, et cetera.

The managers were totally in agreement, ($\bar{x}$ = 6,01) that this
statement is important for the implementation of affirmative action
in Telkom.

Item A37:   *Telkom getting involved in special school projects*

The responses to this item were also positive ($\bar{x}$ = 5,71) in terms of the importance of this activity.

Item A38:   *Telkom getting involved in small business development*

Although the managers viewed this statement as important ($\bar{x}$ = 5,28) they scored it lower than the previous two activities.

None of the statements in column A (importance) were **rated as uncertain or unimportant.**

From the above, all the activities relating to community involvement were viewed positively by the managers in terms of its importance for the implementation of affirmative action in Telkom.

- **Contribution (column B)**

The item statements B37 to B39 are worded the same as items A37 to A39 quoted above.

The managers were in agreement that the following activities contribute to the successful implementation of affirmative action in the workplace:

Item B37 *(special school projects)*

The respondents were in agreement ($\bar{x}$ = 4,69) that this activity contributes to the successful implementation of affirmative action in the workplace.

Item B39 *(Telkom's involvement in the broader community)*

The managers agreed ($\bar{x}$ = 4,69) that this statement contributes to the successful implementation of affirmative action in their departments/sections/teams.

The managers were uncertain whether the following activity contributed to the implementation of affirmative action in their workplaces:

Item B38 *(small business development)*

The managers were uncertain ($\bar{x}$ = 4,19) whether this activity contributes to the successful implementation of affirmative action in their departments/sections/teams.

None of the statements in column B (contribution) were **rated as un-important.**

From the above responses, the managers agreed that special school projects and Telkom's involvement in the broader community contribute to the successful implementation of affirmative action in the workplace. However, they were uncertain whether small business development played a meaningful role in the workplace.

- **Differences between importance (column A) and contribution (column B)**

The differences in scores for column A (importance) and column B (contribution) were highly significant according to a *t*-test for dependent measures (see annexure F, p262).

The differences between the importance of the item (column A) and its contribution (column B) are reported below:

Items A39/B39   *(Telkom's involvement in the broader community):*

The significant difference between importance and contribution (1,31) would suggest that there are problems with the implementation of this activity in the workplace. However, it should be kept in mind that line managers are not involved in community involvement projects since these are managed by head office.

Items A38/B38   *(small business development)*

The significant difference between importance and contribution (1,05) would suggest that implementation problems do exist. However, it should be kept in mind that line managers are not involved in small business development projects because these are managed by head office.

Items A37/B37   *(special school projects)*

Again, although managers are uncertain whether special school projects are important for the implementation of affirmative action, it must be taken into consideration that line managers are not involved in projects of this nature (difference 1,04).

In terms of the differences in items with regard to importance and contribution it is clear from the findings that:

-       the activities relating to community involvement were positively viewed by managers for the implementation of affirmative action in Telkom

-       the managers' uncertainty about small business development as well as the low scores as far as the workplaces are concerned, should be seen in the light of these activities not being implemented by line managers but by head office.

• **Differences in biographical variables**

The question arises whether the various groupings such as educational levels, gender groups, et cetera, differ with regard to these items. One-way analyses of variance *F*-tests were performed to test whether groups differed from each other in their mean scores on these items. Only groups **with at least ten respondents** were used in the ANOVA analyses. The means of the various subgroups as well as the *F*-value and *F*-probability values were reported in annexures G1 to M2, pages 263 to 276 and only those few significant results at the 0,005 level of significance are reported. Where more than two groups were compared, post-hoc Scheffé results were taken into account to ascertain significant differences between groups. On the whole it can be said that, as was the case with items pertaining to pillars 1, 2 and 3, the sample was relatively homogeneous in their responses to the items of pillar 4 (acting affirmatively in the community).

No statistical differences were found between subgroups composed in terms of functional area, age, length of service, gender, Paterson job grades, race or education.

5.3.4   Attitude to Telkom's responsibility and application of affirmative action (personal perspective of respondents): section III of the questionnaire

In section 4.3.2.3, pages 114 to116 the rationale for the items in section III was discussed. The items for the extraction of two factors (called F1 and F2) and their theoretical meaning were discussed on pages 136 to 138. The items for this are set out in section III of the questionnaire (annexure B, pp249-253).

The mean factor scores for the sample as a whole were computed and are set out in table 5.13 below:

TABLE 5.13:   MEAN SCORE OF TOTAL SAMPLE ON FACTOR 1 (F1) AND FACTOR 2 (F2) (N = 200)

	F1	F2
Mean	4,57	5,35
Standard deviation	0,863	0,751

To provide a clearer understanding of the factors and their means, the following illustrations are furnished:

Factor 1:   Attitude to Telkom's responsibility for appointing and advancing affirmative action candidates

Telkom ↓ Telkom
is not   1   2   3   4   5   6   7   *is*
responsible for   responsible for
appointing and advancing   appointing and advancing
affirmative action candidates   affirmative action candidates

A higher score by a respondent (closer to 7) on this F1 factor indicates that the respondent holds Telkom responsible for appointing and advancing affirmative action candidates.   The respondents' mean score was 4,57 as indicated by the arrow above.

Factor 2:   Attitude towards the successful application of affirmative action

Affirmative action ↓ Affirmative action
is not   1   2   3   4   5   6   7   *is*
successfully   successfully
applied at Telkom   applied at Telkom

The higher a respondent's score (closer to 7) the stronger the indication is that the respondent regards affirmative action as being successfully applied at Telkom.   The respondents' mean score was 5,35 as indicated by the arrow above.

From the two line graphs above (factor 1 and factor 2) it would appear that in general, management are less positive about Telkom's responsibility for appointing and advancing affirmative action candidates (F1), than is the case with the successful implementation (F2) of affirmative action.

The various groups (gender, educational level, etc) were subsequently compared for these F1 and F2 factors using analysis of variance *F*-tests. The results are summarised in tables 5.14 to 5.21 below and on the following pages.

As far as functional areas are concerned (table 5.14 below), it would appear that management are less positive about Telkom's responsibility for appointing and advancing affirmative action candidates (factor 1), than the successful application of affirmative action (factor 2). The differences between the functional areas are, however, not significant.

TABLE 5.14: **A COMPARISON OF THE VARIOUS *FUNCTIONAL AREAS* WITH REGARD TO THE *ATTITUDINAL FACTORS (PERSONAL PERSPECTIVE)* BASED ON SECTION III, COLUMN A**

Factor no	Operational/ tech/prof (N=84)	Marketing/ client/sales (N=35)	HR/IR/OD training (N=34)	Finance/ account (N=21)	Others (N=19)	F[1] value	F-prob
1	4,40	4,69	4,84	4,76	4,48	2,79	0,0421
2	5,31	5,43	5,42	5,27	5,58	0,39	0,7548

[1]One-way ANOVA F-test
Valid cases (N) = 193

TABLE 5.15: **A COMPARISON OF THE VARIOUS *AGE GROUPS* WITH REGARD TO THE *ATTITUDINAL FACTORS (PERSONAL PERSPECTIVE)* BASED ON SECTION III, COLUMN A**

Factor no	25-34 years of age (N=57)	35-44 years of age (N=76)	45-54 years of age (N=49)	F[1] value	F-prob
1	4,58	4,58	4,52	0,09	0,9128
2	5,24	5,24	5,55	3,02	0,0511

[1]One-way ANOVA F-test
Valid cases (N) = 182

Again, there were no significant differences between the various age groups as far as factors 1 and 2 are concerned (see table 5.15 on the previous page). In addition, managers were more positive about the successful implementation of affirmative action than they were about Telkom's responsibility for this function.

TABLE 5.16: **A COMPARISON ACCORDING TO *YEARS OF SERVICE (TENURE GROUPS)* WITH REGARD TO THE *ATTITUDINAL FACTORS (PERSONAL PERSPECTIVE)* BASED ON SECTION III, COLUMN A**

Factor no	0-4 years (N = 45)	5-9 years (N = 24)	10-14 years (N = 34)	15-20 years (N = 27)	Longer than 20 years (N = 70	F^1 value	F-prob
1	4,89	4,32	4,56	4,31	4,56	2,82	0,0261
2	5,23	5,28	5,20	5,21	5,57	2,48	0,0448

[1] One-way ANOVA F-test
Valid cases (N) = 200

No significant differences with regard to tenure groups could be found as indicated in table 5.16 above. The same tendency is also apparent as far as factors 1 and 2 were concerned, as was the case with functional areas and age groups.

TABLE 5.17: **A COMPARISON ACCORDING TO *GENDER GROUP* WITH REGARD TO THE *ATTITUDINAL FACTORS (PERSONAL PERSPECTIVE)* BASED ON SECTION III, COLUMN A**

Factor no	Male (N = 161)	Female (N = 24)	F^1 value	F-Prob
1	4,57	4,77	1,10	0,2753
2	5,41	5,06	4,80	0,0297

[1] One-way ANOVA F-test
Valid cases (N) = 185

As far as gender groups are concerned, it is clear from table 5.17, page 190, that there were also no significant differences between the respondents as far as factors 1 and 2 were concerned. These groups were also less positive about Telkom's responsibility to appoint and advance affirmative action candidates, than with the successful implementation of affirmative action.

TABLE 5.18:   A COMPARISON ACCORDING TO *JOB GRADE* WITH REGARD TO THE *ATTITUDINAL FACTORS (PERSONAL PERSPECTIVE)* BASED ON SECTION III, COLUMN A

Factor no	Manager D1-D3 (N = 165)	Senior manager D4/5-E1 (N = 29)	F^{-1} value	F-prob
1	4,56	4,65	0,23	0,6283
2	5,35	5,33	0,02	0,8876

[1] One-way ANOVA F-test
Valid cases (N) = 194

The same tendencies that existed in functional areas, age, years of service and gender groups, apply to groups according to job grades as indicated in table 5.18 above.

TABLE 5.19:   A COMPARISON OF *BLACKS AND WHITES* WITH REGARD TO THE *ATTITUDINAL FACTORS (PERSONAL PERSPEC-TIVE)* BASED ON SECTION III, COLUMN A

Item no	Blacks (N = 15)	Whites (N = 168)	F^{-1} value	F-prob
1	5,34	4,45	16,07	0,0000
2	4,37	5,47	34,33	0,0000

[1] One-way ANOVA F-test
Valid cases (N) = 183

When the attitudes of blacks and whites are compared, the situation is reversed in relation to the previous groups that were compared. From table 5.19 above it is clear that blacks and whites differed as far as factors 1 and 2 were concerned. Blacks were less positive about the successful

implementation of affirmative action (factor 2) than whites, and more positive about Telkom's responsibility for appointing and advancing affirmative action candidates (factor 1).

TABLE 5.20: A COMPARISON ACCORDING TO *LEVEL OF EDUCATION* WITH REGARD TO THE *ATTITUDINAL FACTORS (PERSONAL PERSPECTIVE)* BASED ON SECTION III, COLUMN A

Item no	4-year degree equal or higher (N = 121)	3-year degree or equivalent (N = 51)	1-2 year diploma/ certificate (N = 12)	N3/T1 Std 10 (N = 14)	F^1 value	F-prob
1	4,52	4,73	4,65	4,52	0,78	0,5022
2	5,17	5,51	5,72	5,96	7,87	0,0000

[1]One-way ANOVA F-test
Valid cases (N) = 198

Only in the case of educational groups (see table 5.20 above) was it necessary to undertake a Scheffé post-hoc test. The results are indicated in table 5.21 below.

TABLE 5.21: SCHEFFÉ TEST RESULTS: A COMPARISON ACCORDING TO *LEVEL OF EDUCATION* WITH REGARD TO THE *ATTITUDINAL FACTORS (PERSONAL PERSPECTIVE)* BASED ON SECTION III, COLUMN A

Factor	Educational groups*				F^1 value	F-prob	Scheffé# test
	4 years (N = 121)	3 years (N-51)	1 or 2 year(s) (N = 12)	Std 1 N3/T1 (N = 14)			
F1: Telkom responsible for appointing and advancing affirmative action candidates	4,52	4,73	4,65	4,52	0,78	0,5022	---
F2: Affirmative action successfully applied	5,17	5,51	5,72	5,96	7,87	0,0000	(1;4)

Valid cases (N) = 198

#The groups that differ in their means are indicated under the column "Scheffé test".
For example, (4;1) in the Scheffé test indicates that groups 4 and 1 differ significantly at the 0,005 level.

*Full particulars of the educational groups are contained in section 5.3.2.7, pages 143 to 144.

From table 5.21, page 192, it would appear that the "educated" (4-years' postmatric) employees were less positive that affirmative action is being successfully applied in Telkom.

To summarise, differences were found when blacks and whites were compared in that blacks feel less positive about affirmative action being successfully applied in Telkom, but more positive about Telkom's responsibility for appointing and advancing affirmative action candidates, compared to whites.

The educational group with four years and more postmatric education also felt (as blacks do) less positive than the less educated persons with regard to the successful implementation of affirmative action in Telkom.

5.3.5   Qualitative findings

A number of respondents included comments with their completed questionnaires. In some cases the remarks amounted to several pages of typed comments, while in others they were no more than cryptic phrases written on the questionnaires which were apparently intended to qualify their responses to individual items.

Fifteen respondents took the trouble to write fairly detailed comments. Although these comments cannot be taken to represent the views of Telkom's management corps they may nevertheless be of some use - hence they are noted in this chapter. Generally speaking, respondents **are inclined to avoid writing comments** in questionnaires for the following reasons, inter alia: suspicion about the confidentiality generally promised, the fear of identification and subsequent reprisal, and simply not being prepared to take the time to write such comments.   The opinions represented by the comments and suggestions that are made may, therefore, be a good deal more pervasive than the number of documents received would suggest.

In the following sections the gist of the comments and suggestions has been extracted, rather than reproducing verbatim transcripts of the available material. Since the comments are self-explanatory, they are not discussed in this chapter. The comments and suggestions have been arranged according to the four pillars figure 3.3, page 65.

5.3.5.1 Comments

It is clear that many of the comments, though stated in general terms, apply directly to perceived problems pertaining to the implementation of Telkom's affirmative action policy.

- **Equalising opportunities**

    - Supervisors/controllers of newly-appointed affirmative action candidates feel threatened and consequently do not identify training needs. They capitalise on mistakes and discredit the candidates.

    - There is no accelerated development of qualified candidates. Career plans are not compiled.

    - There is no potential identification at Telkom.

    - Established and experienced workers compete with affirmative action candidates, resulting in poor working relationships.

    - Managers require highly developed cognitive, communicative and decision-making skills in addition to creativity, innovativeness and problem-solving ability.

    - All training programmes and mentorship should be open to all members of staff without special treatment for designated groups.

- Selection procedures need to be revised to ensure that the "right people" are appointed.

- Management do not have the know-how to coach employees.

- **_Eradicating discrimination_**

- Affirmative action should be a natural process, and not the result of coercion.

- All special advantages for so-called "disadvantaged people" are unacceptable. They must prove themselves and not be treated differently.

- The consequences of past discrimination cannot be eradicated overnight, and are bound to lead to the appointment of people on account of race or gender considerations, and regardless of their ability to do the job.

- Tokenism is a problem at Telkom.

- Engineers with inferior overseas qualifications are appointed at the same level as those with good degrees from South Africa's leading universities.

- Affirmative action is often not any different to reverse discrimination.

- Discussions of affirmative action between members of staff invariably lead to friction.

- Some consultants have no respect for blacks, coloureds and Indians and do not help to build bridges.

- **_Actively integrating the enterprise_**

  - Management implies leadership. Those who reached these positions in the past did so as a result of determination, dedication, drive, energy, perseverance, hard work and personal sacrifice. Affirmative action appointees need to demonstrate that they possess these personal characteristics.

  - Many aspirant managers have fallen by the wayside in the past, and one should expect the same to happen with some of the affirmative action candidates, and not overprotect affirmative action candidates.

  - Managers need to be able to work in uncharted territory - you cannot provide a map.

  - Vacancies should be filled by the best qualified people and not race.

  - Dates and targets can only lead to ineffectiveness and conflict.

  - The promotion system is in shambles and scientific procedures are essential. Although the previous system was not necessarily satisfactory, it was far superior to the present situation of short listing and interviewing.

  - Because of the pressure in the enterprise to attain affirmative action targets, affirmative action appointees have developed an attitude of waiting for management to promote them.

  - There is a practical limit to the extent to which the affirmative action process can be expedited.

  - The top structures of Telkom should take the lead and set the example as far as affirmative action appointments are concerned.

There are many black, coloured and Indian men and women who could be appointed to the top structures of the enterprise.

- There is a lack of commitment to or regard for the affirmative action policy.

- The affirmative action section has no power and does not monitor outcomes.

• **_Acting affirmatively in the community_**

No comments were received on this pillar.

5.3.5.2 Suggestions

Although most of the responents who did make comments did no more than to criticise the affirmative action policy and its implementation, 30 of them made suggestions about how the situation could, in their view, be improved. Their suggestions are listed below.

• **_Equalising opportunities_**

- Technical training and bridging courses should be addressed as a matter of urgency.

- An effort should be made to ensure that affirmative action candidates receive the best induction and mentorship in Telkom.

- Training programmes should be designed for each candidate or group of candidates.

- There should be flexibility in the period spent on each aspect of a programme, and the eventual deployment of the candidate.

- Candidates should be aware of the details of their programmes.

- Management should insist on progress reports and check the type of training provided.

• *Eradicating discrimination*

- All universities and colleges should be supported and not only certain white universities.

• *Actively integrating the enterprise*

- Newly-graduates should not be appointed to management positions.

- Compulsory workshops should be run on corporate culture, cultural diversity and transformation.

- Open forums on affirmative action should be presented. Only dialogue will help to eradicate stereotypes and prejudice, and alleviate the fears of white colleagues.

• *Acting affirmatively in the community*

- Mathematics and science should be supported at schools.
- Engineering as a career rivalling medicine in status, should be supported.

5.4   SUMMARY

ANOVA procedures, with a standard computer statistical package, were used to analyse the data on differences in managers' perceptions of the extent to which the affirmative action programme is beneficial to Telkom as a whole, and to their departments/sections/teams, and how they, as individuals working for Telkom, view the programme.

These results have been set out in this chapter. The comments made by some of the respondents were summarised as were the suggestions they made with a view to improving the implementation of affirmative action in Telkom. Some of these have been confirmed by the literature study and the research, and need to be taken cognisance of.

It is clear from the findings that, despite the progress that has been made, a number of problems remain, and these need to be addressed. Recommendations in this regard are contained in the next chapter.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1   BACKGROUND

Telkom has a sound affirmative action policy which has been developed with the involvement of all stakeholders, including the unions. The suggestions in the literature were followed in the development of the policy which should have established a solid foundation to build on. Some progress has undoubtedly been made, but the implementation of affirmative action in Telkom remains a serious problem. Hence, research was done to establish which aspects require further attention. It became evident from the research results as well as the literature study that certain shortcomings need to be addressed in order to make the further evolvement of affirmative action and its implementation in Telkom successful.

As indicated in the researcher's model for affirmative action (fig 3.3, p65) there are four pillars on which the processes necessary for implementing affirmative action are based. The literature study in this regard is mainly contained in chapter 3.

The four pillars, namely, equalising opportunities, eradicating discrimination, actively integrating the enterprise and acting affirmatively in the community, will form the basis of the discussion of the research conclusions.

6.2   CONCLUSIONS

6.2.1   Equalising opportunities

From the literature the issues relating to equalising opportunities are regarded as extremely important for the successful implementation of affirmative action

in enterprises. The management of Telkom also rated these issues as important. However, their mean scores as far as the contribution of these activities to the successful implementation of affirmative action in their departments/sections/teams is concerned, were significantly lower, which indicates that problems are being experienced with implementation efforts in this regard. More particularly, the identification and availability of affirmative action candidates, increased and accelerated training and development, mentoring and coaching appear to present the most problems in implementation.

As far as the availability of affirmative action candidates is concerned, Telkom needs to be more proactive in the identification of its employees' potential and to integrate the identification of potential with training efforts. This would increase the pool of competent affirmative action candidates available for departments/sections/teams.

The integration of potential with training efforts is necessary because some illiterate employees may actually show potential. Investing in training thus assists employees to realise their potential, creates opportunities and improves living standards.

An aspect that requires serious attention at Telkom is the training and development of all employees, and more so, the disadvantaged groups. This includes training and development in the soft skills, but also in the core areas, that is, technical training, computer training and systems training (CBS, Walker, MSIS and many others). Telkom's values are directed at building performance levels to world-class standards. As a technology-intensive business, Telkom needs to be at the cutting edge of new business development worldwide. It is therefore imperative that the enterprise's human resource skills should be aggressively nurtured and developed through formal education and experiential learning. There are no short cuts.

South Africa is presently paying a heavy price for the past abuse of its education system. Skills shortages and the precious time required to develop people who have not had learning opportunities place a special premium on the skilled people in the core business of the enterprise today. Skilled telecommunications and software engineers cannot simply be developed overnight. Training and development must be one of the highest priorities at Telkom for success with affirmative action.

On the other hand, Telkom also has talented, skilled and committed non-disadvantaged managers whom the enterprise needs in order to compete. These managers' skills are precious resources. They play a vital role in the transition. They are not only required to carry Telkom into the future - they also have, as the literature clearly indicated, to coach the new young staff to ensure that future leaders are developed today for tomorrow. Retaining these managers with specialist skills is a vital part of Telkom's future. These same managers, as the study showed, have different views on affirmative action which influence the successful implementation of the policy. For instance, the literature suggests increased and accelerated training and development as important interventions while these managers view them as not so important. These views will not change by persuasion and sensitising only. Here a holistic and focused approach is required as the literature has clearly indicated.

Training should be according to the needs of the enterprise as well as the specific needs of the individual. The introduction of Skytrain - a satellite-based distance learning facility - at Telkom will greatly assist in reaching many more employees and fulfil their training needs without their having to leave their workplace.

In order to improve training in the workplace (departments/sections/teams), it is important that training be tied to the business objectives of Telkom. A way to address this is by "performance coaching"where the employee

(affirmative action candidate) receives on-the-job knowledge, but at the same time his or her potential is developed and performance strengths identified. This, again, is the responsibility of the line manager, not human resources.

Performance coaching, combined with appropriate employee rewards, raises the self-esteem of employees, enhances their commitment and contributions to the enterprise, and improves their performance. It makes sense that if this type of coaching results in new skills and measurable performance improvement as well as confident and ambitious employees, then the enterprise receives a good return on this investment. At the same time healthy and positive relations can be built with employees. These relationships are the foundations of "performance coaching" and are of vital importance for the successful implementation of affirmative action in Telkom.

According to the managers, Telkom needs to give more attention to mentoring affirmative action candidates in their departments/sections/teams. The right candidates should be selected and trained for this important task. "Performance coaching" as described on pages 82 to 83 has an important role to play in coaching affirmative action candidates. It also integrates the training and coaching relationships.

6.2.2 Eradicating discrimination

There is no doubt that much has been achieved in eradicating overt discrimination at Telkom.

Nearly all the activities in columns A and B, which were negatively viewed by the respondents as far as eradicating discrimination is concerned, relate to the appointment or advancement of disadvantaged persons.

Furthermore, the difference in means with regard to eradicating discrimination by means of the communication of affirmative action policies and plans at department/section/team level indicates that problems are encountered in this respect.

The managers were extremely negative about favouring affirmative action candidates for promotions, employment and advancing them in favour of white males. Since this is a crucial goal in affirmative action, these negative views point to an attitudinal problem to people from the disadvantaged groups.

6.2.3 Actively integrating the enterprise

From the responses of managers to those activities relating to the integration of affirmative action candidates in the enterprise, it is clear that these are poorly implemented and not viewed as important by managers, although, according to the literature, they are, in fact extremely important.

Furthermore, blacks consider the fact that whites need to be evaluated in terms of the implementation of affirmative action more important than whites do. It is possible that those who have been the victims of discrimination in the workplace in the past appear to be more convinced of the need to adopt firm measures to redress the injustices of the past.

Succession planning and diversity programmes were viewed as important, but their implementation in departments/sections/teams appears to have been unsuccessful.

The integration of the enterprise is one of the main goals of affirmative action. The negative scores for this pillar are a matter of serious concern.

The literature study highlighted various points which are discussed below.

Affirmative action in enterprises is not to atone for the wrongs of the past, but to be able to compete for the future. Telkom must recruit, develop and retain a diverse employee corps built on excellence, hard work and achievement. These are the traits of competence which enable enterprises to survive in the long term.

For several decades Telkom's decision makers have tended to come from a rather uniform background of gender, race, skills mix and work experience. Worldwide experience and the literature study confirm that the quality of decision taking is significantly enriched by diversity in a team of competent people developing options for decision takers or those actually charged with taking decisions. Internationally, enterprises have found that a diverse work-force is a critical component of creating a sustainable learning enterprise.

Enterprises need to reflect on the demands of the marketplace. This means that if they are to be truly customer focused, they need to understand the needs of the customers in order to deliver a cost-effective and affordable universal service. To achieve this, diversity is necessary in the workforce - diversity of perspective and diversity in skills and experience of employees can enhance the delivery of service.

The fact of life in South Africa is that the market is changing and Telkom needs to change with it. The growth in the enterprise's residential customer base will come primarily from black families. Small and medium businesses will follow the same trend. It makes sense that the employees who serve the customers should be aligned with them. Similarly, urban drift has meant that many households in rural areas are headed by females. Even without this trend blacks and women are major users of Telkom's products and services. Therefore, it also makes good business sense that an increasing number of

people servicing these customers should be blacks (including coloureds and Indians) and women, who better align with these customers.

Another aspect which became clear from the study is the significant role that management plays in implementing strategies and even more so, the implementation of the affirmative action policy. In fact, without management's whole-hearted support, affirmative action cannot be implemented successfully in Telkom. The research project clearly underlines the importance of management's views of affirmative action for the successful implementation thereof. To be more specific, the research has shown without a doubt that the success of affirmative action lies squarely at the door of the people who hire, promote and lead people - that is, the line managers. Human resource professionals can help develop understanding of the issues, help develop the policies and gather data but in reality their role is a temporary and supportive one. Once policies are in place (as they are at Telkom), it is the line manager's job to implement the policy. Line managers need to be held fully responsible for results.

The integration at all levels of Telkom must be the most important output of the enterprise's affirmative action policy. However, it is clear from the research that this issue presents the most problems for management. It could be that the respondents tend to separate what they view as beneficial for the enterprise and their department/section/team where they are employed from their personal biases, preferences and prejudices. In view of the fact that the majority of the respondents were white males, it is possible that they regard the implementation of the affirmative action policy to be to the advantage of the enterprise, while they fear that it may not be to their own advantage in the longer term.

Diversity programmes at Telkom should be properly managed and also need drastic adjustments. The respondents were positive about managing diversity workshops for all Telkom employees. According to the literature study, these

workshops should not focus on the "us" and "them", but more attention should be given to self-management. Managing diversity is not about "managing them out there", it is all about "managing me in here", it is about managing the conversations one has with oneself (your "inner theatre") in order to improve the management of conversations one has with a diversity of other employees.

It is also important to remember that managing diversity is not a substitute for affirmative action. The affirmative action process both encompasses and is encompassed by managing diversity. Thus three challenges face Telkom:

- First, whilst accepting that there are broad groups of people who do have a lot in common, management should be able to interact with people as **individuals** with a variety of variable, changing and dynamic identities.

- Secondly the enterprise must control the negative communications associated with the many stereotypes so that effective interaction with a diversity of persons can take place.

- Thirdly, and most difficult, is winning the hearts and minds of those individuals who are still trying to hang on to traditional forms of power and control. The enterprise can attempt to assist these individuals with an understanding of and skills in managing diversity and transformation. In the final analysis, however, it cannot allow the stereotypes, excuses and justifications of these managers to impede the changing process.

Another element that came out clearly from the research and which is associated with the views of management, is that line management have not yet accepted responsibility for affirmative action issues. Affirmative action should be driven by line management. The responsibility of the human

resources department should be to workshop the process so that line management can take full ownership of the process.

Affirmative action as a strategic issue also requires that the employees, in this case management (although they have not viewed it as important), are evaluated on their commitment to affirmative action in the same manner as they are responsible and accountable for normal business processes. A code of conduct relating to affirmative action and an associated set of disciplinary procedures could also be considered.

The views of line management on affirmative action are very important. If the individuals have the feeling that affirmative action will disadvantage them (reverse discrimination - as they have according to the research), they will not take ownership of the programme. On the contrary, they might actually try to frustrate the achievement of affirmative action goals. The more closely affirmative action impinges on the career expectations of the current incumbents, the greater circumspection is needed in its implementation. Thus, it is crucial that the affirmative action message (policies, plans and objectives) should be communicated sincerely and positively. According to the research findings, this was not effectively implemented in departments/sections/teams. The individual managers should be able to identify with the goals of affirmative action and be able to perceive the benefits that can be gained from the successful implementation of such a system.

Other management practices that need attention for the successful implementation of affirmative action are recruitment, selection and promotion systems, the earmarking of posts and space creation. According to the research, these important aspects of affirmative action are regarded as less important by white male managers.

Recruitment, selection and promotion are critical components of affirmative action but are, however, the most poorly implemented practices in departments/sections/teams.

Telkom has as yet not even implemented the earmarking of vacancies in its policy. This should be done, as suggested in the literature. The method to follow is to earmark key positions, both in line and support functions, where disadvantaged persons are likely to succeed. These posts should only be filled with affirmative action candidates when they become vacant. The succession planning system should likewise contain successors of the disadvantaged groups. Another method that should be used more often is that of space creation.

6.2.4   Acting affirmatively in the community

It is clear that in a country with a history of discrimination and apartheid policies, acting affirmatively in the community is an important issue that enterprises need to attend to.

Fortunately, the overall assessment of this pillar was positive in all respects.

6.2.5   Personal perspectives of respondents towards affirmative action

6.2.5.1   General findings

There were no significant differences between groups of different functional areas, age, years of service, gender and job grade as far as their attitudes were concerned with regard to factor 1 (Telkom responsible for appointing and advancing affirmative action candidates) and factor 2 (affirmative action successfully applied). In all cases the respondents were less positive towards Telkom's responsibility for appointing and advancing affirmative action

candidates and more positive towards the successful implementation of affirmative action.

From the research two important aspects are reported:

- Persons with 20 years' and more service responded negatively towards space creation and favouring blacks than other age groups. The possible reason for this was the fact that this is the period when these respondents aspire to senior posts and their children start to leave school and become job seekers themselves (whites).

- Blacks and persons with four years' post-matric qualifications are less positive about the successful implementation of affirmative action and more positive as far as appointing and advancing affirmative action candidates. White managers with these qualifications probably feel less threatened about their career prospects because of their better qualifications.

6.3 RECOMMENDATIONS

Taking into account management's views on the importance of affirmative action and its contribution to the successful implementation in their departments/sections/teams the following recommendations are made:

6.3.1 Equalising opportunities

- Increase the identification of employee potential, especially from the disadvantaged groups. Integrate the identification of potential with training efforts as there are also illiterate employees who may actually be persons with potential.

- Identify persons with high potential through the enterprise's community scholarship programmes and mathematics and science

education programmes. These persons should be accorded special attention in training and development for high technical and engineering careers.

- Place less emphasis on assessment tests and qualifications and more on the competencies required to do the work and the abilities of individuals.

- Introduce specific interventions to "fast track" candidates from the disadvantaged groups.

- Introduce effective **competency-based training** according to the enterprise's and the individual's needs.

- Introduce **performance coaching** for affirmative action candidates.

- Increase and accelerate **technical training** with bridging programmes as part thereof.

- Mentors who are selected should be asked to provide their services on a voluntary basis and not be forced into such positions.

- Mentors should be used only if they have made the enterprise's philosophy on affirmative action their own.

6.3.2 Eradicating discrimination

- Regular communication of affirmative action policies and plans at workplace level should be implemented more effectively.

- In terms of the negative views on promotions and recruitment systems, it is suggested that the following be considered:

- Any selection criteria, which discriminate for any reason except competence, should be eliminated.

- Tests which reflect educational achievements should be used carefully. Measured potential and proven performance and competencies should be the only criteria.

- Evaluations should be done by peers, supervisors and subordinates who can contribute. Negative reports should only be accepted if they consistently reflect a particular failing.

6.3.3   Actively integrating the enterprise

- Integrate stress and diversity workshops to also address the fears and issues that are stressful for persons responsible for implementing affirmative action and those affected by affirmative action interventions.

- Change the management of diversity workshops to focus on the individual. In order to **change attitudes and perceptions** it is recommended that serious attention be given to teach managers (and employees):

  - how to understand their inner conversations ("inner theatre") and the role their self-confidence plays in their own performance and the influence of this on others

  - to move away from seeing the world on one level and to create the ability to differentiate and reintegrate according to the changed circumstances

- skills in communicating with themselves and others so that they effectively use the skills and abilities of both themselves and others according to the surrounding circumstances

- Drastically improve internal communication and develop interventions to internalise the enterprise's vision and goals. To internalise the values and goals the leaders should set the example - thus, top management should live these values and set the example.

- Evaluate managers on reaching targets, setting personal development plans, succession plans and workforce plans.

- Train and develop managers to interact with people as individuals, irrespective of their race, gender and background and to accept that people differ.

- As for the issue of negative stereotyping, train and develop managers to understand this issue and the harm it can cause.

- Provide individuals with an understanding of and skills in managing diversity and transformation.

- Draw up and implement a code of conduct and discipline individuals who discriminate against others, practise racism and frustrate the enterprise's objectives with regard to affirmative action.

- Hold line managers (not human resource managers) totally responsible for implementing affirmative action objectives. Affirmative action sections at head office and in the regions should be abolished and form part of normal human resource management. They should only advise and monitor affirmative action so that line can take full ownership.

- As far as recruitment, selection and promotions are concerned, revise the present systems taking the following into account:

  - Track records, reference checks and interviews should also be applied when affirmative action candidates are appointed.

  - Assessment tests and qualifications should not carry too much weight in relation to the job requirement.

  - The job and person specifications at Telkom are questionable and should be revised in terms of real job requirements.

  - Selection criteria should be in line with the job demands of the person performing the job.

  - The "best person for the job" criteria should include preference for affirmative action candidates. In other words, should a person of the disadvantaged group qualify in terms of merit, qualifications and competencies, he or she must be employed or promoted, notwithstanding the better qualifications or experience of other candidates.

- Appoint only qualified people. Do not practise tokenism. Give special training and development to those appointed and give them real jobs with all the responsibilities attached.

- Implement policies on earmarking of vacancies and space creation in Telkom.

- Consider offering voluntary packages to long-service, experienced white males who are willing to be appointed on contract and who are able to mentor and develop an affirmative action appointee to his or her full potential and to take over the vacant position.

6.3.4 Acting affirmatively in the community

- It is recommended that Telkom should continue with community projects, especially those that will benefit the enterprise in the long run, for example, school projects and mathematics and science tuition. From these projects, disadvantaged persons with good potential could be identified at an early stage, be afforded special guidance and recruited for Telkom in future.

6.3.5 General

From the research it is clear that an investigation needs to be conducted to find a solution to how to motivate white managers with fewer future career prospects or perceived fewer opportunities.

6.4 SUMMARY

The research proved valuable in that management identified certain problems and shortcomings that hamper the effective implementation of affirmative action in Telkom. Recommendations were based on inputs from the literature as well as management and should not be taken lightly. The success of the enterprise's implementation of the affirmative action policy depends on whether the recommendations will be accorded proactive attention.

It is important to note (in conclusion) that affirmative action is a continuous process that should be monitored on an ongoing basis. Shortcomings should be addressed **immediately** to ensure that the matter does not become unmanageable.

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TELKOM SA

POLICY

FOR

AFFIRMATIVE ACTION

TELKOM SA

AFFIRMATIVE ACTION POLICY

1. BACKGROUND

1.1 DEFINITIONS:

Economically active population: All persons who offer their employment to the labour market against remuneration. This include persons employed formally or informally, the self employed and the unemployed who would wish to take up employment.

Line management: Any person in the five level management dispensation who is responsible for managing the enterprise.

Objectives: Broad goals set by the Management Board which will direct the achievement of affirmative action in Telkom.

Quotas: Specific, measurable goals set by the Management Board.

Regional General Managers: Includes General Managers in the corporate divisions.

Top management: Members of the Management Board.

For the purpose of this document any reference to "race" is made solely to clarify the policy and not to offend anyone.

1.2 NEED FOR AFFIRMATIVE ACTION:

1.2.1 In terms of Telkom's **value system** the Company is committed to *"taking positive action to ensure equality of opportunity and equitable treatment in the conduct of our business without prejudice on any grounds other than ability"*. To achieve this, certain equalisation will need to take place so that there truly is "equality of opportunity".

It is insufficient to eradicate discrimination because the disadvantages experienced by some employees will prevent them from enjoying equality of employment. A process of equalising opportunities will be needed before equality of opportunity can be achieved.

1.2.2 Telkom's value system also commits the Company to the development of employees so that they can fulfil their potential, and to the creation of a working environment which makes this possible. This can be achieved through a process of affirmative action in Telkom.

1.2.3 In a "new South Africa", Telkom will have to be in step with the changes taking place. It is unlikely that a new government will accept the situation in Telkom where the vast majority of skilled and management positions are occupied by whites. This is particularly relevant in the case of Telkom, where the sole shareholder is the government.

Thus the Company needs to be proactive so that it does not have to resort to tokenism to meet government-legislated quotas.

1.2.4 Affirmative action is also necessary because of the changes taking place in the marketplace. Black consumers will represent an increasingly dominant share of the market in the future and Telkom realises that to understand and to have credibility in its markets, the Company's structure will have to be more representative of its market. Urbanisation also will result in an increase in black consumers, already the fastest-growing part of Telkom's market.

Failure to change the Company's profile probably will result in antagonism from consumers, unions, and other stakeholders.

1.2.5 Given the current skills shortage in certain categories and the predicted shortages in the future, the continued upgrading and training of all Telkom staff is a priority. In particular, employees who previously have been disadvantaged will need particular attention through the process of affirmative action.

1.2.6 A process of increased and accelerated development and affirmative action could provide an important competitive advantage to Telkom.

If the process is managed with sensitivity and vision, it could result in Telkom being a stronger, more representative organisation in which all employees see opportunities for development, and to which they can feel committed.

2. STATEMENT OF INTENT

In the light of the above factors, Telkom believes that it is necessary to:

2.1 COMPENSATE FOR DISADVANTAGES

Continue to provide training and development opportunities for all employees, but particularly for those previously disadvantaged. This could include additional and

new training programmes such as literacy training, adult education programmes, skills training, and accelerated management programmes.

2.2 ACTIVELY INTEGRATE THE ORGANISATION

Act affirmatively to make the organisation more representative of the demographics of the society. Such integration should take place across functions and at all levels in the hierarchy, so that blacks, coloureds, Indians, women and the handicapped are not only found in staff functions or the lower levels of management.

2.3 EMBARK ON A TOTAL SYSTEMS INTERVENTION TO ENSURE THAT NO DISCRIMINATION EXISTS

To achieve the goal of equal opportunities and a racially balanced organisation, any existing policies or practices which discriminate against blacks, coloureds, Indians, women and the handicapped will have to be eradicated. This applies to all aspects of employment and conditions of service. It also refers to "qualitative" aspects such as interpersonal relations, assessment, training and retraining, and promotion opportunities.

2.4 SET OBJECTIVES AND QUOTAS

To ensure progress, Telkom believes it is necessary to set objectives and to establish quotas to manage and monitor its affirmative action programme. The targets should be discussed between regional management and unions/associations, should reflect local demographics, but should be in line with the quotas established at National level.

2.5 MAINTAIN PROFESSIONAL STANDARDS

Telkom maintains its commitment to achieving and maintaining high levels of efficiency, quality, and customer service.

2.6 EXPAND COMMUNITY INVOLVEMENT

2.6.1 It will be necessary to continue to make a contribution to upliftment in the broader society. This involves participating in community and other activities and projects, partly to improve perceptions and legitimacy of Telkom. As a major employer, Telkom sees its role extending beyond the boundaries of its business. Upliftment and developmental activities include inter alia, child support programmes, maths and science teaching, bursaries, and support to small businesses and employee assistance programmes.

2.6.2 Job creation and/or the expansion of services will be investigated as possible affirmative action interventions.

3. BUSINESS DEFINITION

Affirmative action constitutes a central part of the business plan of Telkom. It is directed towards improving the mix of racial and gender groups both horizontally (across functions) and vertically (at different levels) throughout Telkom, in order to:

- **Be relevant** in a new socio-political order.

- Uphold and improve standards through development.

- Enhance the Company's competitive edge.

In Telkom, **affirmative action** refers to

- **equalising opportunities** by providing additional training and development to employees who have been historically disadvantaged, and

- **pro-actively recruiting and advancing** blacks, coloureds, Indians, women and the handicapped, to make the company more representative of the demographics of South Africa. In terms of their relative disadvantage, specific attention will have to be given to blacks.

4. STRATEGIC OBJECTIVE

Telkom believes that it is realistic to set objectives for the achievement of affirmative action.

It is not intended that Telkom should impose a once-off **quota**, but rather that regions and divisions should negotiate with the unions quotas which take into account their situation and their location. These quotas will be set out in the strategy document. These will be negotiated with Top Management and a final overall quota set for Telkom.

Given the absence of blacks, coloureds, Indians, women and the handicapped in skilled, supervisory and management positions, the objectives will have to make provision for rapid advancement of these groups.

The quotas will take into account:

- The racial and gender mix of the economically active population in the region under consideration.

- The work disciplines where there is a limited supply of candidates.

5.   RESPONSIBILITIES

For affirmative action to succeed in Telkom, top management will have to show its commitment to achieving the stated objectives. It will have to accept final accountability for progress. It is the experience of other South African companies that unless top management takes the lead and drives the process, affirmative action remains rhetoric, and nothing changes. This is particularly important because a changed ethos and support systems will be needed for affirmative action.

Initially the Managing Director and Senior General Manager, Operations will have to play the major roles to drive the process until it gains momentum. Affirmative action managers in the regions will play a leading role to ensure that objectives are met. They will have to furnish details on the position of their region as well as report on the reasons why objectives are not met (if applicable). They will report any shortcomings to the regional general manager. Regional affirmative action managers will also have direct access to the corporate affirmative action section. Ultimately, however, line management will still be held accountable for results.

It is recommended that, as far as possible, all line managers should be made aware of the need for affirmative action so that they accept the reality and take up the challenge of achieving their objectives and quotas.

It will be necessary for top management to take a firm stand regarding the achievement of affirmative action objectives, so that where there is resistance this is not allowed to stop progress.

The **achievement** of agreed objectives should be non-negotiable.

Specific responsibilities are as follows:

5.1   BOARD OF DIRECTORS

- Final approval of policy.

- Ensure adequate financial provision.

5.2   MANAGEMENT BOARD

- Approve affirmative action policy and overall strategy.

- Establish budgets

- Ensure that quotas are met

- Monitor progress.

5.3 MANAGEMENT BOARD MEMBERS INDIVIDUALLY

- Final accountability for achievement of affirmative action objectives within their area of control.

- Communication of approved policy.

- Agree on time frames and schedules for achievement of objectives

- Follow through and monitor progress

- Ensure adequate financial provision.

5.4 REGIONAL GENERAL MANAGERS

- Full responsibility and accountability for achieving affirmative action objectives within their areas or divisions.

- Responsible for developing detailed regional/ divisional plans and programmes for achieving the agreed objectives.

- Answerable to top management for progress towards objectives.

- Negotiate with unions/staff associations quotas and plans for achieving objectives in the regions

5.5 OTHER LINE MANAGEMENT

- Affirmative action to be the responsibility of line managers and not human resources personnel.

5.6 HUMAN RESOURCES

- Role is of an advisory, monitoring and supportive nature.

5.7 AFFIRMATIVE ACTION STEERING COMMITTEE

- Make recommendations via the General Manager, Manpower to the Management Board regarding affirmative action policies and strategies.

- Monitor progress and make recommendations where objectives are not met.

5.8 REGIONAL AFFIRMATIVE ACTION COMMITTEES

- Make recommendations to the regional general manager regarding affirmative action strategies and action plans as far as applicability, implementation and practicability is concerned.

- Monitor progress and make recommendations to the regional general manager and affirmative action Steering Committee (where applicable) where objectives are not met.

6. SUPPORTING ACTIVITIES AND PLANS

To achieve the stated objectives, Telkom will need to develop or consolidate systems, programmes and procedures such as: (where appropriate unions/staff associations will be consulted for their recommendations)

6.1 Assessing and adjusting, where necessary, selection techniques, criteria and mechanisms to ensure that no discrimination takes place and that selection standards are culture-free and realistic; without lowering performance standards.

6.2 Recruitment channels must facilitate and accommodate identification of affirmative action candidates. Explore new versus traditional channels of recruitment.

6.3 External employment policy must give high priority to recruitment and selection of black (and to a lesser extent coloured and Indian) candidates, women and the handicapped of all races in order to achieve affirmative action targets. Preference is to be given to internal candidates wherever possible.

6.4 Where appropriate, certain posts may be earmarked for affirmative action candidates so that when they become vacant they are filled by a black, coloured, or Indian candidate, a female candidate, or a handicapped candidate.

6.5 With regard to internal promotion policy, ability to perform in a particular post should be the criterion for promotion to that post. To achieve affirmative action targets, where black, coloured or Indian staff, women, or the handicapped are awarded the same merit rating as their white counterparts, preference will need to be given to the black, coloured or Indian candidates, women, or handicapped candidates if the affirmative action quotas are to be met.

6.6 The current merit system and/or promotional (assessment) criteria will need to be re-assessed to eliminate any bias which may exist.

6.7 Implementation of training, development and upliftment programmes such as:
- literacy and numeracy
- tertiary education for adults and school children

- bridging education programmes
- accelerated development programmes
- retraining
- maths and science programmes
- bursaries
- multiskilling
- management of diversity programmes
- cross-cultural programmes

6.8 Design and implementation of integrated, accelerated supervisory and management development programmes to support advancement into the management levels.

6.9 The performance management system will have to emphasise the importance of (1) people development and (2) affirmative action as key performance areas for all managers. The performance management system will have to take cognisance of successes and failures in these areas.

6.10 To supplement in-company programmes and to become more relevant in a "new South Africa", various external/community activities will be needed such as:

- supporting external educational programmes
- allocating a percentage of Telkom's business activities to small businesses
- supporting activities which lead to social and economic upliftment
- supporting housing development through community based organisations.
- financial support of child-care facilities
- preventative health and safety programmes e.g. AIDS, hygiene.

7. MONITORING AND MEASURING PROGRESS

7.1 Progress towards agreed objectives and quotas will be monitored on an ongoing basis via quarterly reports from regions/divisions.

An affirmative action information system should be installed to measure and compare progress within regions/divisions, against quotas and external benchmarks.

7.2 Qualitative measurement via attitude surveys/audits may be appropriate.

7.3 Performance and efficiency measures must ensure that standards are maintained.

7.4 Steering and regional affirmative action committees will meet quarterly to evaluate progress.

8. ESSENTIAL PRINCIPLES

PRINCIPLE 1

Meaningful involvement in shaping, implementing and evaluating Telkom's affirmative action efforts must be inclusive:

- This means all levels of management and supervision, unions as well as outside professional and other stakeholder groups.

- This principle must not detract from line managers being fully responsible and accountable for achieving affirmative action targets.

PRINCIPLE 2

The affirmative action strategy in each region or division will have to be translated into researched, focused, time-lined business objectives and action plans.

PRINCIPLE 3

It will be necessary to adopt an aggressive approach to training and development:

- This will require the development of innovative programmes and processes to accelerate the development of candidates with potential for advancement.

- Adequate funds must be made available for this purpose.

- The percentage of the training budget to normal salaries will have to be **increased** systematically.

- The principle of training by objectives will be maintained.

- In terms of training and development budgets, it may be necessary to analyse the current allocation of resources and to redistribute them "affirmatively" to equalise opportunities.

- Internal education, training and development must be given priority, but will not exclude selective "affirmative action" recruitment from external sources.

- Line managers will be held responsible and accountable for training and development. Human Resources will provide assistance with the identification of talent and the provision of training and development.

PRINCIPLE 4

In the short to medium term it will be necessary to proactively develop and advance employees from targeted groups in order to achieve the objectives set. In the longer term a situation of equal opportunity and fully integrated employment should exist when all employees can compete on an equal footing.

PRINCIPLE 5

Affirmative action will be the responsibility and accountability of each line manager and will be included in his/her job responsibilities/objectives - on which he/she will be assessed.

As a matter of policy, line managers will need to be evaluated in terms of three variables:

- the achievement of their business objectives;
- the development of their people; and
- the achievement of affirmative action targets.

PRINCIPLE 6

Performance standards must be maintained at all times.

PRINCIPLE 7

Regular communication of affirmative action policies and plans will be required to create a climate which is conducive to affirmative action in Telkom.

FINAL QUESTIONNAIRE:

THE VIEWS OF MANAGEMENT ON

AFFIRMATIVE ACTION IN TELKOM SA LTD

CAPE TOWN 2004
CANDIDATE CITY

PROUD SUPPORTER OF THE SOUTH AFRICAN 2004 BID

1995-11-24

= CONFIDENTIAL =

Dear Colleague

SURVEY: THE VIEWS OF MANAGEMENT ON AFFIRMATIVE ACTION IN TELKOM SA LTD

It is now more than two years since we started implementing our affirmative action policy as part of Telkom's Human Resources Strategic Plan. At this stage we would like to obtain information in this regard from management. Your views will help us guide Telkom in formulating future strategy with regard to affirmative action.

The purpose of the study is to obtain management's views on the successful implementation of affirmative action in Telkom with regard to:

- Telkom's affirmative action **policy document;** and
- Affirmative action **issues** and related aspects that need to be addressed.

The survey is **confidential** and your **anonymity** is guaranteed. Do **NOT** write your name on the questionnaire. So please feel free to express your sincere and candid views.

Once the results of the survey are available, they will be communicated to you.

Your cooperation in completing this questionnaire (it takes a maximum of 40 minutes to complete) and returning the documents in the enclosed envelope to me within seven days after receiving it, will be greatly appreciated.

You are also welcome to submit proposals/issues regarding affirmative action in writing on separate papers - in addition to completing the questionnaire - because we need your input to do what is best for **Telkom.**

Thank you for your valuable time and assisting me by completing the questionnaire.

Regards

DELANO E DE WITT
HUMAN RESOURCE EXECUTIVE

SECTION I

BIOGRAPHICAL INFORMATION

Please tick the appropriate box under each question.

1. **IN WHICH FUNCTIONAL AREA DO YOU WORK?**

☐ 1.　Operations/Technical/Professional

☐ 2.　Marketing/Client Service/Sales

☐ 3.　Human Resources, IR, OD Training etc.

☐ 4.　Finance/Accounting

☐ 5.　Public affairs/social investment

☐ 6.　Administration/Clerical

☐ 7.　Other (please specify) ....

2.　**WHAT IS YOUR AGE?**

☐ 1. 24 years and younger

☐ 2. 25-34 years old

☐ 3. 35-44 years old

☐ 4. 45-54 years old

☐ 5. 55 and older

3.　**HOW LONG HAVE YOU WORKED FOR TELKOM?**
(Including service at previous Department of Posts and Telecommunications)

☐ 1.　0-4 years

☐ 2.　5-9 years

☐ 3.　10-14 years

☐ 4.　15-20 years

☐ 5.　Longer than 20 years service

4.　**ARE YOU?**

☐ 1. Male

☐ 2. Female

5. **WHAT IS YOUR PATERSON GRADE?**

☐ 1. Manager and equivalent (Paterson grade D1-D3)

☐ 2. Senior manager and equivalent (Paterson grade D4-D5 and E1)

☐ 3. General Manager and equivalent (Paterson grade E2 and higher)

6.　RACE (This is used for research purposes only).

☐ 1. Black

☐ 2. Coloured

☐ 3. Indian

☐ 4. White

7.　**WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION**

☐ 1.　Four year degree/diploma or other qualification (or higher)

☐ 2.　Three year degree/diploma/certificate or other qualification

☐ 3.　One or two year(s) diploma/certificate

☐ 4.　Standard 10 or N3/T1

☐ 5.　Lower than standard 10

SECTION II FOLLOWS ON THE NEXT PAGES

SECTION II

TELKOM'S AFFIRMATIVE ACTION POLICY DOCUMENT

CAREFULLY READ THESE INSTRUCTIONS IN ORDER TO KNOW HOW TO COMPLETE SECTION II

Under each heading circle *one* of the options in *columns A and B* for each activity. There must be *two* circles next to each activity.

In the first *column (A)* on a scale of 1 to 7 your view is required whether or not the activity *is important for affirmative action to be successful in Telkom.*

In the second *column (B),* also on a scale of 1 to 7, we want to establish your view regarding *the extent to which the activity has - up to now - contributed to the successful implementation of affirmative action in your department/section/team.*

Work quickly and please respond to every question.

COLUMN A & B
1. *Strongly disagree*
2. *Disagree*
3. *Slightly disagree*
4. *Uncertain*
5. *Slightly agree*
6. *Agree*
7. *Strongly agree*

In this document we interchangeably refer to "affirmative action" or "AA" as an abbreviation thereof.

"Affirmative action (AA) appointees, candidates" refer to persons appointed in Telkom in terms of the Company's Affirmative Action Policy.

"Disadvantaged" refers to Blacks, Coloureds, Indians, Women and the Disabled.

SECTION II

Under each column A and B please **CIRCLE** only **ONE NUMBER** on the scale of 1 to 7 that indicates your views to the following activities. (Thus, each activity must have two circles: one in A and one in B):

COLUMNS **A AND B**: PLEASE COMPLETE THESE COLUMNS BY CONSIDERING TELKOM'S *AFFIRMATIVE ACTION POLICY DOCUMENT*

COLUMNS A & B: *1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Uncertain; 5 = Slightly agree; 6 = Agree 7 = Strongly agree*

ACTIVITIES		COLUMN A *Is this activity IMPORTANT to the successful IMPLEMENTATION of AA in TELKOM?*		COLUMN B *The activity CONTRIBUTES to the successful IMPLEMENTATION of AA in YOUR DEPARTMENT/ SECTION/TEAM?*	
Commitment to the development of AA appointees so that they can fulfil their potential	A1 p1.1	B1	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Identification of available affirmative action candidates through **recruitment channels**	A2 p1.1	B2	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Availability of **sufficient numbers** of disadvantaged employees who can be appointed to fill AA positions	A3 p1.1	B3	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Increased and **accelerated development** of AA candidates.	A4 p1.2	B4	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Accelerated supervisory and **management development** to support the advancement of AA candidates into management levels.	A5 p1.2	B5	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Open and honest feedback to affirmative action appointees on progress regarding their performance	A6 p1.3	B6	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Manager(s) acting as the coach (developer of people) of affirmative action appointee(s)	A7 p1.3	B7	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Using mentors for affirmative action appointees	A8 p1.3	B8	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Adjusting the promotion and advancement systems to favour AA candidates	A9 p2.1	B9	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Making Telkom more representative by integrating the **disadvantaged groups across functions and at all levels in the hierarchy**	A10 p2.1	B10	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Regular communication of AA policies and plans to identify and remove discrimination	A11 p2.1	B11	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree
Identifying and removing discrimination by providing additional **training and development** to the disadvantaged employees	A12 p2.1	B12	1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree		1 2 3 4 5 6 7 Strongly Disagree ... Strongly Agree

COLUMNS A & B: *1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Uncertain; 5 = Slightly agree; 6 = Agree; 7 = Strongly agree*

ACTIVITIES		COLUMN A *Is this activity IMPORTANT to the successful IMPLEMENTATION of AA in TELKOM?*	COLUMN B *The activity CONTRIBUTES to the successful IMPLEMENTATION of AA in YOUR DEPARTMENT/ SECTION/TEAM?*
Identifying and removing discrimination by **proactively recruiting and advancing** the disadvantaged	A13 p2.1	B13: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B13: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
Favouring disadvantaged persons for employment who are not as well qualified/competent/ experienced (but fulfil minimum requirements) as white males	A14 p2.2	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B14: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
Equal accessibility of all employees to social activities, for example, canteens, functions, etc.	A15 p2.2	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B15: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
Equal accessibility of all employees to physical facilities ... sports facilities, toilets, change rooms, etc.	A16 p2.2	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B16: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
The eradication of all conditions of service, policies and practices which discriminate against the disadvantaged	A17 p2.2	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B17: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
The eradication of all other "qualitative" aspects ... such as interpersonal relations, assessments, training and retraining, and promotion opportunities, which discriminate against the disadvantaged	A18 p2.2	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B18: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
Evaluation of managers as part of their performance in terms of the extent to which they implement AA	A19 p3.1	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B19: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
Rewarding managers (e.g. performance appraisals linked to annual salary increases) in terms of the extent to which they implement AA	A20 p3.1	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B20: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
Using succession plans for AA appointees	A21 p3.1	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B21: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
Attendance by all Telkom employees of diversity programmes, for example, programmes that try to create a greater sensitivity to cultural diversity.	A22 p3.1	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B22: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree
Affirmative action managers (managers appointed to monitor and assist in implementing AA) participating in the ongoing management team discussions and decisions	A23 p3.1	1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree	B23: 1 2 3 4 5 6 7 Strongly Disagree … Strongly Agree

COLUMNS A & B: 1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Uncertain; 5 = Slightly agree; 6 = Agree; 7 = Strongly agree

ACTIVITIES		COLUMN A *Is this activity IMPORTANT to the successful IMPLEMENTATION of AA in TELKOM?*		COLUMN B *The activity CONTRIBUTES to the successful IMPLEMENTATION of AA in YOUR DEPARTMENT/ SECTION/TEAM?*	
Applying an overall Human Resources Plan that incorporates AA targets (e.g. racial targets at various levels that need to be met by certain dates)	A24 p3.2	B24	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B24	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Determination of **racial** targets in employment, for example, targets for blacks, coloureds and Indians to fill vacant positions	A25 p3.2		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B25	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Determination of **gender** targets in employment, for example, targets for **women** to fill vacant positions.	A26 p3.2		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B26	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Determination of targets for the **disabled** in employment, for example, targets for **disabled** persons to fill vacant positions	A27 p3.2		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B27	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Earmarking vacancies to be filled by **race** groups other than Whites	A28 p3.3		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B28	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Earmarking vacancies to be filled by the **disabled**	A29 p3.3		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B29	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Earmarking vacancies to be filled by **women**	A30 p3.3		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B30	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Filling of vacancies, as a result of staff turnover, by disadvantaged persons only	A31 p3.3		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B31	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Creating positions/jobs for the disadvantaged groups	A32 p3.4		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B32	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Creating positions/jobs for AA candidates for **developmental purposes**	A33 p3.4		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B33	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Providing for rapid advancement of the disadvantaged groups by creating space *(more AA appointees than posts)* in **skilled** positions	A34 p3.4		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B34	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Providing for rapid advancement of the disadvantaged groups by creating space in **supervisory** positions.	A35 p3.4		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B35	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Providing for rapid advancement of the disadvantaged groups by creating space in **management** positions	A36 p3.4		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B36	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Telkom getting involved in special school projects.	A37 p4.1		1 2 3 4 5 6 7 Strongly Disagree Strongly Agree	B37	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree

ACTIVITIES		COLUMN A *Is this activity IMPORTANT to the successful IMPLEMENTATION of AA in TELKOM?*		COLUMN B *The activity CONTRIBUTES to the successful IMPLEMENTATION of AA in YOUR DEPARTMENT/ SECTION/TEAM?*	
Telkom getting involved in small business development	A38 p4.2	1 2 3 4 5 6 7 Strongly Strongly Disagree Agree	B38	1 2 3 4 5 6 7 Strongly Strongly Disagree Agree	
Telkom's involvement in the broader community, e.g. using community to distribute tele-phone directories, etc.	A39 p4.3	1 2 3 4 5 6 7 Strongly Strongly Disagree Agree	B39	1 2 3 4 5 6 7 Strongly Strongly Disagree Agree	

SECTION III FOLLOWS ON THE NEXT PAGES

SECTION III

VIEWS WITH REGARD TO AFFIRMATIVE ACTION

In this section, on a scale of 1 to 7 *your views with regard to affirmative action* are required to establish *which aspects of affirmative action need to be addressed.*

It is important that we obtain your *personal views* with regard to the statements and not what others think or what the Company propagates. This portion can only be valuable if we receive *your independent, personal and honest response.*

Work quickly and please respond to every question.

COLUMN A
1. *Strongly disagree*
2. *Disagree*
3. *Slightly Disagree*
4. *Uncertain*
5. *Slightly Agree*
6. *Agree*
7. *Strongly Agree*

In this document we interchangeably refer to "affirmative action" or "AA" as an abbreviation thereof.

"Affirmative action (AA) appointees, candidates" refer to persons appointed in Telkom in terms of the Company's Affirmative Action Policy

"Disadvantaged" refers to Blacks Coloureds, Indians, Women and the Disabled.

SECTION III

Under column A please **CIRCLE** only **ONE NUMBER** on the scale of 1 to 7 that indicates your agreement or otherwise with the following statements. (Thus, each statement must have one circle).

COLUMN A: *1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Uncertain; 5 = Slightly agree; 6 = Agree*
7 = Strongly agree

STATEMENTS		COLUMN A *Please complete this column from your personal perspective as an individual in Telkom. (Do you agree or disagree)*
Potential should play the major role (main criterium) in all promotion decisions and not **gender**	C1 p1.1	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Potential should play the major role (main criterium) in all promotion decisions and not **race**	C2 p1.1	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Opportunities are afforded to AA candidates to use their full **potential** in executing their duties	C3 p1.1	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
All AA candidates on the accelerated training and development programmes should have career plans to guide further individual development	C4 p1.2	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Accelerated development programmes exist, focusing on the development of individual competencies of disadvantaged employees	C5 p1.2	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Identified AA candidates should be given the opportunity to be selected for the accelerated development programmes	C6 p1.2	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Mentorship and coaching are important for the development of AA appointees	C7 p1.3	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Mentors responsible for on-the-job development, coaching and counselling of AA candidates	C8 p1.3	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Many white employees are in favour of coaching AA candidates regarding their career development	C9 p1.3	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
I feel proud that Telkom acts affirmatively to make the employees more representative of the demographics of society	C10 p2.1	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
There is tension between people of different races in Telkom	C11 p2.1	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Telkom strives to value the diversity of all employees in the workplace.	C12 p2.1	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree

COLUMN A: *1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Uncertain; 5 = Slightly agree; 6 = Agree;*
            7 = Strongly agree

STATEMENTS		COLUMN A *Please complete this column from your personal perspective as an individual in Telkom. (Do you agree or disagree)*						
All **gender** groups can perform equally well in supervisory and management positions, provided that they are given the right training and development.	C13 p2.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
All **racial** groups can perform equally well in supervisory and management positions, provided that they are given the right training and development.	C14 p2.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
From what I have seen, all employees irrespective of **race**, at the same level in Telkom, receive equal pay (including benefits).	C15 p2.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
From what I have seen, all employees irrespective of **gender**, at the same level in Telkom, receive equal pay (including benefits)	C16 p2.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
From what I have seen, all employees, irrespective of **race** in Telkom, may make use of the same facilities (eg accommodation, canteens)	C17 p2.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
From what I have seen, all employees, irrespective of **gender** in Telkom, may make use of the same facilities (eg accommodation, canteens)	C18 p2.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
Important information with regard to AA is communicated to me in **one of the languages** I understand	C19 p3.1	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
Top management emphasise their commitment to AA through speeches and literature continuously	C20 p3.1	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
It is a good policy that the disadvantaged groups have a better chance of being hired by Telkom than white males.	C21 p3.1	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
Affirmative action is being regarded as a strategic issue by top management	C22 p3.1	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
To meet AA targets and objectives the selection procedures used by Telkom ensure that the best person for the job is appointed irrespective of **race**	C23 p3.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
To meet AA targets and objectives the selection procedures used by Telkom ensure that the best person for the job is appointed, irrespective of **gender**	C24 p3.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree

COLUMN A: *1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Uncertain; 5 = Slightly agree; 6 = Agree; 7 = Strongly agree*

STATEMENTS		COLUMN A *Please complete this column from your personal perspective as an individual in Telkom. (Do you agree or disagree)*
I believe that AA targets and objectives which increase the number of disadvantaged persons, lead to a lowering of standards/ productivity	C25 p3.2	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
It is good that Telkom sets AA targets and objectives to accommodate the disadvantaged groups	C26 p3.2	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Telkom provides more bursaries to the disadvantaged employees than to white males to meet AA targets and objectives.	C27 p3.2	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Newly appointed AA employees are not receiving induction of the same standard as white employees in Telkom	C28 p3.3	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
It is good that vacancies are earmarked for the disadvantaged groups, even though they are not as experienced or qualified as white males.	C29 p3.3	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Because of **educational** and other backlogs, the disadvantaged groups should be provided with additional training and development opportunities over and above those provided for white males.	C30 p3.3	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Because of AA many white employees say that they are uncertain of their future	C31 p3.3	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Because of AA many white employees show that they have little motivation	C32 p3.3	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
Telkom has a responsibility to create space for the disadvantaged groups who did not have the same opportunities in the past, to speed up their development.	C33 p3.4	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
In order to adjust to the changing situation in South Africa, it is important to appoint more AA candidates at **managerial levels** in Telkom by means of the technique of space creation	C34 p3.4	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree
In order to adjust to the changing situation in South Africa, it is important to appoint more people of all race groups in **support services (e.g. human resources, finance), at managerial levels** in Telkom using the space creation technique	C35 p3.4	1 2 3 4 5 6 7 Strongly Disagree Strongly Agree

COLUMN A: *1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Uncertain; 5 = Slightly agree; 6 = Agree;*
7 = Strongly agree

STATEMENTS		COLUMN A *Please complete this column from your personal perspective as an individual in Telkom. (Do you agree or disagree)*						
Because of AA, white employees are negative towards their work situation	C36 p3.4	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
I believe for AA to be successful, Telkom needs to get involved in special school projects	C37 p4.1	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
I believe for AA to be successful, Telkom needs to get involved in small business ·development	C38 p4.2	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree
I believe Telkom supports disadvantaged communities, for example, in sport.	C39 p4.3	1 Strongly Disagree	2	3	4	5	6	7 Strongly Agree

THANK YOU FOR YOUR PARTICIPATION

DETAILED MEASUREMENTS OF EACH ITEM

OF THE DRAFT QUESTIONNAIRE

DETAILED MEASUREMENTS OF EACH ITEM OF THE DRAFT QUESTIONNAIRE

ITEM	SECTION II (A)				SECTION II (B)				SECTION III			
	1*	2*	3*	4*	1*	2*	3*	4*	1*	2*	3*	4*
1	7,000	6,000	0,654	0,400	6,000	4,333	0,798	0,006	5,500	3,800	0,229	0,542
2	5,400	5,000	0,437	0,385	3,857	4,000	-0,001	0,997	5,800	5,400	0,132	0,716
3	6,600	5,200	0,663	0,037	5,714	4,000	0,599	0,067	5,800	4,600	0,184	0,612
4	6,400	4,400	0,633	0,050	5,571	1,667	0,765	0,010	5,800	3,600	0,526	0,118
5	6,400	4,400	0,333	0,348	4,714	5,000	0,125	0,731	6,000	5,000	0,177	0,624
6	7,000	5,600	0,683	0,030	5,143	2,667	0,649	0,042	5,800	5,200	0,481	0,160
7	6,400	5,600	0,802	0,005	5,143	3,333	0,720	0,019	6,400	5,800	0,643	0,045
8	7,000	5,400	0,808	0,005	5,000	2,667	0,778	0,008	6,800	6,000	0,721	0,019
9	6,900	0,300	-0,392	0,262	5,714	5,000	0,467	0,174	6,800	5,000	0,671	0,034
10	6,800	7,000	-0,392	0,262	5,429	4,667	0,514	0,128	4,200	2,200	0,657	0,039
11	6,400	5,400	0,778	0,008	6,000	4,000	0,642	0,045	6,800	6,200	0,447	0,196
12	7,000	6,600	0,413	0,236	5,857	3,000	0,838	0,003	6,000	4,600	0,621	0,055
13	3,800	5,200	-0,265	0,459	4,000	3,333	0,536	0,110	3,400	2,600	0,252	0,482
14	5,800	5,400	-0,155	0,669	5,571	2,333	0,849	0,002	5,000	3,600	0,112	0,759
15	5,800	6,200	0,032	0,930	4,429	4,333	0,225	0,532	4,000	4,000	-0,077	0,833
16	7,000	6,000	0,773	0,009	5,000	2,667	0,705	0,023	3,800	3,800	0,238	0,508
17	7,000	6,600	0,190	0,599	6,000	3,333	0,827	0,003	4,800	4,400	0,213	0,554
18	6,600	5,200	0,734	0,016	5,571	4,000	0,610	0,061	2,400	3,600	-0,487	0,154
19	5,800	5,800	0,280	0,433	5,143	5,000	0,341	0,335	4,600	4,600	-0,810	0,823
20	7,000	6,000	0,486	0,154	5,571	5,333	0,280	0,433	3,800	3,600	0,109	0,765

ITEM	SECTION II (A)				SECTION II (B)				SECTION III			
	1*	2*	3*	4*	1*	2*	3*	4*	1*	2*	3*	4*
21	4,600	2,800	0,363	0,303	3,857	3,000	0,030	0,935	6,400	6,000	0,378	0,281
22	5,600	4,400	0,227	0,529	4,286	4,333	-0,075	0,838	5,400	6,000	-0,142	0,696
23	6,400	4,600	0,527	0,117	3,857	4,333	0,209	0,563	6,600	5,200	0,564	0,090
24	6,800	6,400	0,468	0,172	6,000	4,333	0,761	0,011	6,600	6,800	-0,383	0,274
25	7,000	5,000	0,658	0,039	6,571	3,333	0,793	0,006	6,800	5,800	0,604	0,064
26	7,000	5,600	0,681	0,030	7,000	3,333	0,959	0,000	7,000	6,000	0,567	0,087
27	7,000	6,200	0,696	0,025	6,571	5,000	0,699	0,025	4,600	4,800	-0,339	0,339
28	6,800	5,200	0,626	0,053	6,143	4,667	0,553	0,098	5,200	3,200	0,224	0,533
29	7,000	6,400	0,446	0,196	6,000	3,333	0,862	0,001	6,200	6,600	-0,162	0,656
30	6,800	4,600	0,805	0,005	5,429	3,333	0,716	0,020	4,800	3,400	0,357	0,311
31	5,800	4,600	0,410	0,239	4,429	1,000	0,645	0,044	3,800	3,600	-0,167	0,644
32	7,000	5,600	0,591	0,072	5,571	2,667	0,845	0,002	2,800	4,600	-0,406	0,244
33	6,800	5,600	0,678	0,031	5,386	2,333	0,532	0,114	6,000	5,200	-0,033	0,929
34	6,800	4,200	0,538	0,108	4,857	2,333	0,527	0,117	3,600	3,800	-0,393	0,261
35	6,800	6,000	0,589	0,073	5,286	3,667	0,327	0,356	4,200	4,600	-0,510	0,132
36	6,800	3,400	0,869	0,001	5,143	5,333	-0,006	0,987	3,800	3,800	0,317	0,373
37	6,400	3,600	0,897	0,006	4,857	2,667	0,661	0,037	2,800	4,000	-0,092	0,800
38	6,600	4,200	0,509	0,133	2,571	1,667	0,305	0,391	6,200	4,800	0,439	0,205
39	6,600	6,000	0,250	0,487	5,286	1,333	0,635	0,048	4,200	4,800	-0,236	0,511
40	7,000	5,800	0,788	0,007	5,286	2,333	0,749	0,013	5,400	5,800	-0,300	0,399

ITEM	SECTION II (A)				SECTION II (B)				SECTION III			
	1*	2*	3*	4*	1*	2*	3*	4*	1*	2*	3*	4*
41	6,000	2,800	0,763	0,010	3,429	1,000	0,586	0,075	4,600	4,600	-0,109	0,764
42	6,000	3,200	0,771	0,009	2,143	1,000	0,710	0,021	4,200	5,200	-0,519	0,125
43	6,000	3,000	0,770	0,009	3,000	2,333	0,314	0,376	5,600	5,200	0,293	0,412
44	6,400	3,800	0,859	0,001	4,143	2,333	0,450	0,192	1,800	1,600	0,243	0,501
45	6,400	5,600	0,258	0,472	3,714	3,333	0,365	0,300	4,200	2,800	-0,363	0,302
46	7,000	5,400	0,758	0,011	5,429	3,000	0,656	0,039	6,000	5,600	0,441	0,202
47	5,600	4,000	0,467	0,174	4,143	1,333	0,602	0,065	5,400	4,600	0,063	0,862
48	5,200	3,000	0,749	0,013	2,857	1,667	0,232	0,519	5,200	4,600	0,326	0,358
49	6,200	4,400	0,841	0,002	4,386	1,667	0,785	0,007	5,600	5,600	0,050	0,892
50	6,600	4,200	0,887	0,001	4,286	1,667	0,668	0,035	5,000	4,200	0,404	0,247
51	6,400	5,000	0,847	0,002	3,857	2,000	0,529	0,116	4,000	3,800	0,070	0,848
52	6,400	4,400	0,734	0,016	3,286	2,333	0,351	0,320	5,000	4,800	-0,125	0,434
53	6,400	5,600	0,681	0,030	3,429	3,333	0,372	0,290	6,000	4,200	0,887	0,001
54	5,600	4,800	0,342	0,501	3,000	2,000	0,339	0,338	-	-	-	-
55	5,400	4,400	0,283	0,428	2,571	2,000	0,287	0,422	-	-	-	-
56	6,000	4,800	0,477	0,163	3,571	2,333	0,246	0,493	-	-	-	-
57	5,400	4,800	0,144	0,692	-	-	-	-	-	-	-	-

*1. = Mean item score obtained by top halve
*2. = Mean item score obtained by bottom halve
*3. = Correlation (Cronbach alpha) between item and test total
*4. = Significance
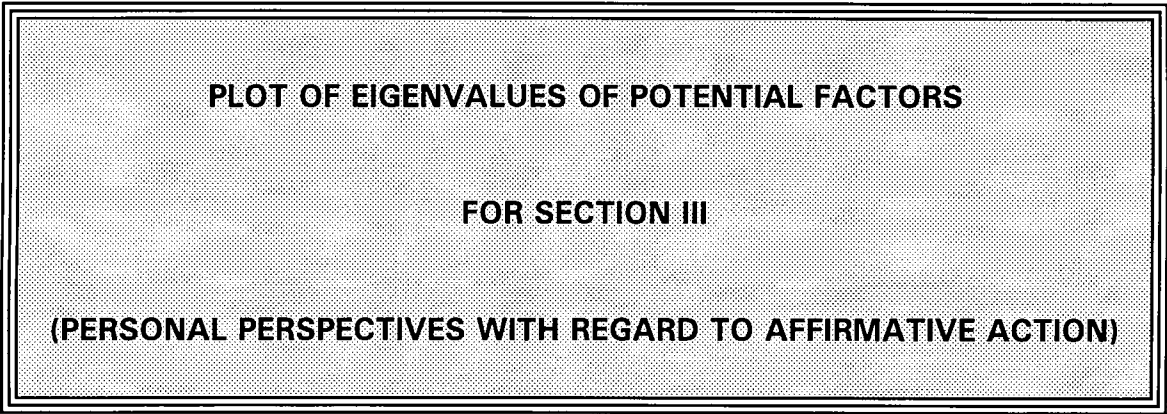
PLOT OF EIGENVALUES OF POTENTIAL FACTORS

FOR SECTION III

(PERSONAL PERSPECTIVES WITH REGARD TO AFFIRMATIVE ACTION)

PLOT OF EIGENVALUES OF POTENTIAL FACTORS FOR SECTION III
(PERSONAL PERSPECTIVES WITH REGARD TO AFFIRMATIVE ACTION)
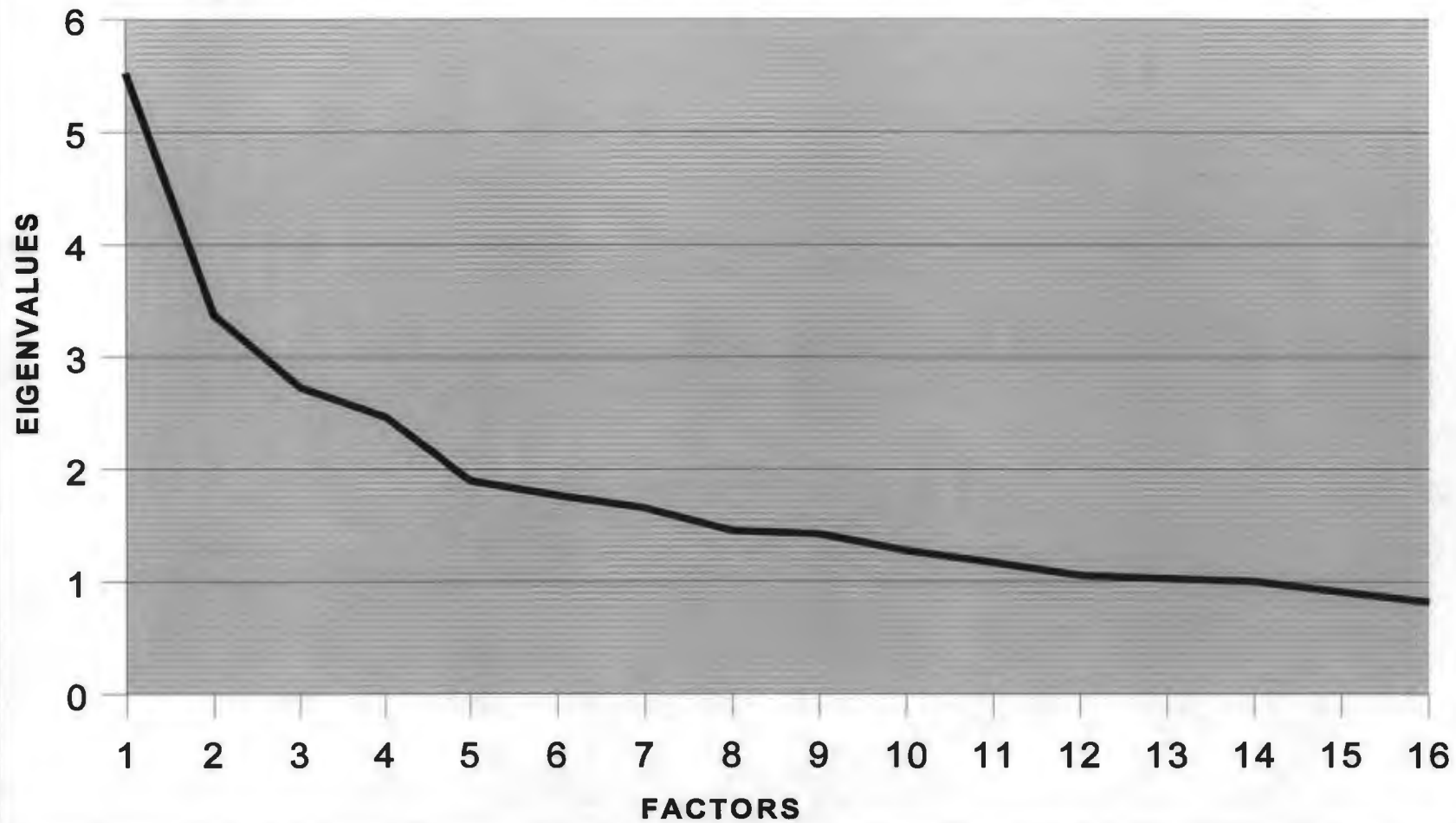
MEAN ITEM SCORES OF VARIOUS GROUPINGS:

BIOGRAPHICAL VARIABLES

ANNEXURE E: The means and standard deviations of the items of *column A (importance)* and *column B (contribution)* with regard to the *four pillars*

COLUMN A (IMPORTANCE)			COLUMN B (CONTRIBUTION)		
Item no	Mean	Standard deviation	Item no	Mean	Standard deviation
PILLAR 1: EQUALISING OPPORTUNITY					
01	6,1950	1,0257	01	5,3417	1,4818
02	5,5100	1,4665	02	4,6632	1,8226
03	5,2110	1,6623	03	4,2828	1,9252
04	5,1400	1,6746	04	4,5025	1,8144
05	5,0450	1,6933	05	4,3467	1,7767
06	6,5550	0,7208	06	5,5858	1,5479
07	5,4874	1,4663	07	4,7878	1,7263
08	5,5879	1,5443	08	4,7828	1,7004
PILLAR 2: ERADICATING DISCRIMINATION					
09	2,2850	1,7083	09	2,4494	1,6168
10	5,1407	1,7056	10	4,3869	1,7454
11	5,9300	1,1755	11	5,0202	1,6978
12	5,8100	1,2253	12	5,2160	1,5434
13	4,8850	1,6810	13	4,3015	1,7084
14	2,7200	1,7106	14	2,7424	1,6461
15	6,6550	0,6543	15	6,3417	1,0701
16	6,6231	0,7612	16	6,3451	1,1123
17	6,6300	0,7250	17	6,2110	1,2414
18	5,8693	1,5351	18	5,4292	1,6223
PILLAR 3: ACTIVELY INTEGRATING THE ENTERPRISE					
19	4,4070	2,0425	19	4,0151	1,9209
20	3,6683	2,0963	20	3,3756	1,8464
21	5,3857	1,4439	21	4,6428	1,6501
22	5,5226	1,4558	22	4,8787	1,6996
23	4,5577	1,8244	23	3,8888	1,8325
24	3,9396	1,9787	24	3,6060	1,8293
25	3,7300	1,9815	25	3,4371	1,7594
26	3,6000	1,9873	26	3,3919	1,7801
27	3,9450	1,9210	27	3,3417	1,7791
28	3,1350	2,0291	28	3,0301	1,8611
29	3,6650	2,0625	29	3,1557	1,7868
30	3,2663	2,0011	30	3,0707	1,7840
31	2,6984	1,8172	31	2,7272	1,6849
32	3,1161	1,9068	32	2,8974	1,7140
33	4,4422	1,7423	33	3,9696	1,8049
34	3,3147	1,7878	34	2,9898	1,6505
35	3,2900	1,7030	35	2,9447	1,5576
36	3,2500	1,7500	36	2,9045	1,5909
PILLAR 4: ACTING AFFIRMATIVELY IN THE COMMUNITY					
37	5,7135	1,3938	37	4,6938	1,7681
38	5,2842	1,6036	38	4,1989	1,8330
39	6,0150	1,2338	39	4,6969	1,8411

ANNEXURE F: A Comparison of *means of column A (importance) with that of column B (contribution)*

Item no	Column A (Importance)	Column B (Contribution)	*Difference in scores	t¹-value	t Prob
01	6,19	5,34	0,85	7,96	0,0001
02	5,51	4,66	0,84	7,08	0,0001
03	5,21	4,28	0,94	7,15	0,0001
04	5,14	4,50	0,66	6,16	0,0001
05	5,04	4,34	0,71	6,48	0,0001
06	6,55	5,58	0,97	8,96	0,0001
07	5,48	4,78	0,69	6,19	0,0001
08	5,58	4,78	0,82	7,30	0,0001
09	2,28	2,44	-0,16	-1,60	0,1098
10	5,14	4,38	0,74	6,67	0,0001
11	5,93	5,02	0,90	7,84	0,0001
12	5,81	5,21	0,59	6,16	0,0001
13	4,88	4,30	0,59	5,60	0,0001
14	2,72	2,74	-0,01	-0,10	0,9192
15	6,65	6,34	0,31	4,89	0,0001
16	6,62	6,34	0,27	4,51	0,0001
17	6,63	6,21	0,42	5,83	0,0001
18	5,86	5,42	0,43	6,67	0,0001
19	4,40	4,01	0,38	3,81	0,0002
20	3,66	3,37	0,29	2,97	0,0032
21	5,38	4,64	0,75	7,16	0,0001
22	5,52	4,87	0,65	6,11	0,0001
23	4,55	3,88	0,67	6,58	0,0001
24	3,93	3,60	0,34	3,44	0,0007
25	3,73	3,43	0,30	3,10	0,0022
26	3,60	3,39	0,21	2,43	0,0157
27	3,94	3,34	0,59	5,49	0,0001
28	3,13	3,03	0,11	1,16	0,2446
29	3,66	3,15	0,49	4,58	0,0001
30	3,26	3,07	0,20	2,12	0,0352
31	2,69	2,72	-0,02	-0,27	0,7803
32	3,11	2,89	0,18	1,88	0,0605
33	4,44	3,96	0,48	4,63	0,0001
34	3,31	2,98	0,32	3,62	0,0004
35	3,29	2,94	0,35	4,07	0,0001
36	3,25	2,90	0,35	3,88	0,0001
37	5,71	4,69	1,04	9,83	0,0001
38	5,28	4,19	1,05	9,72	0,0001
39	6,01	4,69	1,31	11,32	0,0001

*The means of columns A and B have only been indicated to the second decimal in view of space limitations. Because of rounding off, differences may occur with direct subtraction.

¹t-Test for dependent measures
N = 200

ANNEXURE G1: A comparison of the various *functional areas* with regard to their *mean item scores* for **section II, column A** (importance)

Item no.	Operational/ Tech/Prof (N = 84)	Marketing/ Client/Sales (N = 35)	HR/IR/OD Training (N = 34)	Finance/ Account (N = 21)	Others (N = 19)	F-[1] value	F Prob
A01	6,04	6,03	6,50	6,29	6,47	1,83	0,1433
A02	5,35	5,51	5,56	6,00	5,58	1,18	0,3156
A03	5,25	4,91	5,29	5,33	5,37	0,43	0,7261
A04	5,07	5,00	5,62	5,38	4,63	1,17	0,3217
A05	4,92	4,89	5,15	5,86	4,79	1,97	0,1189
A06	6,43	6,49	6,74	6,67	6,89	1,76	0,1559
A07	5,33	5,31	5,50	5,62	6,05	0,29	0,8290
A08	5,55	5,37	5,56	5,48	6,05	0,12	0,9471
A09	2,19	2,37	2,62	2,86	1,42	1,07	0,3597
A10	4,88	4,94	5,71	5,71	4,84	2,90	0,0363
A11	5,96	5,86	6,00	6,05	5,53	0,15	0,9279
A12	5,62	6,03	6,18	5,52	5,95	2,50	0,0609
A13	4,61	4,97	5,41	5,24	4,47	2,20	0,0891
A14	2,58	2,74	3,24	2,86	2,58	1,19	0,3146
A15	6,68	6,66	6,76	6,24	6,84	3,01	0,0313
A16	6,62	6,66	6,67	6,29	6,89	1,23	0,2969
A17	6,58	6,60	6,71	6,62	6,89	0,22	0,8802
A18	5,90	5,63	5,79	5,76	6,42	0,26	0,8504
A19	4,10	4,51	5,00	4,90	4,05	2,06	0,1070
A20	3,45	3,91	3,91	3,95	3,58	0,71	0,5444
A21	5,05	5,80	5,48	5,76	5,53	3,14	0,0268
A22	5,26	5,54	5,85	5,95	5,95	2,08	0,1043
A23	4,38	4,60	4,82	4,71	4,68	0,54	0,6549
A24	3,62	3,83	4,97	4,90	2,47	5,69	0,0009
A25	3,44	3,80	4,24	4,33	3,16	2,00	0,1152
A26	3,31	3,77	3,97	4,48	2,79	2,40	0,0694
A27	3,77	4,29	4,09	4,38	3,16	0,95	0,4167
A28	2,85	3,37	3,62	3,67	2,58	1,81	0,1461
A29	3,54	3,91	4,06	3,86	3,00	0,65	0,5805
A30	2,96	3,97	3,62	3,62	2,37	2,51	0,0603
A31	2,44	3,09	2,74	3,29	2,26	1,88	0,1338
A32	2,81	3,62	3,62	3,30	2,37	2,34	0,0748
A33	3,98	5,44	4,65	4,76	4,00	7,18	0,0001
A34	3,06	3,37	3,78	4,10	2,68	2,58	0,0546
A35	2,99	3,26	3,91	4,00	2,74	3,67	0,0133
A36	2,89	3,20	3,79	4,14	2,84	4,21	0,0066
A37	5,51	5,89	5,91	5,24	6,32	1,55	0,2034
A38	5,04	5,49	5,44	5,30	5,63	0,88	0,4498
A39	5,87	6,29	5,76	5,76	6,68	1,27	0,2832

[1]*One-way ANOVA F-test*
Valid cases (N) = 193

ANNEXURE G2: A comparison of the various *functional areas* with regard to their *mean item scores* for section II, column B (contribution)

Item no.	Operational/ Tech/Prof (N = 84)	Marketing/ Client/Sales (N = 35)	HR/IR/OD Training (N = 34)	Finance/ Account (N = 21)	Others (N = 19)	F-[1] value	F Prob
B01	5,17	5,40	5,65	5,24	5,37	0,86	0,4596
B02	4,20	4,74	4,97	5,71	4,68	4,76	0,0032
B03	4,00	4,23	4,56	5,38	3,89	3,13	0,0269
B04	4,29	4,65	4,88	4,95	4,00	1,33	0,2647
B05	4,04	4,60	4,35	5,10	4,11	2,49	0,0616
B06	5,33	5,71	6,00	5,29	5,95	1,77	0,1534
B07	4,55	4,91	5,09	4,57	5,11	0,92	0,4290
B08	4,65	4,71	5,15	4,71	4,95	0,68	0,5596
B09	2,46	2,20	2,12	3,57	2,11	4,31	0,0058
B10	4,14	4,37	4,68	5,19	3,89	2,37	0,0715
B11	4,86	5,09	5,41	5,00	4,95	0,87	0,4554
B12	4,93	5,40	5,65	5,00	5,63	2,08	0,1045
B13	3,83	4,43	5,00	4,33	4,63	4,14	0,0072
B14	2,71	2,60	2,76	3,48	2,61	1,42	0,2359
B15	6,40	6,43	6,18	6,14	6,42	0,61	0,6086
B16	6,35	6,43	6,21	6,19	6,47	0,30	0,8212
B17	6,16	6,40	6,18	6,05	6,32	0,41	0,7398
B18	5,43	5,29	5,36	5,38	5,79	0,06	0,9768
B19	3,65	4,17	4,39	4,48	4,11	1,93	0,1258
B20	3,19	3,60	3,44	3,71	3,47	0,65	0,5824
B21	4,40	5,11	4,67	4,48	4,95	1,61	0,1877
B22	4,59	4,89	5,18	5,14	5,42	1,24	0,2966
B23	3,51	4,06	4,24	4,14	4,26	1,80	0,1489
B24	3,12	3,57	4,58	4,43	2,89	7,13	0,0001
B25	3,11	3,51	3,68	4,05	3,42	2,11	0,1004
B26	3,12	3,54	3,76	3,76	3,00	1,56	0,1991
B27	3,14	3,40	3,62	3,57	3,11	0,75	0,5212
B28	2,67	3,40	3,24	3,81	2,63	2,86	0,0382
B29	3,00	3,26	3,47	3,33	3,05	0,65	0,5835
B30	2,77	3,69	3,35	3,52	2,37	2,79	0,0419
B31	2,48	2,97	2,65	3,38	2,63	1,98	0,1178
B32	2,66	3,12	2,91	3,15	2,95	0,86	0,4583
B33	3,54	5,03	4,03	4,43	3,32	6,79	0,0002
B34	2,66	3,23	3,38	4,00	2,16	4,58	0,0041
B35	2,53	3,03	3,44	3,95	2,47	6,43	0,0003
B36	2,42	3,29	3,21	3,95	2,53	6,99	0,0001
B37	4,50	5,06	4,91	4,65	4,53	0,99	0,3949
B38	3,83	4,89	4,59	4,00	3,89	3,52	0,0162
B39	4,47	5,49	4,53	4,62	4,32	2,88	0,0371

[1]*One-way ANOVA F-test*
Valid cases (N) = 193

ANNEXURE H1: A comparison of the various *age groups* with regard to their *mean item scores* for section II, column A (importance)

Item no.	25-34 Years of age (N = 57)	35-44 Years of age (N = 76)	45-54 Years of age (N = 49)	F^1 value	F Prob
A01	6,07	6,17	6,29	0,55	0,5767
A02	5,46	5,47	5,65	0,29	0,7469
A03	5,37	5,16	4,98	0,69	0,4982
A04	5,09	4,97	5,22	0,32	0,7248
A05	5,14	4,84	5,00	0,48	0,6156
A06	6,58	6,50	6,55	0,20	0,8144
A07	5,75	5,32	5,22	2,02	0,1356
A08	5,68	5,41	5,61	0,55	0,5726
A09	2,47	2,33	2,02	0,96	0,3834
A10	5,32	4,99	5,12	0,59	0,5552
A11	6,07	5,82	5,82	0,88	0,4155
A12	5,72	5,68	5,94	0,66	0,5141
A13	4,91	4,66	5,12	1,15	0,3166
A14	2,93	2,63	2,80	0,49	0,6120
A15	6,68	6,62	6,65	0,15	0,8550
A16	6,61	6,62	6,61	0,00	0,9966
A17	6,74	6,62	6,51	1,25	0,2880
A18	6,18	5,83	5,92	0,98	0,3749
A19	4,60	4,45	4,02	1,10	0,3350
A20	3,84	3,65	3,55	0,26	0,7679
A21	5,50	5,39	5,08	1,09	0,3377
A22	5,46	5,59	5,47	0,14	0,8609
A23	4,68	4,52	4,33	0,49	0,6112
A24	3,74	4,07	3,76	0,54	0,5784
A25	3,79	3,88	3,27	1,49	0,2266
A26	3,63	3,72	3,10	1,55	0,2133
A27	4,12	4,12	3,35	2,90	0,0571
A28	3,25	3,26	2,57	2,07	0,1285
A29	3,96	3,72	3,18	1,99	0,1384
A30	3,37	3,24	3,10	0,22	0,8001
A31	3,25	2,74	2,10	5,38	0,0053
A32	3,15	3,30	2,86	0,79	0,4517
A33	4,35	4,32	4,65	0,57	0,5663
A34	3,37	3,20	3,43	0,26	0,7686
A35	3,32	3,22	3,22	0,05	0,9460
A36	3,30	3,16	3,18	0,10	0,8971
A37	5,70	5,76	5,69	0,04	0,9567
A38	5,39	5,57	5,00	2,06	0,1302
A39	6,07	6,12	5,78	1,22	0,2949

[1]One-way ANOVA F-test
Valid cases (N) = 182

ANNEXURE H2: A comparison of the various *age groups* with regard to their *mean item scores* for section II, column B (contribution)

Item no.	25-34 Years of age (N = 57)	35-44 Years of age (N = 76)	45-54 Years of age (N = 49)	F value	F Prob
B01	4,95	5,37	5,61	2,99	0,0523
B02	4,37	4,73	5,04	1,84	0,1613
B03	4,56	4,07	4,38	1,11	0,3289
B04	4,30	4,28	4,78	1,25	0,2875
B05	4,25	4,20	4,41	0,21	0,8070
B06	5,23	5,71	5,78	2,08	0,1272
B07	4,53	4,68	4,98	0,93	0,3931
B08	4,28	4,73	5,20	3.95	0,0208
B09	2,63	2,43	2,24	0,72	0,4852
B10	4,18	4,29	4,67	1,14	0,3215
B11	4,86	4,80	5,37	1,88	0,1542
B12	4,84	5,21	5,47	2,21	0,1122
B13	3,95	4,21	4,61	2,09	0,1266
B14	3,02	2,51	3,02	2.08	0,1279
B15	6,32	6,24	6,45	0,53	0,5873
B16	6,33	6,31	6,35	0,01	0,9817
B17	6,21	6,08	6,33	0,56	0,5707
B18	5,61	5,36	5,67	0,73	0,4815
B19	3,88	4,04	4,04	0,13	0,8696
B20	3,30	3,35	3,59	0,37	0,6897
B21	4,39	4,80	4,63	0,94	0,3904
B22	4,49	5,07	5,06	2,24	0,1089
B23	3,81	3,88	3,94	0,06	0,9342
B24	3,33	3,72	3,61	0,71	0,4927
B25	3,28	3,57	3,33	0,51	0,5993
B26	3,46	3,43	3,18	0,36	0,6917
B27	3,30	3,37	3,35	0,02	0,9717
B28	3,07	3,01	2,86	0,18	0,8314
B29	3,19	3,20	3,00	0,22	0,8012
B30	3,00	3,19	2,98	0,26	0,7675
B31	3,05	2,73	2,39	2,03	0,1343
B32	2,94	3,03	2,63	0,80	0,4502
B33	3,88	3,76	4,40	1,97	0,1423
B34	2,96	2,86	3,24	0,78	0,4577
B35	2,77	2,93	3,06	0,46	0,6268
B36	2,79	2,87	2,96	0,14	0,8635
B37	4,41	4,89	4,84	1,38	0,2531
B38	4,09	4,42	4,20	0,57	0,5622
B39	4,60	4,80	4,55	0,32	0,7208

[1] *One-way ANOVA F-test*
Valid cases (N) = 182

ANNEXURE I1: A comparison by *years of service* with regard to their *mean item scores* for section II, column A (importance)

Item no.	0-4 Years (N = 45)	5-9 Years (N = 24)	10-14 Years (N = 34)	15-20 Years (N = 27)	Longer than 20 years (N = 70)	F^1 value	F Prob
A01	6,31	6,50	6,03	5,63	6,31	3,33	0,0114
A02	5,71	5,38	5,26	5,26	5,64	0,83	0,5022
A03	5,24	5,21	5,68	4,67	5,17	1,41	0,2303
A04	5,27	4,75	5,09	4,56	5,44	1,82	0,1261
A05	5,47	4,92	5,06	4,41	5,06	1,71	0,1482
A06	6,56	6,83	6,38	6,22	6,67	3,43	0,0096
A07	5,73	6,00	5,50	5,00	5,33	2,01	0,0940
A08	5,56	5,17	5,76	5,15	5,84	1,59	0,1783
A09	2,82	1,83	2,44	2,00	2,13	1,97	0,0997
A10	5,84	4,50	5,09	4,74	5,10	3,22	0,0136
A11	6,00	6,00	5,91	5,78	5,93	0,17	0,9518
A12	5,98	6,08	5,38	5,07	6,10	5,39	0,0003
A13	5,20	5,00	4,79	4,15	4,97	1,82	0,1263
A14	2,73	2,46	3,03	2,30	2,81	0,88	0,4742
A15	6,49	6,92	6,68	6,56	6,70	1,97	0,1005
A16	6,58	6,54	6,73	6,44	6,70	0,81	0,5199
A17	6,69	6,79	6,71	6,52	6,54	0,87	0,4794
A18	6,02	5,96	5,82	5,73	5,81	0,21	0,9319
A19	4,89	4,17	4,74	3,73	4,27	1,74	0,1418
A20	3,96	3,54	3,71	3,35	3,63	0,39	0,8150
A21	5,69	5,78	5,12	4,65	5,46	3,06	0,0176
A22	5,60	5,17	5,50	5,31	5,69	0,75	0,5591
A23	4,76	4,71	4,32	4,62	4,47	0,35	0,8409
A24	4,42	3,50	3,79	3,54	4,00	1,30	0,2704
A25	4,02	2,96	3,97	3,52	3,77	1,37	0,2441
A26	3,89	3,38	3,62	3,44	3,54	0,36	0,8323
A27	4,24	3,38	4,35	3,52	3,91	1,53	0,1925
A28	3,40	2,63	3,62	3,07	2,93	1,24	0,2931
A29	3,93	3,17	4,29	3,56	3,40	1,66	0,1606
A30	3,56	2,63	3,62	3,37	3,09	1,27	0,2803
A31	3,48	2,54	3,26	2,70	1,99	6,16	0,0001
A32	3,51	2,88	3,56	3,30	2,67	2,07	0,0859
A33	5,00	4,04	4,44	4,15	4,33	1,75	0,1393
A34	4,02	3,48	3,26	2,81	3,03	2,85	0,0250
A35	4,00	3,42	3,29	2,74	3,00	3,34	0,0111
A36	3,98	3,17	3,18	3,00	2,94	2,74	0,0297
A37	5,67	5,71	5,70	5,93	5,67	0,18	0,9467
A38	5,30	5,29	5,47	5,54	5,09	0,53	0,7103
A39	6,20	6,04	6,03	5,96	5,90	0,41	0,7970

[1] *One-way ANOVA F-test*
Valid cases (N) = 200

ANNEXURE I2: A comparison by *years of service* with regard to their *mean item scores* for section II, column B (contribution)

Item no.	0-4 Years (N = 45)	5-9 Years (N = 24)	10-14 Years (N = 34)	15-20 Years (N = 27)	Longer than 20 years (N = 70)	F^1 value	F Prob
B01	5,60	4,79	4,91	5,08	5,67	3,08	0,0172
B02	5,00	4,54	4,15	4,58	4,78	1,17	0,3246
B03	4,73	4,00	4,44	3,73	4,22	1,36	0,2466
B04	4,91	4,00	4,18	3,96	4,77	2,29	0,0607
B05	5,02	4,08	4,03	3,85	4,34	2,62	0,0357
B06	5,40	5,29	5,55	5,58	5,83	0,81	0,5189
B07	4,64	5,00	4,74	4,52	4,93	0,43	0,7811
B08	4,53	4,46	4,38	4,58	5,33	2,94	0,0214
B09	2,78	2,25	2,85	2,04	2,27	1,71	0,1483
B10	4,87	3,88	4,03	4,00	4,57	2,29	0,0606
B11	5,02	5,00	4,74	4,85	5,23	0,56	0,6868
B12	5,24	5,13	4,85	4,77	5,57	2,00	0,0949
B13	4,42	4,29	4,26	3,31	4,61	2,95	0,0210
B14	2,78	2,71	2,97	2,23	2,81	0,82	0,5097
B15	6,20	6,42	6,50	5,92	6,49	1,75	0,1405
B16	6,27	6,21	6,59	5,85	6,51	2,31	0,0584
B17	6,20	6,33	6,21	5,85	6,31	0,73	0,5671
B18	5,44	5,42	5,47	5,28	5,46	0,06	0,9924
B19	4,38	4,04	3,91	3,24	4,10	1,49	0,2057
B20	3,69	3,13	3,21	2,92	3,50	0,95	0,4327
B21	4,69	4,87	4,44	4,28	4,77	0,64	0,6338
B22	4,89	4,29	4,62	5,00	5,16	1,43	0,2253
B23	4,20	3,75	3,50	4,08	3,86	0,81	0,5191
B24	4,00	3,33	3,53	2,84	3,76	1,92	0,1085
B25	3,67	2,79	3,62	2,85	3,64	2,10	0,0814
B26	3,67	2,83	3,50	3,19	3,43	0,97	0,4202
B27	3,42	2,50	3,88	2,96	3,46	2,60	0,0372
B28	3,47	2,50	3,21	2,62	3,00	1,52	0,1964
B29	3,29	2,83	3,62	2,85	3,07	1,06	0,3769
B30	3,42	2,42	3,44	3,04	2,90	1,80	0,1301
B31	3,39	2,79	3,03	2,54	2,21	3,88	0,0046
B32	3,14	2,75	3,64	2,85	2,47	2,99	0,0198
B33	4,60	3,50	4,15	3,46	3,83	2,56	0,0397
B34	3,77	3,09	2,88	2,54	2,69	3,81	0,0052
B35	3,64	2,96	2,85	2,54	2,69	3,38	0,0106
B36	3,73	2,79	2,74	2,65	2,59	4,31	0,0022
B37	4,79	2,29	4,48	4,96	4,77	0,63	0,6375
B38	4,19	2,96	4,32	4,20	4,23	0,14	0,9649
B39	5,05	4,88	4,32	4,50	4,67	0,87	0,4797

[1] One-way ANOVA F-test
Valid cases (N) = 200

ANNEXURE J1: A comparison by *gender* with regard to their *mean item scores* for **section II, column A** (importance)

Item no.	Male (N = 161)	Female (N = 24)	F-[1] value	F Prob
A01	6,16	6,46	1,85	0,1751
A02	5,45	5,58	0,15	0,6905
A03	5.13	5,58	1,56	0,2123
A04	5.11	5,29	0,23	0,6273
A05	5.01	5,25	0,43	0,5124
A06	6.53	6,50	0,04	0,8330
A07	5,49	5,58	0,07	0,7789
A08	5,53	6,00	1,99	0,1592
A09	2,24	2,88	3,01	0,0842
A10	5,03	5,67	2,99	0,0852
A11	5,93	6,04	0,21	0,6434
A12	5,86	5,67	0,53	0,4653
A13	4,83	5,04	0,35	0,5527
A14	2,70	3,13	1,28	0,2592
A15	6,65	6,67	0,01	0,9202
A16	6,61	6,70	0,22	0,6371
A17	6,62	6,63	0,00	0,9808
A18	5,90	5,79	0,10	0,7426
A19	4,33	4,71	0,76	0,3837
A20	3,61	3,71	0,04	0,8234
A21	5,31	5,88	3,47	0,0639
A22	5,49	5,50	0,00	0,9843
A23	4,48	4,96	1,47	0,2256
A24	3,90	4,38	1,24	0,2665
A25	3,63	4,38	3,08	0,0808
A26	3,43	4,58	7.42	0,0070
A27	3,82	4,71	4,66	0,0320
A28	3,04	3,92	4,00	0,0467
A29	3,63	4,00	0,68	0,4103
A30	3,19	3,83	2,16	0,1425
A31	2,61	3,38	3,78	0,0532
A32	2,97	3,92	5,36	0,0216
A33	4,40	4,71	0,65	0,4210
A34	3,32	3,50	0,22	0,6342
A35	3,25	3,54	0,66	0,4157
A36	3,21	3,54	0,77	0,3789
A37	5,66	5,88	0,48	0,4887
A38	5,13	5,79	3,55	0,0610
A39	6,02	5,88	0,27	0,6036

[1] *One-way ANOVA F-test*
Valid cases (N) = 185

ANNEXURE J2: A comparison by *gender* with regard to their *mean item scores* for section II, column B (contribution)

Item no.	Male (N = 161)	Female (N = 24)	F^{-1} value	F Prob
B01	5,36	5,21	0,20	0,6541
B02	4,59	5,13	1,80	0,1803
B03	4,26	4.38	0,06	0,7931
B04	4,51	4,65	0,12	0,7235
B05	4,33	4,58	0,44	0,5045
B06	5,62	5,38	0,50	0,4472
B07	4,84	4,67	0,20	0,6475
B08	4,82	4,79	0,00	0,9301
B09	2,38	3,54	11,10	0,0010
B10	4,28	5,17	5,80	0,0164
B11	5,05	4,87	0,20	0,6270
B12	5,26	5,08	0,20	0,6003
B13	4,27	4,58	0,70	0,3941
B14	2,71	3,38	3,30	0,0680
B15	6,37	6,38	0,00	0,9773
B16	6,38	6,41	0,00	0,8861
B17	6,24	6,08	0,30	0,5476
B18	5,51	5,25	0,50	0,4453
B19	3,99	4,25	0,40	0,5213
B20	3,42	3,17	0,40	0,5267
B21	4,63	4,75	0,10	0,7306
B22	4,90	4,83	0,00	0,8570
B23	3,84	4,25	1,10	0,2938
B24	3,58	4,21	2,50	0,1113
B25	3,38	4,08	3,40	0,0650
B26	3,34	3,92	2,20	0,1330
B27	3,19	4,25	7,80	0,0056
B28	2,92	3,88	5,60	0,0186
B29	3,03	3,75	3,40	0,0650
B30	2,98	3,71	3,50	0,0610
B31	2,65	3,42	4,20	0,0397
B32	2,87	3,48	2,50	0,1091
B33	4,02	3,75	0,40	0,5007
B34	3,03	2,83	0,30	0,5785
B35	2,93	3,04	0,10	0,7242
B36	2,88	3,00	0,10	0,7277
B37	4,68	4,46	0,30	0,5620
B38	4,15	4,13	0,00	0,9441
B39	4,70	4,46	0,30	0,5527

[1] *One-way ANOVA F-test*
Valid cases (N) = 185

ANNEXURE K1: A comparison by *job grade* with regard to their *mean item scores* for **section II, column A** (importance)

Item no.	Manager D1-D3 (N = 165)	Senior Manager D4/5-E1 (N = 29)	F^{1} value	F Prob
A01	6,19	6,17	0,00	0,9408
A02	5,56	5,14	2,05	0,1535
A03	5,26	5,31	0,02	0,8694
A04	5,16	5,14	0,00	0,9539
A05	5,03	5,10	0,04	0,8325
A06	6,56	6,59	0,04	0,8406
A07	5,49	5,38	0,13	0,7168
A08	5,68	5,17	2,70	0,1014
A09	2,30	2,21	0,07	0,7819
A10	5,16	5,10	0,02	0,8728
A11	5,93	5,90	0,01	0,8973
A12	5,87	5,34	4,60	0,0332
A13	4,89	4,69	0,34	0,5563
A14	2,70	2,79	0,06	0,7952
A15	6,65	6,62	0,06	0,7997
A16	6,61	6,66	0,08	0,7703
A17	6,62	6,62	0,00	0,9865
A18	5,95	5,66	0,90	0,3414
A19	4,43	4,52	0,04	0,8276
A20	3,62	3,83	0,24	0,6178
A21	5,41	5,24	0,31	0,5732
A22	5,58	5,52	0,04	0,8294
A23	4,67	4,28	1,19	0,2756
A24	3,91	4,17	0,41	0,5189
A25	3,74	3,79	0,01	0,8933
A26	3,67	3,41	0,39	0,5301
A27	4,02	3,72	0,60	0,4385
A28	3,13	3,07	0,02	0,8764
A29	3,68	3,59	0,05	0,8144
A30	3,30	3,03	0,41	0,5184
A31	2,74	2,72	0,00	0,9705
A32	3,06	3,41	0,83	0,3608
A33	4,38	4,69	0,78	0,3777
A34	3,18	3,93	4,26	0,0401
A35	3,21	3,62	1,49	0,2234
A36	3,14	3,76	3,14	0,0776
A37	5,68	5,79	0,15	0,6987
A38	5,22	5,46	0,54	0,4630
A39	6,03	5,86	0,44	0,5034

[1]*One-way ANOVA F-test*
Valid cases (N) = 194

ANNEXURE K2: A comparison by *job grade* with regard to their *mean item scores* for section II, column B (contribution)

Item no.	Manager D1-D3 (N = 165)	Senior Manager D4/5-E1 (N = 29)	F-[1] value	F Prob
B01	5,26	5,62	1,43	0,2318
B02	4,63	4,76	0,12	0,7240
B03	4,33	4,34	0,00	0,9720
B04	4,50	4,48	0,00	0,9628
B05	4,30	4,48	0,25	0,6115
B06	5,53	5,83	0,88	0,3492
B07	4,75	4,72	0,00	0,9446
B08	4,80	4,55	0,53	0,4637
B09	2,45	2,52	0,03	0,8476
B10	4,34	4,69	0,99	0,3204
B11	4,91	5,52	3,12	0,0785
B12	5,24	5,00	0,57	0,4496
B13	4,27	4,34	0,04	0,8262
B14	2,72	3,00	0,69	0,4071
B15	6,32	6,38	0,08	0,7759
B16	6,33	6,34	0,00	0,9381
B17	6,18	6,24	0,06	0,7988
B18	5,49	5,28	0,44	0,5076
B19	3,99	4,31	0,65	0,4180
B20	3,28	3,79	1,79	0,1818
B21	4,60	4,76	0,23	0,6297
B22	4,86	5,24	1,28	0,2586
B23	3,96	3,76	0,29	0,5905
B24	3,60	3,72	0,12	0,7261
B25	3,46	3,52	0,02	0,8664
B26	3,47	3,10	1,03	0,3095
B27	3,41	3,14	0,56	0,4528
B28	3,05	2,79	0,47	0,4896
B29	3,16	3,10	0,02	0,8664
B30	3,13	2,66	1,76	0,1855
B31	2,81	2,52	0,73	0,3921
B32	2,86	3,21	0,98	0,3217
B33	3,92	4,03	0,09	0,7545
B34	2,90	3,36	1,90	0,1686
B35	2,87	3,21	1,16	0,2827
B36	2,83	3,21	1,41	0,2365
B37	4,70	4,59	0,09	0,7568
B38	4,13	4,45	0,73	0,3913
B39	4,71	4,62	0,06	0,8038

[1]*One-way ANOVA F-test*
Valid cases (N) = 194

ANNEXURE L1: A comparison of *blacks and whites* with regard to their *mean item scores* for **section II, column A** (importance)

Item no.	Blacks (N = 15)	Whites (N = 168)	F^1 value	F Prob
A01	6,47	6,12	1,52	0,2182
A02	5,93	5,43	1,62	0,2043
A03	6,07	5,13	4,66	0,0320
A04	6,07	4,97	5,85	0,0165
A05	5,93	4,86	5,52	0,0198
A06	6,73	6,55	0,85	0,3570
A07	5,67	5,40	0,43	0,5125
A08	5,53	5,59	0,02	0,8863
A09	4,27	2,03	29,42	0,0000
A10	6,27	4,98	8,61	0,0037
A11	6,47	5,86	3,55	0,0610
A12	6,13	5,79	1,12	0,2910
A13	5,93	4,76	7,16	0,0081
A14	3,13	2,60	1,35	0,2455
A15	6,13	6,67	9,20	0,0027
A16	6,20	6,63	4,37	0,0379
A17	6,73	6,61	0,38	0,5339
A18	6,07	5,89	0,18	0,6676
A19	6,13	4,19	13,56	0,0003
A20	4,67	3,51	4,48	0,0356
A21	6,27	5,26	6,85	0,0096
A22	5,53	5,48	0,01	0,8941
A23	5,87	4,38	9.81	0,0020
A24	5,33	3,71	9,90	0,0019
A25	5,27	3,55	11,17	0,0010
A26	5,07	3,41	10,20	0,0016
A27	5,00	3,80	5,65	0,0184
A28	3,93	2,90	3,88	0,0503
A29	4,20	3,48	1,73	0,1900
A30	3,93	3,05	2,90	0,0900
A31	4,40	2,46	18,29	0,0000
A32	4,43	2,95	8,11	0,0049
A33	4,67	4,38	0,37	0,5392
A34	4,21	3,20	4,29	0,0396
A35	4,60	3,12	11,31	0,0009
A36	4,80	3,05	15,61	0,0001
A37	5,67	5,75	0,05	0,8230
A38	5,50	5,25	0,32	0,5675
A39	6,20	6,03	0,28	0,5924

[1]*One-way ANOVA F-test*
Valid cases (N) = 183

ANNEXURE L2: A comparison of *blacks and whites* with regard to their *mean item scores* for **section II, column B** (contribution)

Item no.	Blacks (N = 15)	Whites (N = 168)	F[1] value	F Prob
B01	5,67	5,35	0,68	0,4091
B02	4,67	4,63	0,00	0,9374
B03	5,33	4,20	4,78	0,0299
B04	5,50	4,39	5,01	0,0263
B05	4,93	4,24	2,09	0,1495
B06	5,20	5,63	1,04	0,3089
B07	3,87	4,86	4,78	0,0300
B08	4,20	4,86	2,07	0,1519
B09	3,47	2,36	6,48	0,0117
B10	4,40	4,42	0,00	0,9668
B11	4,60	5,09	1,16	0,2823
B12	4,87	5,29	1,11	0,2922
B13	4,07	4,34	0,36	0,5443
B14	3,13	2,73	0,78	0,3778
B15	6,00	6,41	2,54	0,1127
B16	5,93	6,40	2,68	0,1028
B17	5,80	6,32	2,91	0,0895
B18	4,93	5,54	2,01	0,1576
B19	4,20	3,99	0,16	0,6854
B20	3,73	3,33	0,67	0,4108
B21	4,40	4,65	0,33	0,5632
B22	4,73	4,91	0,14	0,7017
B23	4,40	3,80	1,46	0,2270
B24	4,07	3,51	1,29	0,2567
B25	4,07	3,37	2,24	0,1360
B26	4,13	3,27	3,33	0,0695
B27	3,67	3,30	0,57	0,4481
B28	3,80	2,90	3,32	0,0698
B29	3,33	3,07	0,30	0,5838
B30	3,67	2,93	2,41	0,1218
B31	4,07	2,57	11,18	0,0010
B32	3,25	2,93	0,38	0,5365
B33	4,00	3,96	0,00	0,9313
B34	3,93	2,92	5,01	0,0264
B35	3,53	2,89	2,42	0,1215
B36	3,80	2,80	5,74	0,0175
B37	5,07	4,67	0,64	0,4214
B38	4,21	4,20	0,00	0,9759
B39	4,93	4,73	0,16	0,6875

[1]One-way ANOVA F-test
Valid cases (N) = 183

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ANNEXURE M1: A comparison by *level of education* with regard to their *mean item scores* for **section II, column A** (importance)

Item no.	4 Year degree equal or higher (N = 121)	3 Year degree or equal (N = 51)	1-2 Year diploma/ certificate (N = 12)	N3/T1 Std 10 (N = 14)	F[1] value	F Prob
A01	6,15	6,35	6,17	6,07	0,54	0,6511
A02	5,39	5,71	5,83	5,57	0,77	0,5101
A03	5,19	5,49	4,50	4,92	1,34	0,2618
A04	5,05	5,45	4,67	5,29	1,07	0,3613
A05	5,04	5,27	4,83	4,64	0,63	0,5945
A06	6,51	6,71	6,42	6,43	1,16	0,3224
A07	5,45	5,61	5,55	5,36	0,17	0,9123
A08	5,55	5,74	5,58	5,36	0,28	0,8381
A09	2,19	2,53	2,00	2,64	0,77	0,5071
A10	5,04	5,41	4,67	5,36	0,93	0,4229
A11	5,98	5,88	6,00	5,86	0,13	0,9391
A12	5,75	5,90	6,08	5,79	0,38	0,7639
A13	4,89	5,10	4,50	4,36	0,93	0,4239
A14	2,69	2,82	2,75	2,71	0,06	0,9768
A15	6,64	6,71	6,67	6,57	0,18	0,9052
A16	6,58	6,73	6,67	6,62	0,45	0,7155
A17	6,67	6,59	6,67	6,50	0,33	0,8014
A18	5,80	6,02	6,17	5,71	0,43	0,7260
A19	4,33	4,75	4,25	4,36	0,54	0,6507
A20	3,64	3,78	3,33	4,07	0,32	0,8087
A21	5,25	5,71	5,75	5,29	1,49	0,2171
A22	5,30	5,96	5,75	5,57	2,61	0,0522
A23	4,43	4,90	4,42	4,50	0,81	0,4871
A24	3,78	4,41	3,58	4,14	1,43	0,2350
A25	3,57	4,10	4,00	3,79	0,92	0,4319
A26	3,39	4,02	4,17	3,64	1,54	0,2031
A27	3,73	4,25	4,50	4,07	1,30	0,2725
A28	2,94	3,51	3,58	3,29	1,16	0,3260
A29	3,55	3,80	4,00	3,64	0,30	0,8184
A30	3,01	3,67	3,92	3,64	1,95	0,1227
A31	2,64	2,88	2,75	2,64	0,21	0,8865
A32	2,92	3,25	3,92	3,69	1,64	0,1801
A33	4,20	4,88	4,92	4,36	2,17	0,0918
A34	3,26	3,57	2,83	3,46	0,69	0,5588
A35	3,30	3,49	2,83	3,07	0,59	0,6208
A36	3,24	3,55	3,00	2,64	1,13	0,3348
A37	5,77	5,64	5,08	5,86	0,96	0,4084
38	5,47	5,18	4,50	4,93	1,82	0,1447
A39	5,97	6,12	6,00	6,00	0,17	0,9128

[1]*One-way ANOVA F-test*
Valid cases (N) = 198

ANNEXURE M2: A comparison by *level of education* with regard to their *mean item scores* for **section II, column B** (contribution)

Item no.	4 Year degree equal or higher (N = 121)	3 Year degree or equal (N = 51)	1-2 Year diploma/ certificate (N = 12)	N3/T1 Std 10 (N = 14)	F^{-1} value	F Prob
B01	5,23	5,55	5,58	5,43	0,69	0,5554
B02	4,37	5,20	5,09	5,00	2,90	0,0362
B03	4,18	4,65	3,75	4,38	1,04	0,3749
B04	4.35	4,82	4,55	4,79	0,92	0,4321
B05	4,23	4,55	4,67	4,43	0,54	0,6518
B06	5,40	5,75	6,08	6,00	1,47	0,2216
B07	4,63	5,10	5,27	4,86	1,16	0,3236
B08	4,60	5,08	5,42	4,93	1,56	0,1990
B09	2,43	2,71	1,83	2,38	1,01	0,3864
B10	4,23	4,73	4,08	4,93	1,55	0,2016
B11	4,87	5,31	5,58	5,21	1,32	0,2667
B12	5,10	5,39	5,42	5,57	0,75	0,5221
B13	4,16	4,76	4,33	3,93	1,76	0,1560
B14	2,72	2,90	2,75	2,50	0,25	0,8560
B15	6,30	6,47	6,25	6,50	0,42	0,7339
B16	6,26	6,53	6,42	6,46	0,75	0,5226
B17	6,18	6,27	6,58	6,21	0,42	0,7345
B18	5,33	5,65	5,83	5,43	0,70	0,5526
B19	3,82	4,51	4,50	3,86	1,87	0,1357
B20	3,28	3,57	3,58	3,57	0,38	0,7640
B21	4,46	4,92	5,33	4,93	1,83	0,1415
B22	4,66	5,29	4,83	5,50	2,38	0,0708
B23	3,67	4,27	4,08	4,21	1,49	0,2167
B24	3,35	4,12	3,67	4,00	2,35	0,0731
B25	3,15	4,08	4,25	3,07	4,61	0,0038
B26	3,14	3,88	4,17	3,29	2,93	0,0346
B27	3,15	3,55	4,00	3,50	1,27	0,2839
B28	2,80	3,47	3,67	2,93	2,06	0,1068
B29	3,08	3,22	3,33	3,29	0,14	0,9328
B30	2,87	3,33	3,75	3,43	1,66	0,1749
B31	2,65	2,94	2,67	2,86	0,38	0,7617
B32	2,80	2,84	3,42	3,69	1,45	0,2278
B33	3,78	4,20	4,58	4,21	1,25	0,2916
B34	2,95	3,14	2,75	3,21	0,32	0,8102
B35	2,94	3,10	2,75	2,79	0,26	0,8490
B36	2,83	3,24	3,08	2,43	1,30	0,2750
B37	4,75	4,54	4,08	5,21	1,05	0,3684
B38	4,34	4,02	3,92	3,86	0,65	0,5780
B39	4,82	4,57	4,25	4,57	0,50	0,6800

[1]*One-way ANOVA F-test*
Valid cases (N) = 198