THE EXPERIENCES OF AFFIRMATIVE ACTION OF A PRIVATE HOSPITAL'S STAFF MEMBERS

Wiehahn Taute

Mini-dissertation submitted in partial fulfilment of the requirements for the degree Magister Artium in Industrial Psychology at the Potchefstroomse Universiteit vir Christelike Hoër Onderwys

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✔ Myself, for believing in me...
ABSTRACT

TITLE
The experience of affirmative action of a private hospital’s staff members.

KEY TERMS
Affirmative
Affirmative Action
Discrimination
Employee
Employer
Employment equity
Experience
Prejudice

Wolfaardt (1995) states that organizations in South Africa are experiencing immense pressure to implement affirmative action due to political, socio-economic and social factors. Many of these organizations however, are still persisting with the status quo. Affirmative action has been incorporated into the philosophies and values of organizations, yet little progress has been made to this effect.

The Anncron Clinic is one of more than 80 private hospitals and clinics of Afrox Healthcare Ltd, which aims to make employees in the hospital more representative of the community within which it is functioning. Affirmative action and equal job opportunity programs are implemented at the Anncron Clinic, but the outcome of the implementation of these programs is perceived to have a negative effect on productivity and mutual personnel relationships. The aim of this study was to determine the experiences of affirmative action of a private hospital’s staff members.
The researcher made use of an exploratory research design which aided him through the various stages of the research. This research helped the researcher in determining and understanding the experiences of affirmative action of the Anncron Clinic’s staff members. A sample was drawn by selecting a group of six individuals from the services department.

The total number of respondents was 15, which make up 8.6% of the Anncron Clinic’s 174 employees. Various themes have been identified which influence employees of the Anncron Clinic’s experience of affirmative action. These themes include pressure, suspicion, motivation, frustration, the behaviour of doctors, and management. Recommendations are presented regarding the acceptance of affirmative action in the Anncron Clinic.
OPSOMMING

TITEL
The experience of affirmative action of a private hospital’s staff members.

TREFWOORDE
Regstellend
Regstellende aksie
Diskriminasie
Werknemer
Werkgewer
Billike indiensneming
Ervaring
Vooroordeel

Wolfaard (1995) is van mening dat vele organisasies in Suid-Afrika geweldige druk ervaar om regstellende aksie te implementeer as gevolg van politieke, sosio-ekonomiese en sosiale faktore. Baie van hierdie organisasies is egter steeds besig om die status quo te handhaaf. Regstellende aksie word wel deur organisasies geïnkorporeer in hul filosofie en waardes, maar steeds word min vordering verkry.

Die Anncron Kliniek is een van 80 privaat hospitale en klinieke van Afrox Healthcare Ltd; wat poog om werknemers in die hospital meer verteenwoordigend te maak van die gemeenskap waarbinne die kliniek funksioneer. Regstellende aksie en gelyke indiensnemingprogramme word in die Anncron Kliniek geïmplementeer. Die uitkomste van hierdie programme word beskou as negatief vir produktiwiteiten wedersydse personeelverhoudings. Die doel van hierdienstudie was om die personeel van die Anncron Kliniek se ervaring van regstellende aksie vas te stel.
Die navorser het gebruik gemaak van 'n ondersoekende navorsingsontwerp wat hom gelei het het deur die verskeie stadiums van die navorsing. Hierdie ontwerp het die navorser gehelp om die effek van regstellende aksie op die personeel van die Anncron Kliniek te ondersoek en te verstaan.

Die populasie vir hierdie studie het bestaan uit altesaam 15 respondente van die verplegings-, instandhoudings- en administratiewe departemente wat 8,6% uitmaak van die Anncron Kliniek se 174 werknemers.

Verskeie dimensies is geïdentifiseer wat werknemers van die Anncron Kliniek se ervaring van regstellende aksie beïnvloed. Hierdie dimensie sluit in druk, agterdog, onafhanklikheid, motivering, frustrasie, die optrede van dokters en hospitaalbestuur. Aanbevelings word ook gemaak oor die aanvaarding van regstellende aksie binne die hospital.
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CHAPTER 1

RESEARCH PROPOSAL

1.1 INTRODUCTION

The purpose of this study is to determine the experience of employees of affirmative action of a private hospital. In this chapter the problem will be highlighted, research objectives will be set as well as the research design, procedures and strategies that will be employed to reach the research objectives.

1.2 PROBLEM STATEMENT

The international arena and South Africa are undergoing massive changes. Visible forces in the global arena that bring about these changes are greater economic dependency among countries, technological developments and advancements, competition and political power shifts (Peters & Waterman, 1992; Toffler, 1990). South African organisations are going through a process of transformation. These organisations are struggling with complex interventions such as affirmative action, democratisation of the workplace, job creation, the improvement of quality of products and services, international competition, to keep up with the pace of technological development and to acknowledge the importance of diversity in the workplace (Booth, 1995; Human, 1995; Westcott, 1995; Wood, 1995).

The Employment Equity Act 55 of 1998 lays the basis for affirmative action in employment law. The Act determines that all people of different race, cultural ethnicity, gender and spiritual background must have equal opportunity to follow any career they choose (Ibarra, 2001). What exactly are the effects of affirmative action on the organisation, and more specifically, the employees of the organisation? Through a phenomenological study the researcher will identify staff members of a private hospital’s experience of affirmative action.

The Anncron Clinic is one of more than eighty private hospitals and clinics of Afrox Healthcare Ltd, which aims to make employees in the hospital more representative of the community within which it is functioning. Affirmative action and equal job opportunity programs are implemented at the Anncron Clinic but the outcome of the implementation of these programs is perceived to have a negative effect on productivity and mutual personnel relationships.
Various incidents within the hospital such as passive behaviour by some personnel, gossip, disloyalty, suspicion, and blame-shifting might be responsible for lower personnel morale and possible lower productivity. Human (2000) states that discrimination in the workplace may reduce the ability of many employees to develop to their full potential. The incidents which are referred to above include resistance to affirmative action programs by a certain percentage of the white worker corps; suspicion by some doctors with regards to patient care; the observed indecisiveness of some black personnel to apply for promotion; and the subtle, behavioural characteristics of some of the white personnel who try to ‘sabotage’ good labour relations in the hospital.

According to Beckwith and Jones (1997) numerous white males may feel that they have had severe career setbacks because of affirmative action programs. These men find themselves being denied positions they are clearly qualified for while members of designated groups are offered the positions. These men feel that they are being made to pay the price for the discriminating practices of the past. Innes, Kentridge and Perold (1993) state that some companies are taking steps to avoid tokenism by promotion on merit only. Here, the affirmative action derives from the fact that where white and black individuals apply for vacant posts, preference will be given to black candidates.

Kanya (2000) states that affirmative action stigmatises its beneficiaries in the sense that all the members of the protected group are assumed by out-group members to hold their positions by virtue of affirmative action and not because of their own efforts and abilities. This is seen as particularly unfair to those protected group members of outstanding ability in that they are assumed to be incompetent while they are not. The suspicion of undeserved status results in undue scrutiny being placed on protected group members in the expectation of their failing sooner than later.

Thomas (1996) is of the opinion that the criteria against which we judge people usually grow out of prejudice and, as a result, the judgments we make are bad. Even worse, when focusing on the person and not the job, we see the incumbent as male/female, black/white. That usually leads to discrimination, which is anathema to all principles of fairness.
Affirmative action may lead to inefficiency and a lowering of standards. One of the most common objections to preferential hiring is that it entails the lowering of standards which leads to the hiring of under-qualified people, and in turn will result in decreased productivity and a lowering of international competitiveness (Van Wyk, 1998).

This is also the perceived scenario within the Anncron Clinic, which leads to resentment, both against designated group members seen as taking jobs without having deserved it, and of legislation in general. Beckwith and Jones (1997) are of the opinion that such resentment cannot be helpful in establishing a more racially harmonious environment within the organisation.

Duvenhage (1997) states it is a hard fact that, in a scramble to meet equity targets cosmetically, some companies simply put black people in top positions and then leave them to flounder. The result is that these people, demoralized and demotivated, leave as quickly as possible, moving on to the next employer. Thomas (1996) holds the opinion that employees must be given the opportunity to prove that they can do the job. Having invested in the person to develop his/her abilities, it is vital that he/she be given the chance to apply his/her skills. Many affirmative action programs have failed because employees were not given the opportunity to get on with the job. This has resulted in affirmative action being criticized as nothing more than tokenism.

Wood (1995) argues that some white professionals make the assumption that blacks in general do not perform due to, for example, their (assumed) lack of education, culture, “township” life, poverty, and lack of assertiveness. The whole idea of looking at blacks as an isolated group is racist. The term ‘black advancement’ labels black people as being only objects – helpless beings that only wait for white people to come to their rescue.

Van Wyk (1998) is of the opinion that affirmative action programs push the worst-off even lower down by giving preference to the better qualified in the designated group. This claim against affirmative action is based on the assumption that an individual’s qualifications (or lack thereof) are a direct inverse consequence of the degree to which he/she suffered under discrimination, and secondly, that it is the aim of affirmative action to focus on individuals at the bottom end of the designated group, rather than to improve the average relative position of the group as a whole.
The Employment Equity Report (2000/2001) highlights a major problem facing South African organisations. White males have up to now occupied most senior and skilled positions. Females and other race groups have largely not been given the opportunity to enter these jobs (Thomas, 1996). The following two tables serve as proof of this unhealthy situation. It shows the private sector profile by occupational level and the private sector promotions profile by occupational level in South Africa, respectively (Employment Equity Report, 2000/2001).

**Table 1.** Private sector profile by occupational level.

<table>
<thead>
<tr>
<th>OCCUPATIONAL LEVEL</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Black</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGEMENT</td>
<td>9.42%</td>
<td>5.49%</td>
<td>5.70%</td>
<td>79.93%</td>
<td>20.61%</td>
<td>72.39%</td>
<td>27.61%</td>
</tr>
<tr>
<td>SKILLED</td>
<td>30.30%</td>
<td>12.16%</td>
<td>7.70%</td>
<td>49.84%</td>
<td>50.16%</td>
<td>67.06%</td>
<td>32.94%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55.79%</td>
<td>14.30%</td>
<td>4.91%</td>
<td>25.00%</td>
<td>75.00%</td>
<td>65.99%</td>
<td>34.01%</td>
</tr>
</tbody>
</table>

**Table 2.** Private sector promotions profile by occupational level.

<table>
<thead>
<tr>
<th>PROMOTIONS</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Black</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGEMENT</td>
<td>13.38%</td>
<td>8.13%</td>
<td>8.81%</td>
<td>69.67%</td>
<td>30.38%</td>
<td>68.86%</td>
<td>31.14%</td>
</tr>
<tr>
<td>SKILLED</td>
<td>29.85%</td>
<td>14.22%</td>
<td>9.40%</td>
<td>46.35%</td>
<td>53.47%</td>
<td>61.22%</td>
<td>38.78%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45.08%</td>
<td>14.50%</td>
<td>6.92%</td>
<td>33.51%</td>
<td>66.49%</td>
<td>67.55%</td>
<td>32.45%</td>
</tr>
</tbody>
</table>

Looking at the percentages of each given table it can be seen that the percentages of both occupational level and promotions are higher amongst white males and females than seems to be the case with African, Coloured or Indian males and females. Of these figures white males enjoy the highest percentage.

Affirmative action does hurt whites. The rationale for affirmative action is that blacks and whites are currently unable to compete for positions of prestige on equal terms, so that black people need to be given extra advantages. Both black and white people end up focusing on this implied expected inferiority. Affirmative action also ends up hurting black people by encouraging them to focus on the sufferings of the past, rather than to achieve excellence in the future (Thomas, 1996).

Thomas (1996) states that in South Africa, programs of affirmative action have been embarked upon by most major organisations. Training programs abound in an attempt to address the inequalities in educational and skills training programs historically promoted in the country's designated population group.
A closer look, however, reveals that in the majority of cases, the sound management of diverse employees who now comprise the workplace at levels other than the bottom ranks has received relatively little attention. Beckwith and Jones (1997) elaborate on Thomas’ (1996) view by saying that affirmative action further also hurts blacks insofar the effect it has on white people’s perception of them. As long as policies of affirmative action exist in which less qualified people can be selected over more qualified people when the less qualified people are of the proper race, then some white people may assume that black people in positions of prestige always got there, not on their own merits, but through government mandates. Black people who achieve excellence will not be recognized as having done so.

While all men are born equal in the sight of God, all men are not born with equal intellect, talent and abilities, and that will always result in inequality in spite of equal opportunities. This must be clearly pointed out to all employees when embarking on the implementation of an equal opportunity policy. The process means Equal Opportunity, not Equality (Ibarra, 2001).

Thomas (1996) states that we should treat others like we would want to be treated. However, by doing that we would offend many people. Some white people have treated blacks in the way that they (whites) like to be treated without regard for their (blacks) culture. The result has been that black people have been offended. The golden rule does not always seem to work. Beckwith and Jones (1997) further suggest that we rather apply the platinum rule, which states that you must treat other people in the way that they want to be treated.

The Anncron Clinic’s manager has decided that research would be of great value in determining staff members’ experiences of affirmative action within the hospital. The researcher decided to undertake this study since it would benefit him in the sense that it would give him greater knowledge of affirmative action and the management and implementation thereof. With this knowledge the researcher should be able to acquire any future position with more confidence and conviction. The hospital manager will use the research results to develop methods through which affirmative action in the particular hospital could be treated with greater circumspection, transparency and sensitivity.
1.3 RESEARCH QUESTIONS

De Vos (1998) is of the opinion that research always commences with one or more questions or hypotheses. Questions are posed about the nature of real situations, while hypotheses are statements about how things can/might be. Research questions are more relevant if the researcher works qualitatively. Hypotheses, on the other hand, are more relevant if the researcher works quantitatively. We often formulate research problems in the form of questions as a way of focusing the research problem (Mouton, 2001). Bless and Higson-Smith (2000) add that problems are questions about relations among variables and hypotheses are tentative, concrete and testable answers to such problems.

Hence the research questions of this study:

- How is affirmative action conceptualised in the literature?
- What are the factors that contributed to the importance of affirmative action in the Republic of South Africa?
- What is the relationship between affirmative action and standards?
- What is the effect of affirmative action on the employees of the Anncron Clinic?

1.4 RESEARCH OBJECTIVES

The research objectives can be divided into a general objective and specific objectives.

1.4.1 General objective

The general objective of this research is to investigate the effect of affirmative action on employees of a private clinic

1.4.2 Specific objectives

The specific objectives of this research are:

- To conceptualise affirmative action from the literature.
- To determine from the literature, the factors that contributed to the importance of affirmative action in the Republic of South Africa.
- To determine from the literature, the relationship between affirmative action and standards.
- To determine the effect of affirmative action on employees of the Anncron Clinic.

1.5 TYPE OF RESEARCH

Arkava and Lane (1983) state that applied research is a scientific planning of induced change in a troublesome situation. The undertaking of applied research is according to Babbie (1992), a plan to determine future courses of action on the basis of research results. Applied research offers guidance with regard to practical matters of daily social life. It focuses on practice, that is, developing of solutions or solving of problems. Bailey (1994) adds that applied research is a study that is helpful in solving social problems and at the same time makes a valuable contribution to the theoretical social science literature.

Neuman (1997) affirms Bailey’s notion and postulates that research based on solving problems in practice is called applied research. Furthermore, the focus of modern social research is on applied research as opposed to basic or pure research, which deals with social behaviour itself. According to the researcher, basic or pure research tells us about the theory of behaviour, while applied research is directed towards finding out how behaviour and its social conditions can be assisted or altered. Judd, Smith and Kidder (1991) indicate that applied research may serve more broadly to define a social problem or explore alternative policies or programs that might be implemented to solve some problems.

On the basis of what is indicated above, the researcher concludes that the type of research for this study will be applied research, which proposes to explore the effect of affirmative action on the employees of the Anncron Clinic.

The gathered results could also be applied in future research as well as assist management in the implementation. The gathered results could also be applied in future research designs as well as assist management in the implementation and realization of effective affirmative action programs in organisations.
1.6 RESEARCH APPROACH

The researcher will follow a qualitative approach to reach his research objectives. Bailey (1994) states that qualitative research is defined as the study of people in their natural environments as they go about their daily lives. The qualitative approach deals with human beings subjectively and uses words to record data while a quantitative study is more objective and involves figures or numbers to record data.

Guy, Edgley, Arafat and Allen (1987) add that qualitative research wants to know what kind of things people are doing, what kind of processes are at work, what kind of meanings are being constructed, and what kind of problems, constraints, and contingencies they see in the world they occupy.

According to De Vos (1998) a phenomenological approach aims to understand and interpret the meaning that subjects give to their everyday lives. This is mainly done by means of naturalistic methods of study, analyzing the conversations and interaction that the researcher has with subjects. Researchers using this strategy of interpretive inquiry will mainly utilize participant observation and interviewing as methods of data collection.

De Vos (1998) further states that this approach is characterized by observation (participant observation) and descriptions of a small number of subjects and the meanings that they attach to their actions. The researcher will therefore study and analyze the effect of affirmative action on the employees of the Anncron Clinic by means of a qualitative approach with certain phenomenological characteristics (i.e. participant observation, studying and analyzing conversations).

1.7 RESEARCH DESIGN

According to Nachmias and Nachmias (1981) the research design is the blueprint of research that enables the investigator to come up with solutions to problems. It is a logical model of proof that guides the investigator in the various stages of the research. Schuerman (1983) indicates that the design for a research project is the plan for answering the research question. It specifies what information is needed from whom and when it is to be gathered.
Guy et al. (1987) list the following four reasons for undertaking an exploratory study:

- To satisfy the researcher's curiosity and desire for a better understanding;
- To test the feasibility of undertaking a more comprehensive study;
- To develop methods to be used in a more comprehensive study; and
- To formulate a problem for more precise investigation or for developing hypotheses.

Arkava and Lane (1983) add that exploration is a study that the researcher undertakes when he/she is curious about a situation and wishes to understand it better, or has a hunch to follow up. Exploration is valuable because it breaks new ground, and it often illuminates a problem. In conclusion, Makondo (1997) indicates that research takes an exploratory function when it is used to gain preliminary understanding of phenomena or to stimulate the development of concepts, hypotheses and theories. According to Wechler (1981) an exploratory design is appropriate when little is known from prior research of a phenomenon, group, or program to be investigated.

For the purpose of this study an exploratory design will be used to gain insight and greater knowledge of a subject about which not much is known and researched. In South Africa, especially at corporate level, very little research has been done on the effects of affirmative action within an organisation and its employees. Thus the research design will aid in gathering useful information on this specific subject about which legislation is very clear.

1.8 RESEARCH PROCEDURE AND STRATEGY

Mason and Bramble (1989) mention that the research procedure includes what is actually done in the research study. It specifically focuses on data collection, design, and analysis of data along with any special concerns such as sources of materials, funding and the time frame for the completed research.

The use of a questionnaire will be excluded since it could possibly hamper the flow of important information and interrupt the respondent's line of thought. An unstructured interview schedule will be used whereby the interviewer will give direction and focus by probing, asking questions and following up on answers.
Bailey (1994) lists the following advantages of an interview schedule:

- **Flexibility** – Interviewers can repeat the questions when the response indicates that the respondent misunderstood.
- **Response rate** – The interviewer has a better response rate than the posted questionnaires. Persons who are unable to read and write can still answer the questions.
- **Nonverbal behaviour** – The interviewer is present to observe nonverbal behaviour and to assess the validity of the respondent’s answer.
- **Respondent alone can answer** – The respondent is unable to cheat by receiving answers from others, or by having others completing an entire questionnaire for him or her.
- **Time of interview** – The interviewer can record the exact time, date, and place of the interview. If some important event that may call for changes occurs during the interview, the researcher can effect those changes.

In this proposed study, the unstructured interview will be used as the guideline for the researcher and will contain questions that are important to research. With the consent of the respondents, a tape recorder will be used to gather information and for the purpose of remembering the data for later analysis and interpretation.

Neuman (1997) states that in general, data analysis means a search for patterns in data – recurrent behaviours, objects, or a body of knowledge. Neuman (1997) continues by saying that data analysis involves examining, sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as reviewing the raw and recorded data. The researcher will thus examine the data gained from the interviews, sort and categorize the emerging subjects, make comparisons in order not to repeat findings, and make evaluations and conclusions.

### 1.9 PILOT STUDY

The purpose of a pilot study is to improve the effectiveness and the success of the investigation. If, for example, personal interviews are being planned, the pilot study must be conducted by means of personal interviews. If this is not done, the pilot study will not be of much value and the researcher will still not know if the method he/she has in mind will be effective. A pilot study also gives an indication of which errors were made and how they can be avoided so that certain modifications can be made (De Vos, 1998).
Gerber and Alberts (1984) add that a pilot study implies carrying out the investigation on a minor scale. Only a small number of people should be involved, but the whole program should be carried out, from beginning to end. Huysamen (1994) indicates that it is advisable to conduct a pilot study on a limited number of subjects from the same population as that for which the eventual project is intended.

From what these authors say, the researcher’s understanding is that a pilot study entails the prospective researcher trying out the investigation on persons who are part of the sample before the actual study commences but who are not part of the main study. This will help the researcher to gain some understanding of the obstacles he might encounter in the actual study. In other words, a pilot study provides the prospective researcher with the ‘feel’ of the study. The following are thus the components of the pilot study:

1.10 LITERATURE STUDY

Gerber and Alberts (1984) indicate that the main purpose of reviewing is to establish what has already been investigated and recorded in any specific field. De Vos (1998) adds that the prospective researcher can only hope to undertake meaningful research if he/she is fully up to date with existing knowledge on his/her prospective subject. Mouton (2001) joins the viewpoint of Gerber and Alberts (1984) and De Vos (1998) by saying that the literature study helps the prospective researcher to determine what studies have already been done in this area, to discover what knowledge is already available about the issue and to determine how the study will differ from existing work.

According to Mouton (2001) one of the first aims of a literature study should be to find out what has been done in the field. The researcher should start with a review of the existing scholarship or available body of knowledge to see how others have investigated the research problem that he/she is interested in. The researcher wants to learn from other scholars how they have theorized and conceptualised issues, what instrumentation they have used and to what effect, and what they have found empirically.
The researcher will not only concentrate on the Potchefstroom University Library for books, journals, theses and other documents which contain the most recent information on the subject, but will also consult other libraries such as the Potchefstroom City Library and the Academic Information Centre of the University of Pretoria. Computerized databases available through the Internet in the abovementioned libraries to trace all relevant sources will also be consulted.

1.11 CONSULTATION WITH EXPERTS

The utilization of experts can help to delineate the problem more sharply and to gain valuable information on the more technical and practical aspects of the prospective research undertakings (De Vos, 1998). Talking to other knowledgeable people in the hospital will elicit current material and ideas that will contribute to the proposed research topic. This will also help to obtain information on the suitability of certain procedures and obstacles that the researcher may encounter during the main investigation.

Experts that will be consulted during the pilot study include the following people:

- Mr. V.J. Taute, hospital manager,
- Ms M. van Wyk, nursing manager, and
- Ms C. Labuschagne, administration services manager.

1.12 FEASIBILITY OF THE STUDY

According to Bailey (1994) a problem is researchable if it lends itself to solution through the research method of obtaining knowledge. In simple terms, feasibility of the study means how possible it is to apply the chosen research subject. Before going ahead with the actual research, a researcher should check the feasibility of the study. Guy et al. (1987) deal with the issue of feasibility by developing the following questions:

1.12.1 How much time is required?

The proposed study will be feasible for the researcher in terms of time required to complete the study because the respondents will be easily available in their places of work at a time convenient to both the researcher and respondents.
1.12.2 How much money is required?

The following possible expenditure will be considered: traveling costs, printing of documents and stationery.

1.12.3 Will subjects co-operate?

Permission to conduct research is granted, since the hospital manager would like to have research done on the specific subject. This helps the researcher to gain access to certain controlled information about the hospital and its policies, statistical information, and other information relevant to the study.

1.12.4 Is the research question ethical?

The researcher will make sure that the topic that is to be studied and the research methods to be used meet the ethical guidelines of the organisation through which he will conduct his research.

1.13 PILOT TEST OF MEASURING INSTRUMENT

The pilot study offers an opportunity to test the interview schedule with the kind of respondents that will be used in the main investigation (De Vos, 1998). The pre-test should be conducted in the same manner as the final study. If it is an interview study, the pre-test should be an interview (Bailey, 1994). Since the study will be exploratory and the data will be collected by means of interviews, the researcher will design a semi-structured interview schedule that will be used as a guideline during the interview. The interview schedule will contain the same questions relevant to the topic that will be covered during the main research.

An information letter will be given to respondents to read before they answer questions. The covering letter will identify the researcher’s name, the organisation undertaking the research, and the purpose and importance of the study. Confidentiality will also be guaranteed by refraining from referring to respondents’ names in the research results.
1.14 THE RESEARCH POPULATION AND SAMPLING METHOD

1.14.1 Research population

Kidder (1984) describes population as the aggregate of all the cases that conform to some designated set of specifications. Rosenthal and Rosnow (1996) define it much simpler as the universe of elements from which sample elements are drawn, or the universe of elements to which we want to generalize. 'Population' is the set of elements that the research focuses upon and to which the results obtained by studying the sample, should be generalized. The population for the study will be the 174 employees of the Anncron Clinic.

1.14.2 Boundary of sample

Rosenthal and Rosnow (1996) state that a 'sample' is a small representation of a whole. Sample refers to a small number of elements selected from a total number of the population. The sample is expected to represent, or be similar to the population, or should have the characteristics of the population relevant to the research in question.

A sample will be drawn from three departments of the hospital which include the following:
- Nursing department
- Services department
- Administrative department

A sample will be drawn by selecting a group of six individuals from the nursing department, six respondents from the administration department and three individuals from the services department. The total number of respondents will be 15. The researcher refrained from interviewing any employees from the pharmacy department since the pharmacy manager was not willing to grant the researcher an interview. Hence, the researcher did not take the liberty to interview other pharmacy employees and the hospital manager did not want to force the issue. Since the interviews are all based on voluntary participation the interviewer took leave of this matter since it would not be ethical to demand interviews.
1.14.3 Sampling method

The type of sampling that will be used is stratified random sampling based on different sections and each section will be regarded as a stratum. This is because the population to be studied is heterogeneous. Stratified random sampling divides a population into different groups, called strata, so that each element of the population belongs to one and only one stratum (Bless & Higson-Smith, 2000).

In the administrative and nursing departments, random sampling will be performed by using a systematic sampling method. The population (employees) list will be obtained from the personnel department. This will be used to ensure that the different groups of the population acquire sufficient or equal representation in the sample. The researcher will choose every twentieth employee in the nursing department and every second employee in the administrative as well as services departments, which add up to 15 respondents.

1.15 ETHICAL ISSUES

Despite the existence of ethical guidelines and committees which may support the researcher in his decision-making, the final responsibility for ethical conduct rests squarely with the researcher concerned (De Vos, 1998). By this De Vos means that the researcher will be accountable for the positive and negative consequences of every decision. Guy et al. (1987) argue that an individual who agrees to participate in any research endeavour is placing trust in the researcher and the researcher in turn should not violate that trust. Ethical issues that will be taken into consideration during the study are the following:

- Protecting respondents from emotional harm
- Voluntary participation
- Obtaining informed consent
- Sensitivity to privacy
- Confidentiality
- Competency of the researcher
- Release of the findings
1.16 DEFINITIONS OF KEY TERMS

Definitions of key terms are provided in this section.

1.16.1 Affirmative

According to the Reader’s Digest English-Afrikaans (1993) affirmative means to adjust, remedy, put (set) right, true, cure an error, rectification, correction, leveling-up, and adjustment.

1.16.2 Affirmative action

Beckwith and Jones (1997) are of the opinion that affirmative action is the effort to rectify the injustice of the past by special policies. Innes, Kentridge and Perold (1993) state that affirmative action is a set of procedures aimed at proactively addressing the disadvantages experienced by sections of the community in the past. Thomas (1996) adds that affirmative action is simply put, a short-term strategy to open the corporate doors for previously disadvantaged people.

1.16.3 Discrimination

Beckwith and Jones (1997) argue that discrimination is simply judging one thing to differ from another on the basis of some criteria. Discrimination is essentially good quality, having reference to our ability to make distinctions. Innes et al. (1993) argue that discrimination occurs where a person is disadvantaged simply because of race, sex, religion, nationality, or whatever the distinguishing feature may be. According to the Reader’s Digest English-Afrikaans Dictionary (1993), discrimination is a prejudiced attitude towards or treatment of a person or racial group.

1.16.4 Employee

Barker (1991) defines employee as a person whose services are used in exchange for wages. The Reader’s Digest English-Afrikaans Dictionary (1993) defines employee as one who is employed by a master in some occupation for salary or wages. For the purpose of this research, employees will refer to people who are employed by the Anncron Clinic.
1.16.5 Employer

The Reader’s Digest English-Afrikaans Dictionary (1993) defines employer as a person (i.e. taskmaster or manager) who exercises the authority to employ, or the act of employing, another person (employee) for salary or wages.

1.16.6 Employment equity

Thomas (1996) holds the opinion that employment equity is used interchangeably and often substituted for the term ‘affirmative action’ as being more palatable and less threatening to management. Kanya (2000) states that affirmative action measures are designed to promote employment equity (fairness in favour of the designated groups – blacks, women, and disabled persons).

1.16.7 Experience

The Reader’s Digest English-Afrikaans Dictionary (1993) defines experience as something which happens to someone or which someone has experienced or undergone, actual knowledge or contact.

1.16.8 Prejudice

Beckwith and Jones (1997) state that prejudice is discrimination based on irrelevant grounds. It may simply be an attitude which never surfaces in action, or it may cause prejudicial actions. A prejudicial discrimination in action is immoral if it denies someone a fair deal. The Reader’s Digest English-Afrikaans Dictionary (1993) states that prejudice is an irrational dislike of or liking for, bias, preconception.

1.17 CONTENTS OF THE RESEARCH REPORT

The research report will be divided according to chapters as follows:

Chapter 2: Literature review concerning the topic of affirmative action.
Chapter 3: The empirical study.
Chapter 4: Interpretation of the empirical data and findings.
Chapter 5: Conclusions, recommendations and limitations of this study.
CHAPTER SUMMARY

This chapter consists of an introduction and general orientation regarding the proposed research as well as the research methodology that the researcher will undertake in order to investigate and reach the various research objectives. The problem formulation gave an overview of the current situation at the Anncron Clinic as well as a summary of the research that will be done on this specific topic.

Chapter two consists of a literature study concerning the topic of affirmative action and the discussion about its relevance in the South African environment.
CHAPTER 2

AFFIRMATIVE ACTION

2.1 OVERVIEW

Chapter one, the research proposal, focused mainly on the problem statement and the type of research and research approach that the researcher will undertake. In this chapter affirmative action will be conceptualised from the literature and the factors that led to its importance in the South African environment will be discussed.

2.2 INTRODUCTION

Wolfaardt (1995) states that organisations in South Africa are experiencing immense pressure to implement affirmative action due to political, socio-economic and social factors. Many of these organisations are, however, still persisting with the status quo. Affirmative action has been incorporated into the philosophies and values of organisations, yet little significant progress has been made to this effect.

Affirmative action is a controversial concept. It raises fears in people's minds of declining standards, of token appointments, of the end of merit as the basis for promotion and advancement, and of South Africa's rapid decline into a banana republic. Free-market economists shudder at the 'unnecessary' costs affirmative action will load onto the inefficiencies that are likely to flow from some affirmative action initiatives (Innes et al., 1993).

Very few people in South Africa today are neutral about affirmative action. Both advocates and detractors hold strong, even emotional, views and these are fuelled by myths about affirmative action. As a result, debates on the subject are muddied by the unspoken beliefs of those who hold different points of view. Those who are opposed to affirmative action condemn it as window-dressing, the fulfillment of quotas, a numbers game. They say it results in the promotion of incompetents and blocks the promising careers of young whites. They label it reverse discrimination and tokenism and say it is embarrassing and demeaning for blacks and women who are labeled 'affirmative action appointments' (IDASA, 1995).
Skrentny (1995) is of the opinion that many have resisted affirmative action because it is seen as unjust. True justice is colour blind, goes the argument: it sees all citizens as equal, universal abstractions. We may differ, however, in merit, talent, or ambition, and should be rewarded on the basis of these qualities. Talent or ambition make one morally deserving, and thus for employers to choose or promote employees on the basis of something else; to prefer someone because of their race or gender, is patently unjust.

Although diverse workgroups can make a valuable contribution to the organisation, they also pose a problem: people with varied backgrounds might find it hard to work together. Diversity becomes a competitive advantage when it contributes to decision-making. Diversity offers new and important insights into problems and challenges, and it counteracts 'groupthink'. A diverse workforce is essential to improving customer service in a diverse marketplace (Schultz, Bagraim, Potgieter, Viedge & Werner, 2003).

Affirmative action actually acts as a motivator and leads to increased initiative. Affirmative action has the potential to facilitate the growth and motivation of individuals by opening opportunities to succeed, which they were denied in the past. It is an opportunity to grow and develop in a career, thus it is definitely a motivator and candidates tend to 'prove' they are worthy of the position (Kanya, 2000).

Kanya (2000) further argues that the few individuals who do not understand the benefits they could derive from affirmative action, are always apologetic. Affirmative action may be disillusioning if a person is given a position without responsibilities for the sake of increasing the numbers of Blacks in senior posts. Affirmative action may be a motivator if the employees make an effort to use it as a platform to demonstrate their skills and better themselves.

2.3 DEFINITION

According to Duvenhage (1997) affirmative action is defined operationally from a systems perspective as (1) correcting system inputs by creating equal employment opportunities, (2) correcting system throughputs by creating equal working conditions, (3) correcting system outputs by establishing equal pay for equal work done, and (4) restoring system equilibrium by instituting temporary corrective actions to eliminate the effects of past unfair discrimination through targeted empowerment.
According to Beckwith and Jones (1997) affirmative action is the effort to rectify the injustice of the past by special policies. Innes et al. (1993) state that affirmative action is a set of procedures aimed at proactively addressing the disadvantages experienced by sections of the community in the past. Thomas (1996) adds that affirmative action is simply a short-term strategy to open the corporate doors for previously disadvantaged people.

Kreitner and Kinicki (2001) hold the opinion that affirmative action focuses on achieving equality of opportunity. Affirmative action is an artificial intervention aimed at giving management a chance to correct an imbalance, an injustice, a mistake, and/or outright discrimination. Affirmative action does not legitimise quotas. Quotas are illegal. It is also important to note that under no circumstances does affirmative action require companies to hire unqualified people.

According to the abovementioned statements and opinions, the researcher has come to his own formulation of the meaning of the word affirmative action: Measures and/or strategies implemented by people of authority to try and rectify and/or justify incongruous and unfair actions against people of disadvantaged standing.

2.4 FACTORS THAT LEAD TO THE IMPORTANCE OF AFFIRMATIVE ACTION

An overview of the literature highlight the Employment Equity Act (55 of 1998), the diverse society of South Africa, and the increase of women in the workforce as the major factors that have led to the importance of affirmative action in South Africa.

2.4.1 Employment equity

The *Employment Equity Act* (55 of 1998) lays the basis for affirmative action in employment law. It determines that all people of different race, cultural ethnicity, gender and spiritual background must have equal opportunity to follow any career they choose (Ibarra, 2001).

Human (2000) states that the purpose of Act 55 of 1998 is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and by implementing affirmative action measures to redress the disadvantages experienced by members of designated groups in the employment situation.

---

1 Hereafter Act 55 of 1998.
The prohibition of unfair discrimination involves eradicating direct or indirect unfair discrimination against employees on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth.

Human (2000) further holds the opinion that it is not, however, unfair discrimination to practice affirmative action (in the way outlined in the Act) or to distinguish, exclude or prefer an individual on the basis of the inherent requirements of the job. Many managers read Act 55 of 1998 and then sigh with relief. It does not fulfill their worst fears of quotas, sackings and a wholesale onslaught on standards. In fact, they will tell you, it all seems quite reasonable. Many managers will tell you that they are already doing what the Act requires of them; that they have moved beyond race and gender and are managing their people well.

Human (2000) further argues that what many of these managers do not realise is that, contained within Section 6 of the Act 55 of 1998, is the need for a fundamental change in the way many of us think about people. Where managers understand the need for this change and adapt their own thinking and behaviour accordingly, other aspects of employment equity fall into place quite easily. The orientation to managing people ensures that competent members of designated groups are motivated, developed, and retained. Those managers who do not make this mind-shift are likely to continue to stereotype on the basis of some or all of the grounds mentioned in Section 6 of Act 55 of 1998.

One of the key foundations of effective employment equity is how we think about people. How we do this also underpins some of the values many organisations have articulated for themselves. Thinking about people in the way outlined in Section 6 of Act 55 of 1998 makes sound 'business' sense. Organisations should thus embrace the Employment Equity Act as an opportunity to develop the kinds of people management systems which will facilitate the retention and development of motivated employees.
2.4.2 South Africa’s diverse community

According to Thomas (1996) diversity refers to any mixture of items characterised by differences and similarities. Diversity is not synonymous with differences, but encompasses differences and similarities. This means that diversity does not only deal with how people are different, but also how they are similar. Diversity also refers to the collective (all-inclusive) mixture of differences and similarities. When dealing with diversity, one is focusing on the collective picture, not just pieces of it. Kreitner and Kinicki (2001) support Thomas’ (1996) view by stating that diversity represents the multitude of individual differences and similarities that exist among people.

Employment equity and affirmative action assist in diversifying the workforce by bringing people into the career pipeline. Managing diversity enables organisations to create a work environment that fosters trust and mutual respect. This will develop an organisational culture that values diversity and recognises the importance of individuality and in turn, builds powerful teams and organisations (McLagan & Nel, 1996).

There is little clarification on what constitutes managing diversity and how it can be applied in South African companies. Throughout the world, greater attention is being paid towards the importance of the individual in organisations and society. Managing diversity supports the notion that an individual’s contribution to an organisation should be appreciated (Naisbitt & Aburdene, 1990).

Tyson (1993) is of opinion that in South Africa diversity often refers to different race groups. It is understandable that race is highlighted as the key variable in the diversity equation as the country begins to address racial disparities which resulted from past apartheid legislation, policies and systems. The challenge of racial polarisation needs to be highlighted as a priority issue. However, focusing only on race limits a more systemic view of diversity and specifically how valuing and managing diversity can benefit organisations, individuals and society.

A team of diversity experts (Gardenswartz & Rowe, 1994) identified four layers of diversity to help distinguish the important ways in which people differ. Personality is at the centre of the wheel because it represents a stable set of characteristics that is responsible for a person’s identity. The next layer of diversity consists of a set of internal dimensions that are referred to as the primary dimensions of diversity.
These dimensions, for the most part, are not within our control but strongly influence our attitudes, expectations and assumptions about others, which in turn, influence behaviour. These internal dimensions include physical ability, sexual orientation, gender, age, race, and ethnicity.

The next layer of diversity is composed of external influences, which are referred to as secondary dimensions of diversity. They represent individual differences that we are better able to influence or control. These dimensions also exert a significant influence on our perceptions, behaviour, and attitudes. The external dimensions include educational background, religion, recreational habits, personal habits, income, geographic location, marital status, parental status, appearance, and work experience. The final layer of diversity includes organisational dimensions such as seniority, job title and function, work location, union affiliation, management status, work content, and work location.

2.4.2.1 Managing diversity

Managing diversity entails enabling people to perform up to their maximum potential. It focuses on changing an organisation’s culture and infrastructure such that people provide the highest productivity possible. Consultants, academics, and business leaders believe that effectively managing diversity is a competitive advantage.

This advantage stems from the process in which the management of diversity affects organisational behaviour and effectiveness. Effectively managing diversity can influence an organisation’s costs and employee attitudes, recruitment of human resources, sales and market share, creativity and innovation, and group problem solving and productivity (Kreitner & Kinicki, 2001).

Kreitner and Kinicki (2001) describe three key strategies for successfully managing diversity: education, enforcement, and exposure. The education component of the strategy has two thrusts: one is to prepare non-traditional managers for increasingly responsible posts, and the other is to help traditional managers overcome their prejudice in thinking about interacting with people who are of a different sex or ethnicity.
The second component of the strategy, enforcement, puts teeth in diversity goals and encourages behaviour change. The third component, exposure to people with different backgrounds and characteristics, adds a more personal approach to diversity by helping managers get to know and respect others who are different.

The rationale for managing diversity goes well beyond legal, social, and moral reasons. Quite simply, the primary reason for managing diversity is to grow and maintain a business in an increasingly competitive marketplace. Organisations cannot use diversity as a strategic advantage if employees fail to contribute their full talents, abilities, motivation, and commitment. Thus, it is essential for an organisation to create an environment or culture that allows all employees to reach their full potential. Managing diversity is a component of creating such an organisation (Kreitner & Kinicki, 2001).

According to Statistics South Africa (2002), the Labour Force Survey (LFS) illustrates South Africa’s diverse labour market as according to the International Labour Organisation (ILO) (Table 3a and table 3b). The LFS is a twice-yearly rotating panel household survey, specifically designed to measure the dynamics of employment and unemployment in the country. It measures a variety of issues related to the labour market, including unemployment rates (official and expanded) according to standard definitions of the ILO. (Numbers are given in millions).

A rotating panel sample was used which involves visiting the same dwelling units on a number of occasions (in this instance, five at most), and after the panel is established, replacing a proportion of these dwelling units each round (in this instance 20%). New dwelling units are added to the sample to replace those that are taken out. The advantage of this type of design is that it offers the ability to see how the work situation of members of the same dwelling units change over time, while retaining the larger picture of the overall employment situation in the country (Statistics South Africa, 2002).
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<th>Province and area</th>
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<th>Economically Active Total</th>
<th>Economically active Workers</th>
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<th>Rate</th>
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Table 3(a): Population of working age by province, area, gender and labour market status (2002).
Table 3(a): Population of working age by province, area, gender and labour market status (concluded).

<table>
<thead>
<tr>
<th>Province and Area</th>
<th>Total 1/</th>
<th>Not economically active</th>
<th>Economically Active Total</th>
<th>Economically active Workers</th>
<th>Unemployed</th>
<th>Unemployed Rate</th>
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<td>375</td>
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<td>1,027</td>
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</tr>
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Table 3(a) depicts the total number of the population of each province that are economically active as well as inactive. Totals include other and unspecified population groups. For example, Gauteng has the highest number of economically active people whereas Northern Cape has the lowest. The above table is representative of South Africa’s diverse workforce with relevance to the different provinces.
Table 3(b): Population of working age by population group, area, gender and labour market status (2002).

<table>
<thead>
<tr>
<th>Population group and area</th>
<th>Total 1/</th>
<th>Not economically Active</th>
<th>Economically active Total</th>
<th>Economically active Workers</th>
<th>Unemployed</th>
<th>Rate</th>
</tr>
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<td>555</td>
<td>556</td>
<td>557</td>
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<td>7 698</td>
<td>4 439</td>
<td>36.6</td>
</tr>
<tr>
<td>Non-urban</td>
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<td>4 019</td>
<td>7 131</td>
<td>3 695</td>
<td>3 437</td>
<td>48.2</td>
</tr>
</tbody>
</table>

| African                   |          |                         |                           |                             |            |      |      |
| Total                     | 20 811   | 6 463                   | 14 348                    | 7 482                       | 6 865      | 47.8 |      |
| Urban                     | 10 346   | 2 611                   | 7 735                     | 4 221                       | 3 514      | 45.4 |      |
| Non-urban                 | 10 465   | 3 852                   | 6 613                     | 3 261                       | 3 351      | 50.7 |      |

| Coloured                  |          |                         |                           |                             |            |      |      |
| Total                     | 2 510    | 641                     | 1 869                     | 1 264                       | 605        | 32.4 |      |
| Urban                     | 2 112    | 557                     | 1 555                     | 1 012                       | 543        | 34.9 |      |
| Non-urban                 | 398      | 84                      | 314                       | 252                         | 62         | 19.6 |      |

| Indian/Asian              |          |                         |                           |                             |            |      |      |
| Total                     | 1 022    | 361                     | 661                       | 497                         | 164        | 24.8 |      |
| Urban                     | 1 002    | 355                     | 647                       | 486                         | 161        | 24.8 |      |
| Non-urban                 | 20       | 6/                      | 14                        | 11                          | 3/         | 24.5 |      |

| White                     |          |                         |                           |                             |            |      |      |
| Total                     | 3 277    | 931                     | 2 346                     | 2 114                       | 232        | 9.9  |      |
| Urban                     | 3 011    | 855                     | 2 155                     | 1 943                       | 212        | 9.8  |      |
| Non-urban                 | 266      | 76                      | 191                       | 171                         | 20         | 10.7 |      |
Table 3(b): Population of working age by population group, area, gender and labour market status (continued).

<table>
<thead>
<tr>
<th>Population group and area</th>
<th>Total 1/</th>
<th>Not economically Active</th>
<th>Economically active</th>
<th>Economically active</th>
<th>Unemployed</th>
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<td>108</td>
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<td>2/</td>
</tr>
</tbody>
</table>
Table 3(b): Population of working age by population group, area, gender and labour market status (concluded).

<table>
<thead>
<tr>
<th>Population group and area</th>
<th>Total 1/</th>
<th>Not economically Active</th>
<th>Economically active Total</th>
<th>Economically active Workers</th>
<th>Unemployed</th>
<th>Unemployed Rate</th>
</tr>
</thead>
<tbody>
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<td>1 734</td>
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</tr>
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<td>Total</td>
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<td>3 469</td>
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</tr>
<tr>
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<td>58.0</td>
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</tr>
<tr>
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<td>57</td>
<td>74</td>
<td>62</td>
<td>13</td>
<td>16.6</td>
</tr>
</tbody>
</table>

Table 3(b) illustrate all South Africa’s racial groups’ number of economically active and inactive people. Totals are given as well as totals for male and female of the various population groups. Looking at totals, for example, the African population group has the highest number of economically active people whereas the Indian/Asian population has the lowest. The African population group also has the highest number of unemployed people, whereas the white population has the lowest number of unemployed people. Looking at male and female totals it can be seen that African males and females have the highest number of economically active people whilst Indian/Asian males and females have the lowest.
From table 3(b) it can be seen that South Africa’s work force is indeed diverse since all racial groups are economically active even though some racial groups are more economically active than others.

The management of diversity is being able to work with individuals from different backgrounds in a manner that enables them to reach their full potential in pursuit of organisational objectives, without anyone being disadvantaged by irrelevant considerations (Tyson, 1993).

Kreitner and Kinicki (2001) argue that valuing diversity and managing diversity require organisations to adopt a new way of thinking about differences among people. Rather than putting one group against another, valuing diversity and managing diversity strive to recognise the unique contribution every employee can make.

Diversity in the workplace brings competitively relevant knowledge and perspectives about how to actually do work – how to design processes, reach goals, frame tasks, create effective teams, communicate ideas and lead. Individuals at different levels begin to improve the organisation by challenging (1) the way in which work is done and (2) the values which the organisation supports to jointly develop the most effective functions, systems, policies, strategies and structures (Thomas & Ely, 1996).

Human (1995) holds the opinion that where managers can move away from stereotyping towards assessing people on job-related criteria, a move towards genuine employment equity can begin to take place. Mwaba and Simbayi (1998) state that as the process of socio-economic transformation occurs and diverse South Africans begin to interact at all levels on an equal basis, the need for greater understanding of different backgrounds will become increasingly evident within the workplace and society in general. In particular, South Africans will need to begin a journey of discovery, which will impact positively on negative attitudes and behaviour and motivate organisations, teams and individuals to recognise and value diversity.

Kreitner and Kinicki (2001) state that valuing diversity emphasises the awareness, recognition, understanding, and appreciation of human differences. It revolves around creating an environment in which everyone feels valued and accepted. In essence, valuing diversity entails a cultural change geared toward viewing employee differences as a valuable resource that can contribute to organisational success.
Managing diversity entails enabling people to perform to their maximum potential. It focuses on changing an organisation's culture and infrastructure in such a way that people provide the highest productivity possible.

2.4.2.2 Barriers/challenges in the management of diversity.

Organisations encounter significant barriers when trying to move forward with managing diversity (Kreitner and Kinicki, 2001). The following is a list of the most common barriers to implementing successful diversity programs;

- **Inaccurate stereotypes and prejudice.** This barrier manifests itself in the belief that differences are viewed as weaknesses. In turn, this promotes the view that diversity hiring will mean sacrificing competence and quality.

- **Ethnocentrism.** The ethnocentrism barrier represents the feeling that one's cultural rules and norms are superior or more appropriate than the rules and norms of another culture.

- **Poor career planning.** This barrier is associated with the lack of opportunities for diverse employees to get the type of work assignments that qualify them for senior management positions.

- **An unsupportive and hostile working environment for diverse employees.** Diverse employees are frequently excluded from social events and the friendly camaraderie that take place in most offices and other places of work.

- **Lack of political savvy on the part of diverse employees.** Diverse employees may not get promoted because they do not know how to 'play the game' of getting along and getting ahead in an organisation.

- **Difficulty in balancing career and family issues.** Women still assume the majority of responsibilities associated with raising children. This makes it harder for women to work evenings and weekends or to frequently travel once they have children.

- **Fears of reverse discrimination.** Some employees believe that managing diversity is a smoke screen for reverse discrimination. This belief leads to very strong resistance because people feel that one person's gain is another's loss.

- **Diversity is not seen as an organisational priority.** This leads to subtle resistance that shows up in the form of complaints and negative attitudes.
• The need to revamp the organisation's performance appraisal and reward system.
Performance appraisals and reward systems must reinforce the need to effectively manage diversity. This means that success will be based on a new set of criteria. Employees are likely to resist changes that adversely affect their promotions and financial rewards.

• Resistance to change. Effectively managing diversity entails significant organisational and personal change.

2.4.3 Women in the workforce and barriers/challenges they encounter

According to Kreitner and Kinicki (2001) approximately 49.6% of new entrants into the United States workforce between 1996 and 2006 are expected to be women. Women will account for 44.1% of the departures from the workforce. Men account for the largest share of retirement-bound employees. In spite of the fact that women constituted 46% of the labour force in 1996 and are expected to represent 47% by 2006, they continue to encounter the glass ceiling.

The glass ceiling represents an invisible barrier that separates women and minorities from advancing into top management positions. It can be particularly demotivating because employees can look up and see coveted top management positions through the transparent glass ceiling but are unable to obtain them. Why does the glass ceiling exist for women?

According to Kreitner and Kinicki (2001) women do not get promoted because (1) they lack significant general management or line experience and (2) women have not been in the executive talent pool for a long enough period of time to get selected. In contrast, the female executives indicated that (1) male stereotyping and preconceptions and (2) exclusion from informal networks were the biggest inhibitors to their promotability.

These findings suggest that it is important to sensitise Chief Executive Officers (CEOs) to the corporate culture faced by female employees. Breaking the glass ceiling will only occur when senior management has a good understanding of the unique experiences associated with being in the minority.

Human (2000) argues that if we hold a stereotypical attitude towards women and assume that they are just not capable of holding down senior management positions, we may lose out on some important talent.
If, however, we look at the context within which our senior management operate, define the competencies required for successful performance of senior managerial roles and then evaluate female applicants in terms of criteria relevant to the job (rather than in terms of the irrelevant criterion of them being female), we may find that many female applicants have a great deal to offer.

What we should be doing, in fact, is to assess them in terms of the competencies relevant to the achievements of outputs of a specific job rather than on the basis of the assumed competencies contained within the negative stereotypes. This kind of thinking underlies the Labour Relations Act (South Africa 1998) and the Employment Equity Act (South Africa 1998).

Human (2000) further argues that, should we employ a senior female manager and then continue to manage her from a negative perspective employing negative expectancy communications, then the impact may well be lower levels of performance and commitment. If she is a self-confident individual, then the likely outcome is one of antagonism and resistance.

In this situation, her ability is not the problem. The extent to which negative expectations do not allow her ability to display itself, and the impact this has on motivation and hence performance, are at issue. Such expectations are what have to be managed, moreover, and not the inherent qualities of the female manager concerned. Such expectations, in turn, are probably the result of stereotyping and relate to an inability of those who are managing her to assess her on the basis of job related criteria to the benefit of the organisation.

Kreitner and Kinicki (2001) hold the opinion that although affirmative action creates tremendous opportunities for women and minorities, it does not foster the type of thinking that is needed to effectively manage diversity. For example, affirmative action is resisted more by white males than by women and minorities because it is perceived as involving preferential hiring and treatment based on group membership.

Affirmative action plans are more successful when employees view them as fair and equitable. Affirmative action programs also were found to negatively affect the women and minorities expected to benefit from them. According to Kreitner and Kinicki (2001) women and minorities, supposedly hired on the basis of affirmative action, felt negatively stigmatised as unqualified or incompetent.
They also experienced lower job satisfaction and more stress than employees supposedly selected on the basis of merit. In other words, women hired under affirmative action programs felt better about themselves and exhibited higher performance when they believed they were hired because of their competence rather than their gender (Kreitner & Kinicki, 2001). Baron and Byrne (1997) add that in situations where affirmative action policies exist and women and minorities are hired or promoted, observers – and these persons themselves – sometimes tend to discount the contribution of these individuals’ qualifications to the outcomes. Instead, such achievements are often attributed, both by the persons hired and promoted and by others in their company, largely to affirmative action.

Innes et al. (1993) hold the opinion that the removal of discriminatory obstacles is a key aspect of affirmative action. Beckwith and Jones (1997) add that ‘equal opportunity’ laws and policies require that individuals be judged on their qualifications as individuals, without regard to race, sex, age etc. Affirmative action requires that they be judged with regard to such group membership, receiving preferential or compensatory treatment in some cases to achieve a more proportional representation in various institutions and occupations.

2.4.4 Diversity and standards

Griggs and Louw (1995) argue that in South Africa, the discussion of the lowering of standards inevitably crops up as the main barrier to implementing affirmative action. A number of people believe that increasing the diversity of the workforce will result in the lowering of performance standards. An underlying assumption of increasing the diversity of the workforce at all levels is that quality will drop and that the two are at opposite ends of a continuum, that one must be sacrificed for the other. According to this view, choosing the best employee means giving up on increasing the diversity of staff and, conversely, increasing diversity means that less qualified people must be chosen.

This perception leads to a polarisation of views and an unending debate over which is most important, diversity or competency. Griggs and Louw (1995) further state that quality and diversity need not be viewed as an either/or option. A more helpful way to look at these dimensions is to consider them not as opposite ends of a continuum, but as two independent variables. The organisational goal is to find, hire, develop, promote, and retain individuals who are of high calibre and who increase the diversity of staff – those with the necessary skills, abilities, and experiences as well as diverse backgrounds that would enhance the organisation.
According to the above diagram the ideal would be for diversity and standards to be a straight upward line without one jeopardising the other. In the process of increasing diversity and educating existing staff about diversity, there may be peaks and lows over a period of time. However, the long-term curve will begin to steepen upwards towards greater competitiveness and service quality. What this tells us is that there is strength in diversity if it is understood, valued and managed.

Duvenhage (1997) states that enforced quotas will result in a lowering of standards because since there are not enough qualified people around to fill quotas based on the composition of the general population, companies will be forced to employ lesser or unqualified people to fill their quotas. It is inevitable that employment of lesser or unqualified people will result in a general lowering of standards with the attendant higher costs to the company and eventually the consumer. A possible solution to this problem could be gradually increasing quotas, given that the supply of qualified people should increase due to an increased demand for qualified people.

IDASA (1995) adds that it is dismissed as bad for business: appointing staff according to criteria other than merit reduces productivity and will hamper South Africa's economic growth and ability to compete in the world economy.
Hamilton, Huntley, Alexander, Guimaraes and James (2001) state that without affirmative action, efforts at achieving racial inclusiveness and diversity fail. An implicit goal of affirmative action is to change substantially institutional and economic arrangements and therefore transform.

2.5 CONCLUSION

IDASA (1995) states that the debate about affirmative action has, unfortunately, collapsed into a binary opposition: the detractors see nothing good and the supporters nothing bad. If we are going to implement affirmative action successfully, we need to examine our own attitudes. Affirmative action is a process designed to achieve equal employment opportunities. In order to achieve this goal, the barriers in the workplace which restrict employment and progression opportunities, have to be eliminated systematically.

Innes et al. (1993) argue that if affirmative action is ever going to play a constructive and meaningful role in the economic and social future of this country, it is imperative that it wins the support of as wide a section of management and employees as possible. Although affirmative action seems superficially to favour only particular sections of South Africa, if it works and helps to bring stability and prosperity to this country, it will be to the advantage of all South Africans.

Beckwith and Jones (1997), however, suggest that we abandon affirmative action as it now exists. Instead we should concentrate on fighting actual documented discrimination. This, of course, will not be enough to eliminate disparities but what we should pursue is 'the educational and economic development of disadvantaged people regardless of race'. It is this developmental work that will truly uplift people, and not artificially put people on top where they are stigmatised.

Skrentny (1995) is of opinion that understanding the ironies of affirmative action requires a fundamentally cultural interpretation of politics, policy, and law. The approach is inspired by a simple notion: the most important thing one can know about a people is what they take for granted.
Former president Nelson Mandela stated during an ANC conference in Port Elizabeth, 1993 that “...the primary aims of affirmative action must be to address the imbalances created by apartheid. We are not asking for handouts for anyone. Nor are we saying that just as a white skin was a passport to privilege in the past, so a black skin should be the basis of privilege in the future. Nor is it our aim to do away with qualifications.

What we are against is not the upholding of standards as such, but the sustaining of barriers to the attainment of standards; the special measures that we envisage to overcome the legacy of past discrimination are not intended to ensure the advancement of unqualified persons, but to see to it that those who have been denied access to qualifications in the past can become qualified now, and that those who have been qualified all along but overlooked because of past discrimination, are at least given their due...The first point to be made is that affirmative action must be rooted in principles of justice and equity” (Wolfaardt, 1995).

2.6 CHAPTER SUMMARY

Chapter two was a literature study that mainly focused on the different factors that lead to the importance of affirmative action with reference to the Employment Equity Act (55 of 1998), South Africa's diverse community, and women in the workforce and challenges and/or barriers they encounter. The correlation between diversity and standards were also explained.

Chapter 3 will focus on determining the effect of affirmative action on employees of the Anncron Clinic by making use of an empirical study.
CHAPTER 3

EMPIRICAL STUDY

3.1 OVERVIEW

The aim of this chapter is to determine the effect of affirmative action on employees of the Anncron Clinic by making use of an empirical study. The empirical study has been divided into six steps that will assist the researcher in obtaining the above-mentioned goal. These methods include the choice of research design; determining the study population; choice of data gathering; choice of data analysis; deciding on the research procedure, and determining ethical issues.

3.2 CHOICE OF RESEARCH DESIGN

According to Nachmias and Nachmias (1981) the research design is the blueprint of research that enables the investigator to come up with solutions to problems. It is a logical model of proof that guides the investigator in the various stages of the research. Schuerman (1983) indicates that the design for a research project is the plan for answering the research question. It specifies what information is needed from whom and when it is to be gathered.

Guy et al. (1987) list the following four reasons for undertaking an exploratory study:

- to satisfy the researcher’s curiosity and desire for a better understanding;
- to test the feasibility of undertaking a more comprehensive study;
- to develop methods to be used in a more comprehensive study; and
- to formulate a problem for more precise investigation or for developing hypotheses.

Arkava and Lane (1983) add that exploration is a study that the researcher undertakes when he/she is curious about a situation and wishes to understand it better, or has a hunch to follow up. Exploration is valuable because it breaks new ground, and it often illuminates a problem. In conclusion Makondo (1997) indicates that research takes on an exploratory function when it is used to gain preliminary understanding of phenomena or to stimulate the development of concepts, hypotheses and theories.

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According to Wechler (1981) an exploratory design is appropriate when little is known from prior research of a phenomenon, group, or program to be investigated. For the purpose of this study an exploratory design will be used to gain insight and greater knowledge of a subject about which not much is known and researched. In South Africa, especially at corporate level, very little research has been done about the effects of affirmative action on an organisation and its employees (Wechler, 1981). Thus the research design will aid in gathering useful information on this specific subject about which legislation is very clear.

3.3 STUDY POPULATION

3.3.1 Research population

Kidder (1984) describes population as the aggregate of all the cases that conform to some designated set of specifications. Rosenthal and Rosnow (1996) define it much simpler as the universe of elements from which sample elements are drawn, or the universe of elements to which we want to generalize.

'Population' is the set of elements that the research focuses upon and to which the results obtained by studying the sample, should be generalized. The population for the study will be the 174 employees of the Anncron Clinic.

3.3.2 Boundary of sample and sampling method

Rosenthal and Rosnow (1996) state that a 'sample' is a small representation of a whole. Sample refers to a small number of elements selected from a total number of the population. The sample is expected to represent, or be similar to the population, or should have the characteristics of the population relevant to the research in question.

A sample was drawn from each department of the hospital, which included the following:
- Nursing department, consisting of 6 respondents (40%).
- Services department, consisting of 3 respondents (20%).
- Administrative department, consisting of 6 respondents (40%).
The type of sampling that was used was stratified random sampling that was based on different sections and each section was regarded as a stratum. This is because the population that was studied was heterogeneous. Stratified random sampling divides a population into different groups, called strata, so that each element of the population belongs to one and only one stratum (Bless & Higson-Smith, 2000).

In the administrative and nursing departments, random sampling was performed by using a systematic sampling method. The population (employees) list was obtained from the personnel department. This was used to ensure that the different groups of the population acquired sufficient or equal representation in the sample. The researcher chose every twentieth employee in the nursing department and every second employee in the administrative as well as services departments, which added up to 15 respondents.

A sample was drawn by selecting a group of six individuals from the nursing department, three individuals from the services department, and six individuals from the administration department. The total number of respondents was 15. The participants’ biographical data have been indicated in the following table 4.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4 (26.7%)</td>
</tr>
<tr>
<td>Female</td>
<td>11 (73.3%)</td>
</tr>
<tr>
<td>White</td>
<td>8 (53.3%)</td>
</tr>
<tr>
<td>Black</td>
<td>5 (33.3%)</td>
</tr>
<tr>
<td>Indian</td>
<td>2 (13.3%)</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>7 (46.6%)</td>
</tr>
<tr>
<td>English</td>
<td>8 (53.3%)</td>
</tr>
<tr>
<td>Ave. Age</td>
<td>40.333 years</td>
</tr>
</tbody>
</table>

In the above table the final sampling is indicated. There were 15 respondents (making up 8.6% of the Anncron’s employees) of which 4 are males, 11 are females, 8 white, 7 black, 2 Indian, 7 Afrikaans speaking, and 8 are English speaking. The average age of the respondents are 40.333 years.
The researcher refrained from interviewing any employees from the pharmacy department since the pharmacy manager was not willing to grant the researcher an interview. Hence, the researcher did not take the liberty to interview other pharmacy employees and the hospital manager did not want to force the issue. Since the interviews were all based on voluntary participation, the interviewer took leave of this matter since it would not have been ethical to demand interviews.

3.4 CHOICE OF DATA GATHERING

An unstructured interview schedule was used which helped the interviewer in giving direction and focus by probing, asking questions and follow up on answers. The use of a questionnaire was excluded since the interviewer did not want the questionnaire to hamper the flow of important information and interrupt the respondent’s line of thought.

Bailey (1994) lists the following advantages of an unstructured interview schedule:

- **Flexibility** – Interviewers can repeat the questions when the response indicates that the respondent misunderstood.
- **Response rate** – The interviewer has a better response rate than the posted questionnaires. Persons who are unable to read and write can still answer the questions.
- **Nonverbal behaviour** – The interviewer is present to observe nonverbal behaviour and to assess the validity of the respondent’s answer.
- **Respondent alone can answer** – The respondent is unable to cheat by receiving answers from others, or by having others completing an entire questionnaire for him or her.
- **Time of interview** – The interviewer can record the exact time, date, and place of the interview. If some important event that may call for changes occurs during the interview, the researcher can effect those changes.

In this proposed study, the unstructured interview will be used as the guideline for the researcher and will contain questions that are important to research. With the consent of the respondents, a tape recorder will be used to gather information and for the purpose of remembering the data for later analysis and interpretation.
3.4.1 Rationale of the interview

A phenomenological approach aims to understand and interpret the meaning that subjects give to their everyday lives. This is mainly done by means of naturalistic methods of study, analyzing the conversations and interaction that the researcher has with subjects (De Vos, 1998). The researcher will make use of phenomenological interviewing to gain insight into the staff members of the Anncron Clinic’s experience of affirmative action.

3.4.2 Description of the interview

Marshall and Rossman (1995) describe phenomenological interviewing as a specific type of in-depth interviewing grounded in the theoretical tradition of phenomenology. Phenomenology is the study of experiences and the ways in which we put them together to develop a worldview. It carries an assumption that there is a ‘structure and essence’ to shared experiences that can be determined.

3.4.3 Administration of the interview

Three basic steps are identified by Marshall and Rossman (1995) to phenomenological inquiry: Epoche, phenomenological reduction, and structural synthesis. *Epoche* is the period in which the researcher must examine him in order to identify personal biases and remove all traces of personal involvement in the phenomena being studied. The purpose of this self-examination is for the researcher either to eliminate or to gain clarity from his preconceptions.

*Phenomenological reduction* is the next phase in which the researcher brackets the rest of the world and any presuppositions with which he approaches the subject of study. Its goal is to enable the researcher to identify the phenomenon in its ‘pure form, uncontaminated by extraneous intrusions’. The data are then clustered around invariant themes that this reduction has allowed the researcher to identify, and to identify the textural portrayal of those themes. The final stage, *structural synthesis*, involves the articulation of the ‘bones’ of the experience of the phenomenon and the description of its deep structure.
3.4.4 Reliability and validity of the interview

3.4.4.1 Reliability

Huysamen (1994) states that if we measure a construct by means of a particular instrument, it should yield comparable measurements for the same individuals irrespective of, for example, when the instrument is administered, which particular version of it is used, and who is applying (administering and scoring) it.

Reliability and validity are central issues in all scientific measurements. Both concerns how concrete measures, or indicators are developed for constructs. Perfect reliability and validity are impossible to achieve. Rather they are ideals researchers strive for (Neuman, 1997).

Neuman (1997) gives the following four principles to follow in order to increase the reliability of measures:

- clearly conceptualize constructs,
- use a precise level of measurement,
- use multiple indicators, and
- use pilot tests.

3.4.4.2 Validity

Mason (1996) states that if your research is valid, this means that you are observing, identifying, or ‘measuring’ what you say you are. The validity of qualitative research is the result of the credibility and transferability thereof (Krefting, 1991). Marshall and Rossman (1995) add that credibility is a construct that more accurately reflects the assumptions of the qualitative paradigm; the goal is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described.

According to Neuman (1997) validity tells us whether an indicator for actuality captures the meaning of the construct, which we are interested in. The credibility of qualitative research is influenced by the extent to which recurring patterns and themes are obtained.
The factors that influence the validity of the qualitative research according to Woods and Catanzaro (1988) are as follows:

- Distinguish maturation from effects of intervening phenomena by use of constant comparative analysis and discrepant case analysis.
- There has to be comparison of data to theories and analytical models derived from literature and presentation of data in relation to a researcher's position and relationship.
- Recruit participants who meet purposive sampling criteria.
- Remind participants often that they are experts in the topic of study.
- Provide consistent follow-up to participants in the form of information about the ongoing study.

3.5 DATA ANALYSIS

3.5.1 Process of analysis

Neuman (1997) states that in general, data analysis means a search for patterns in data - recurrent behaviours, objects, or a body of knowledge. Neuman (1997) continues by saying that data analysis involves examining, sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as reviewing the raw and recorded data. The researcher will thus examine the data gained from the interviews, sort and categorize the emerging subjects, make comparisons in order not to repeat findings, and make evaluations and conclusions.

3.5.2 Coding

In this study, coding will start while the researcher conducts the interviews and he will intentionally follow up themes and concepts as they emerge throughout the conversations. Coding is the process of grouping interviewees' responses into categories that bring together similar ideas, concepts or themes that have been discovered (Rubin & Rubin, 1995). In fact, the interviewing will facilitate the coding in the sense that it will not be a haphazard process. Though flexible, it will be focused on the subject of inquiry.
3.5.3 Discovering themes and concepts

Data analysis in qualitative research is exciting because the researcher discovers themes and concepts embedded throughout the interview (Chirban, 1990). In this study, data analysis will begin while interviewing takes place. During each interview the researcher will identify areas of the conversations that need to be examined in detail. Thematic analysis will be done after the interviewing. Field notes will be used throughout the interviews to highlight major themes that come to the fore.

The researcher will make sure to use a clean sheet of paper to write down the responses from each interviewee. After going through all the notes, central themes will be grouped together, described and discussed with reference to the literature review. To further enhance data analysis, excerpts/extracts in the form of verbal quotes will be used.

3.6 RESEARCH PROCEDURE

3.6.1 Pilot study

The purpose of a pilot study is to improve the effectiveness and the success of the investigation. If, for example, personal interviews are being planned, the pilot study must be conducted by means of personal interviews. If this is not done, the pilot study will not be of much value and the researcher will still not know if the method he/she has in mind will be effective. A pilot study also gives an indication of which errors were made and how they can be avoided so that certain modifications can be made (De Vos, 1998).

Gerber and Alberts (1984) add that a pilot study implies carrying out the investigation on a minor scale. Only a small number of people should be involved, but the whole program should be carried out from beginning to end. Huysamen (1994) indicates that it is advisable to conduct a pilot study on a limited number of subjects from the same population as that for which the eventual project is intended.
From what these authors say, the researcher’s understanding is that a pilot study entails the prospective researcher trying out the investigation on persons who are part of the sample before the actual study commences but who are not part of the main study. This will help the researcher to gain some understanding of the obstacles he might encounter in the actual study. In other words, a pilot study provides the prospective researcher with the ‘feel’ of the study.

3.6.2 Consultation with experts

The utilization of experts can help to delineate the problem more sharply and to gain valuable information on the more technical and practical aspects of the prospective research undertakings (De Vos, 1998). Talking to other knowledgeable people in the hospital will elicit current material and ideas that will contribute to the proposed research topic. This will also help to obtain information on the suitability of certain procedures and obstacles that the researcher may encounter during the main investigation.

Experts that will be consulted during the pilot study include the following people:

- Mr. V.J. Taute, hospital manager.
- Ms M. van Wyk, nursing manager and
- Ms C. Labuschagne, administration services manager.

3.6.3 Pilot test of measuring instrument

The pilot study offers an opportunity to test the interview schedule with the kind of respondents that will be used in the main investigation (De Vos, 1998). The pre-test should be conducted in the same manner as the final study. If it is an interview study, the pre-test should be an interview (Bailey, 1994). Since the study will be exploratory and the data will be collected by means of interviews, the researcher will make use of an unstructured interview.

An information letter will be given to respondents to read before they answer questions. The covering letter will identify the researcher’s name, the organisation undertaking the research, and the purpose and importance of the study. Confidentiality will also be guaranteed by refraining from referring to respondents’ names in the research results.
3.7 ETHICAL ISSUES

Despite the existence of ethical guidelines and committees that may support the researcher in his decision-making, the final responsibility for ethical conduct rests squarely with the researcher concerned (De Vos, 1998). By this De Vos (1998) means that the researcher will be accountable for the positive and negative consequences of every decision. Guy et al. (1987) argue that an individual who agrees to participate in any research endeavour is placing trust in the researcher and the researcher in turn should not violate that trust. Ethical issues that will be taken into consideration during the study are the following:

3.7.1 Protecting respondents from emotional harm

De Vos (1998) states that an ethical obligation rests with the researcher to protect subjects against any form of harm or discomfort, which may emerge from the research project. Respondents will therefore be informed beforehand about the impact of the study, its goal and objectives. Such information will offer respondents an opportunity to continue or withdraw from the study if they so wish.

3.7.2 Voluntary participation

Babbie (1992) is of the opinion that no one should be forced to participate. In this case, no personnel would be coerced to participate in the research; they would be made aware that their participation should be voluntary. Creswell (1998) adds that participants in the study should be informed of their right to voluntarily withdraw from the study at any time.

3.7.3 Obtaining informed consent

All adequate and relevant information on the goal of the study, the procedure which will be followed during the study, and the possible privileges which respondents may be exposed to, will be rendered to potential respondents. Such information will help the respondents to make voluntary decisions about their possible participation. Informed consent will be obtained from the participants before the commencing of the study.
3.7.4 Deception

De Vos (1998) describes deception of subjects as deliberately misinterpreting facts in order to make another person believe what is not true, thus violating the respect to which every person is entitled. Therefore, no form of deception will be deliberately inflicted on respondents unless it crept into the investigation unwittingly. In that case it will be discussed with the respondents immediately.

3.7.5 Sensitivity to privacy

Respondents will be informed that their participation in the research is voluntary and they can refuse to divulge certain information about themselves.

3.7.6 Confidentiality

Babbie (1992) states that the researcher can identify a given person’s responses but essentially promises not to do so publicly. Respondents will be assured that the information given will be treated with confidentiality. They will be assured that data will only be used for the stated purpose of the research and that no other person will have access to the data.

3.7.7 Competency of the researcher

De Vos (1998) is of the opinion that researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation. This is important for if the researcher is incompetent, it will jeopardize the research project which could lead to harm not only to the respondents but also to the researcher’s professional image.

The researcher considers himself sufficiently competent to undertake this study since he has thoroughly prepared for the study by going through different literature to gain more insight about research and the chosen subject of study. No value judgments will be made under any circumstances about the respondents’ actions and point of views even if they conflict directly or indirectly with that of the researcher.
3.7.8 Release of the findings

Respondents will be informed of the findings in an objective manner without offering too many details or impairing the principle of confidentiality. This will be done to show recognition and gratitude to respondents. The report about the study will be submitted to the management of the hospital.

3.8 CONCLUSION

The researcher will make use of an exploratory design that will guide him through the various stages of the research. This design will help the researcher to investigate and understand the effect of affirmative action on the employees of the Anncron Clinic. The population for this study will consist of 15 respondents of the nursing, servicing, and administrative departments, which will make up 8.6% of the Anncron Clinic's 174 employees.

Data will be gathered by using an unstructured interview schedule, which will contain questions of relevant importance to the research. Questions will be: What is the individual's experience of affirmative action within the hospital? What are the attitudes of the interviewee's colleagues regarding employment equity within the hospital? What is the interviewee's opinion regarding personnel relationships etc. A pilot study will be conducted by means of personal interviews on three subjects who are part of the sample before the actual study commences, but who are not part of the main study. Certain ethical issues will be taken into account during the interview schedule to protect both subjects and interviewer against any form of harm or discomfort, which may merge from the research project.

3.9 CHAPTER SUMMARY

Chapter three focused on the choice of research design, the study population, choice of data gathering, data collection, the research procedure, and certain ethical issues.

Chapter four will focus on the analysis and the interpretation of the data collected during the empirical study. In chapter four the research findings will be discussed, based on the central themes extracted from the respondents' experiences.
Chapter four focuses on the results of the empirical study as discussed in chapter three. The profile of respondents, findings, and a conclusion will be provided in this chapter.

### 4.2 Profile of Respondents

The following table briefly presents the 15 respondents’ biographical data.

**Table 5: Profile of respondents.**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Age</th>
<th>Race</th>
<th>Sex</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>Black</td>
<td>Female</td>
<td>Nursing diploma, one year maternity.</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>Black</td>
<td>Female</td>
<td>Nursing diploma.</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>Indian</td>
<td>Female</td>
<td>Nursing diploma, one year post-diploma, one year theatre technique.</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>White</td>
<td>Female</td>
<td>Nursing diploma, one year theatre technique.</td>
</tr>
<tr>
<td>5</td>
<td>49</td>
<td>White</td>
<td>Female</td>
<td>Bcurr. Degree, one year admin, one year theatre technique, one year community health.</td>
</tr>
<tr>
<td>6</td>
<td>47</td>
<td>White</td>
<td>Female</td>
<td>Nursing diploma, one year admin.</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>White</td>
<td>Female</td>
<td>Nursing diploma, one year maternity.</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>White</td>
<td>Female</td>
<td>Bcomm. Degree.</td>
</tr>
<tr>
<td>9</td>
<td>31</td>
<td>Indian</td>
<td>Female</td>
<td>Grade 12</td>
</tr>
<tr>
<td>10</td>
<td>59</td>
<td>White</td>
<td>Female</td>
<td>Grade 12</td>
</tr>
<tr>
<td>11</td>
<td>57</td>
<td>White</td>
<td>Male</td>
<td>Grade 12</td>
</tr>
<tr>
<td>12</td>
<td>31</td>
<td>White</td>
<td>Female</td>
<td>Grade 12</td>
</tr>
<tr>
<td>13</td>
<td>40</td>
<td>Black</td>
<td>Male</td>
<td>Grade 10</td>
</tr>
<tr>
<td>14</td>
<td>50</td>
<td>Black</td>
<td>Male</td>
<td>Grade 9</td>
</tr>
<tr>
<td>15</td>
<td>53</td>
<td>Black</td>
<td>Female</td>
<td>Grade 8</td>
</tr>
</tbody>
</table>
4.3 FINDINGS

The following table denotes seven central themes that have been identified through the various interviews as well as the number of respondents that contributed to each theme.

Table 6: Themes and number of respondents.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pressure</td>
<td>11 (73.3%)</td>
</tr>
<tr>
<td>2. Suspicion</td>
<td>12 (80%)</td>
</tr>
<tr>
<td>3. Independence</td>
<td>7 (46.6%)</td>
</tr>
<tr>
<td>4. Motivation</td>
<td>9 (60%)</td>
</tr>
<tr>
<td>5. Frustration</td>
<td>9 (60%)</td>
</tr>
<tr>
<td>6. Doctors and affirmative action</td>
<td>13 (86.6%)</td>
</tr>
<tr>
<td>7. Management and affirmative action</td>
<td>11 (73.3%)</td>
</tr>
</tbody>
</table>

In the following section, seven domains or parameters of the impact of affirmative action will be extracted from the responses of the respondents. The quotations will be presented according to the order of the respondents’ chronological numbers. In cases where two or more respondents made the same comments, their numbers will be specified next to the quotations. In addition, if one respondent mentioned more than one response, the number of the respondent will be placed next to each of the responses. A percentage will be given next to the respondents’ chronological numbers, which represents the percentage of the total number of respondents.

4.3.1 Central Themes

4.3.1.1 Pressure

Respondent 1 states that “some nurses want to move to another hospital in another town where affirmative action does not manifest in such a negative way”. Respondent 3 also notes that “…some employees experience affirmative action negatively; these employees leave the hospital after they have gained enough experience in the field…they usually stay for only a short period of time”.

Respondent 5 says that “I experience pressure to perform at an optimum level all of the time because I’m afraid that I might lose my job to someone who is less qualified than me due to an affirmative action appointment”.

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Respondents 1, 2, 4, 6, 7, 9, 10, 11, 13, 15 (66.6%) claim that they experience pressure in their jobs to perform in order to prove that they can do the job. Respondents 4, 6, 10, 11 (26.6%), which are all white, feel that if they should be in a situation where they cannot do the job they might just find themselves being replaced by a black employee. Respondents 1, 2, 4, 9, 11, 13, 14 (46.6%) feel that promotion and pay are determined by skin colour which places further pressure on white employees and which might lead to a decrease in motivational levels.

However, respondents 1, 2, 13, 14, 15 (33.3%), who are all coloured, feel that if they do not get salary raises or promotions, affirmative action is not being correctly applied which places pressure on management.

A negative outcome of this perceived pressure is that some white employees only stay with the hospital until they have gained enough experience and then leave to find another job in the same field of expertise with less pressure. Coloured employees who feel that affirmative action is not fairly administered, also experience pressure and leave the hospital for greener pastures where they will be treated fairly. This pressure might also cause a greater tendency to make mistakes since concentration may also be negatively influenced.

4.3.1.2 Suspicion

Respondent 1 notes that “I can see that some white nurses distrust their coloured colleagues since they double check some of the coloured nurses’ work. I think this might be due to the fact that some white nurses feel that their coloured colleagues are less qualified than they are”. Respondent 5 states that “sometimes I catch a white nurse checking up on me and my work. This makes me feel as if I’m incompetent and I obviously feel suspicious”. Respondent 11 states that “I don’t know if management always employ the best candidate, I’m afraid that they might be pressured to employ people of colour only because of affirmative action”.

Respondent 14 adds that “…if I suspect that a nurse was employed due to affirmative action, why do I have to trust her skills and qualifications? I’ll rather check on their work to make sure a patient is happy and stays alive.”
Respondents 1, 2, 6, 7, 9, 10, 12, 15 (53.3%) feel that promotions and salary adjustments are directly linked to skin colour or surnames rather than to hard work, experience, qualification or leadership. Respondents 2, 3, 9, 13, 14 (33.3%), who are all coloured, mention that white employees distrust their senior coloured colleagues since the white employees feel that their senior coloured colleagues are less qualified than themselves. Respondent 2 notes that in one scenario “a coloured nurse was promoted to work as a white nurse’s senior and the white nurse requested to be moved to another ward where a white nurse was in charge”. The prevalence of suspicion might lead to lowered teamwork and coherence amongst staff within the hospital.

It also seems as if suspicion towards management is present. Respondents 1, 3, 5, 14, 15 (33.3%) feel that management is invincible and respondent 3 stated that “management does not consider the viewpoints of lower-level management or [especially] black seniority”. This might cause lower level management to feel intimidated and become suspicious.

Respondent 3 states that when whites are not promoted or do not receive salary raises in line with their expectations, they blame management for applying affirmative action blindly and start to distrust management. When, however, whites do receive raises or promotions, blacks feel that affirmative action was not being fairly administered. Respondent 2 argues that management is often unnecessarily labeled as the so-called black sheep.

4.3.1.3 Independence

Respondent 4 feels that “legislation makes it possible for coloured people to hold senior positions...it makes them more independent. Now they can make decisions without having to always consult with someone first”. Respondent 7 states that “Due to my promotion I earn a bigger salary now. The feeling of independency is great, yet I have more responsibility too.”

One of the positive results of affirmative action, which has been identified through the interviews, is that all of the coloured respondents feel that they are more independent because as respondent 10 noted “I experience more freedom in my work in the sense that I occupy a responsible position where I can make responsible decisions”. Coloured employees do not feel dependent on white colleagues once they have leadership positions with the authority to make important decisions without having to consult white colleagues first.
4.3.1.4 Motivation

According to respondent 2 “coloured nurses feel that they now have a better chance of being promoted than they had before affirmative action was implemented. This motivates them to work harder.” Respondent 6 adds “we have higher levels of motivation since we have something [promotion] to work for now”. Some white respondents’ motivational levels are negatively influenced. Respondent 11 states that “management are going to promote a black person anyways so why do I have to work harder if I know that affirmative action will prevent me from getting promoted?” As is the argument of respondent 2: “It’s sad to think that a less-qualified nurse may be promoted before me. I feel a bit de-motivated because of this”.

It seems as if the motivational levels of coloured employees are higher than that of their white colleagues. Respondent 3 states “one feels motivated to know that you have an opportunity for promotion due to affirmative processes”. Respondents 1, 2, 3, 10, 13 (33.3%) feel that they [now] have an opportunity for promotion which they didn’t have in the past. It seems as if white employees are de-motivated. Respondents 5, 6, 7, 11 (26.6%), all white, feel that no matter how good they perform or what level of experience they have, management will almost certainly apply affirmative action and employ or promote a coloured employee which further contributes to the white employees’ experience of pressure and their suspicion towards management.

4.3.1.5 Frustration

Respondent 3 feels frustrated due to the fact that “every now and then my work is being questioned and checked by a senior white sister. This frustrates me. Am I not good enough or what? If I’m not good enough why was I employed then? Don’t they realize that I have all the necessary qualifications and skills to do my job correctly?” Respondent 6 also states that “it frustrates me to work with some other employees, not because our skin colour differs but because they don’t understand and take my culture into account”. Some white employees also experience frustration. Respondent 5 feels that “some coloured nurses work according to ‘Africa time’. This makes us [whites] have to work twice as hard and at double the pace to get the work done.”
One big factor that contributes to four of the eight white respondents' experience of frustration is the "unsatisfactory time-management of coloured employees. Respondent 5 refers to it as 'Africa-time'. The white respondents 4, 5, 7, 11 (26.6%) are of the opinion that coloured employees' work gets done at a slower pace. Respondent 7 stated that "because of this Africa time some of the white staff have to do coloured employees' work as well which is time consuming and thus places greater pressure on us resulting in pressure, stress and frustration". The white respondents 5, 10, 11 (20%) think that coloured employees might adopt a passive attitude when they do not get raises or promotions while respondents 3, 4, 8, 10, 11, 12 (40%) feel that it is purely a cultural issue.

Respondent 13 stated that "why do I have to work harder if I'm not going to get a bonus or a raise anyway?" When a white employee has to do a coloured employee's job (or part thereof) or double check the work of a coloured employee, the coloured employee might become suspicious and start to feel that the white co-worker does not trust him or her. Thus the evil suspicion-frustration cycle is never-ending.

4.3.1.6 Doctors and affirmative action

Respondents 1, 2, 3, 4, 6, 7, 8, 9, 11, 12 (66.6%) were united in their opinion that conflict exists between white doctors and coloured nurses. These respondents are of the opinion that white doctors feel that coloured nurses are less competent than their white colleagues even though all nurses go through the same job interviews, training courses and job inductions. The irony is that this assumption is purely based on skin colour since respondent 3 noted, "no valid incident or example of incompetence can be validated by the doctors."

The result is that white doctors prefer working with white nurses and this, according to respondents 1, 3, 5, 6, 7, 9, 11, 12, 13 (60%) causes some of the coloured nurses to feel incompetent and looked down upon. These coloured nurses then place themselves under pressure and stress by trying to impress the white doctors.

Respondents 2, 4, 5, 6, 10, 11, 12 (46.6%) feel that white doctors deliberately look for mistakes when black nurses are on duty. When something should happen to go wrong they exaggerate and make a big issue of it. According to respondents 1, 2, 3, 6, 7, 9, 15 (46.6%) the coloured nurses feel incompetent but as respondent 2 notes they "take the criticism from whence it is comes".
Respondent 3 forms the opinion that "some white doctors think that coloured nurses are less-competent than white nurses..." Respondent 10 adds "I think some white doctors prefer working with white nurses. This might cause some coloured nurses to feel incompetent and they experience pressure and frustration." Respondent 11 states that "some doctors prefer working with white nurses and this places more work pressure and stress on the white nurses since they have to do more work".

4.3.1.7 Management and affirmative action

Respondents have mixed feelings about management's role in applying affirmative action. Respondent 3 for instance states that "...just because management said they didn't employ someone purely on the basis of affirmative action doesn't mean that it is indeed the case. How will we ever really know?" According to respondent 1 "...the application of affirmative action is being managed very sensitively and intelligently by management. They won't employ a less-qualified person because that person will be working with human lives after all. I have no doubt in management's discretion and I trust their judgment".

Despite the various negative attitudes which some respondents may have towards management and the application of affirmative action, there are however quite a different side to the whole story. According to respondents 1, 2, 5, 7, 10 (33.3%) a panel reviews all applicants who are invited for interviews and each candidate has certain qualifications and criteria that have to be met in order to qualify for the specific position. When an internal position has to be filled, the candidates are not evaluated on skin colour, race or culture but on whether or not they are experienced and qualified enough to do the job.

Only when it is an external application for an internal position the affirmative action will be 'kept in mind' but an applicant still has to be qualified to do the job despite of his/her skin colour. Referrals from previous employees are also taken into account. According to respondents 2, 3, 5, 7, 12 (33.3%) some white nurses feel that a private hospital's standards are too high for coloured nurses. The crux of the matter, however, is that all nurses have to pass all the exams of the Nurse's Board in order to register as a nurse.
Respondents 3, 4, 5, 7, 11 (33.3%) note that there is also an evaluation every three years to determine nurses’ competence. It is thus invalid and unjustifiable to make the assumption that coloured nurses are less qualified than their white colleagues. The hospital’s staff strive towards quality service, cost-effectiveness, and personal effectiveness.

Respondents 1, 2, 4, 6, 8, 9, 11, 12 (53.3%) state that management also make use of a screening process to determine if the applicant will fit in with the organisation’s climate and culture. Management believe in competence since a hospital after all deals with human lives. Employees’ jobs are guaranteed and under no threat. No current employee will simply lose his/her job due to his/her skin colour. Respondent 6 notes, “if you look for indifference you will always see it. It is all about attitude. If you have a negative attitude it will roller-coast into negative behaviour.”

There is then a contradiction between what some respondents experience and what management believe and do. The researcher can only wonder if this incongruence could possibly be the result of poor downward communication and a lack of lower-level employees’ exposure to managerial activities and decisions.

4.4 CONCLUSION

It is obvious that conflict exists between what some employees feel should be happening and what the reality is. Employees become frustrated because they feel that affirmative action is not correctly administered within the hospital and they might feel ‘betrayed’ by the system. The result is that they feel as if they cannot fight the system and then become frustrated with one another. Because of the fact that some employees feel ‘betrayed’ by the system they also become suspicious of one another. The strive to perform under these conditions places tremendous pressure on employees especially because some employees feel that their jobs are under threat due to affirmative action and employment equity.

The result of this frustration-suspicion-pressure cycle is that motivational levels are not optimal and this may lead to lower productivity and a decrease in loyalty amongst the hospital’s staff. Doctors need to understand that their patients are under the care of professionally trained and experienced staff and should not be worrying about insignificant issues such as nurses’ skin colour.
4.5 CHAPTER SUMMARY

Chapter four was geared towards determining the factors that play a role in the interpretation of affirmative action and to determine the experiences employees have of affirmative action. Various topics have been discussed in the achievement of the abovementioned goals, which included profiles of respondents and the findings.

Chapter five will focus on conclusions drawn from the findings, limitations of the study and recommendations on how to manage the effect of affirmative action within the Anncron Clinic.
CHAPTER 5

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

5.1 OVERVIEW

In the previous chapter the results of the study were discussed. In this chapter the conclusions will be discussed. Following this is a short discussion on the limitations of this study. The recommendations regarding the literature and empirical study will be made. Finally, the contribution of this study will be mentioned.

5.2 CONCLUSIONS

5.2.1 Conclusions flowing from the theoretical goals of this study

The following concepts were discussed by means of a literature study:

5.2.1(a). Definition of affirmative action.

Affirmative action is an artificial intervention aimed at giving management a chance to correct an imbalance, an injustice, a mistake, and/or outright discrimination. Affirmative action does not legitimise quotas. Quotas are illegal. It is important to note that under no circumstances does affirmative action require companies to hire unqualified people (Kreitner & Kinicki, 2001). According to the literature study the researcher has formulated his own definition of affirmative action: Measures and/or strategies that are implemented to try and rectify and/or justify incongruous and iniquitous actions against people of disadvantaged standing.

5.2.1(b). Factors that contributed to the importance of affirmative action in South Africa

The Employment Equity Act 55 of 1998, the diverse South African environment and an increase in the number of women in the workforce were identified from the literature as the major factors that contributes to the importance of affirmative action in South Africa.
5.2.1(c). Employment Equity.

The *Employment Equity Act* 55 of 1998\(^2\) lays the basis for affirmative action in employment law. Human (2000) states that the purpose of Act 55 of 1998 is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and by implementing affirmative action measures to redress the disadvantages experienced by members of designated groups in the employment situation.

5.2.1(d). South Africa’s diverse community.

According to Thomas (1996) diversity refers to any mixture of items characterised by differences and similarities. Employment equity and affirmative action assist in diversifying the workforce by bringing people into the career pipeline (Mclagan & Nel, 1996). Mwaba and Simbayi (1998) state that as the process of socio-economic transformation occurs and diverse South Africans begin to interact at all levels on an equal basis, the need for greater understanding of different backgrounds will become increasingly evident within the workplace and society in general.

5.2.1(e). Diversity and standards.

Griggs and Louw (1995) argue that in South Africa, the discussion of the lowering of standards inevitably crops up as the main barrier to implementing affirmative action. A number of people believe that increasing the diversity of the workforce will result in the lowering of performance standards. An underlying assumption of increasing the diversity of the workforce at all levels is that quality will drop and that the two are at opposite ends of a continuum; that one must be sacrificed for the other.

5.2.1(f). Women in the workforce

According to Kreitner and Kinicki (2001) women do not get promoted because (1) they lack significant general management or line experience and (2) women have not been in the executive talent pool for a long enough period of time to get selected. In contrast, the female executives indicated that (1) male stereotyping and preconceptions and (2) exclusion from informal networks were the biggest inhibitors to their promotability.

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\(^2\) Hereafter referred to as Act 55 of 1998
5.2.2 Conclusions regarding the results of the empirical study

Clear communication between staff on all levels as well as a diplomatic management style are vital in creating feelings of coherence and team unity in a company such as the Anncron Clinic. Only when people start to accept one another as unique individuals with unique differences can productive change really be achieved. At the Anncron Clinic with its high level of suspicion, employees should learn to trust one another more. Without trust and trustworthiness you cannot work together as an efficient, productive team.

Various teambuilding exercises could help employees to not only get to know each other better but also to enhance their interpersonal skills, group cohesion, problem solving skills, communication skills, and their trust of one another. Management must continually monitor bad performance and handle it impartially (not discriminating on the basis of language, colour or culture). Skills should be evaluated on a continuing basis through outcome-based learning (OBL).

The researcher is aware that recommendations are easier said than done. Through active participation, positive attitudes, trust and patience of all staff members of the Anncron Clinic, can the abovementioned recommendations be successfully applied and affirmative action successfully managed.

5.3 LIMITATIONS OF THIS STUDY

The following were identified as major limitations of this study:

- The literature available regarding the experiences of employees of affirmative action in South Africa, are limited.
- The quality of interviewing could be improved by focussing on the here and now in order to obtain more accurate experiences of respondents.
- The experience of only one private hospital was determined, which limits the ability to generalise the results to the entire health care fraternity.
- The research design was qualitative, therefore results cannot be generalised.
5.4 RECOMMENDATIONS

In this section recommendations will be made with regards to solutions for the problems (as discussed in the problem statement) as well as with regards to future research.

5.4.1 Recommendations with regards to the problems

The following recommendations were made to help solve the problem as discussed in chapter 1:

5.4.1.1 Accept and initiate change

Affirmative Action is a very sensitive issue in South Africa and should be approached in an ethical, tactful, and professional manner. In order to move away from the ‘apartheid’ and ‘affirmative action’ excuses and clichés, one has to move away from a black-and-white mentality and way of thinking. As a multicultural country we as citizens should adopt an open-minded approach and be more receptive to change and new experiences.

Unfortunately a lot of people hold on to what is familiar and stay stuck in the past in a regime of ‘us’ and ‘them’. Only when people start to accept one another as unique individuals with unique differences can productive change really be achieved. It is, however, not something that will happen overnight but it is definitely something that should be strived towards achieving.

5.4.1.2 Build trust

At the Anncron Clinic with its high level of suspicion, employees should learn to trust one another more. Without trust and trustworthiness you cannot work together as an efficient, productive team. When teamwork walks out the door, chaos enters. Trust also walks hand in hand with open-mindedness. Be open for other employees’ ideas and visions and accept their differences. Building (and maintaining) trust is a long-term goal but a rewarding, satisfying one nevertheless. As previously mentioned, various teambuilding exercises can enhance the interpersonal relationships of employees and improve their trust of one another.
5.4.1.3 Teamwork and skills

Management must continually monitor bad performance and handle it impartially (not discriminating on the basis of language, colour or culture). Skills should be evaluated on a continuing basis through outcome-based learning (OBL). Racism must not be tolerated. Any staff member that feels offended must follow the grievance procedure. Disciplinary action should be taken in case of discrimination.

5.4.1.4 Clear communication

Communication is a vital ingredient for mutual trust and understanding between employees. Verbal and nonverbal communication in horizontal, upward, and downward communication should be clear and understandable.

Lower-level employees should be clear on what their superiors expect of them but at the same time senior staff should understand what their colleagues expect of them. Management’s decisions and expectations should be clearly shared with lower management and their staff.

Lower management should also have the freedom to discuss issues with their seniors. This would help to lower suspicion, build trust, and a feeling of mutualism. Management should also communicate clearly with lower-level management so that they, in turn, can be able to communicate clearly with lower-level employees what exactly needs to be done, what decisions were made by management and why, and to contribute to efficient problem solving.

5.4.1.5 Adopt a diplomatic management style

It is important for management to make sure that their decisions reflect and accommodate the needs and expectations of lower-level employees. Sure, not all decisions affect lower-level employees but people have a strong need for group acceptance, appreciation and for being valued as worthy and indispensable.

Exercising a diplomatic management style will not only lower employees’ suspicion of management but it will also help build trust and loyalty since employees will then feel appreciated and important.
5.4.1.6 Doctors

Doctors that do not show insight in affirmative action requirements and who are impatient towards affirmative appointments is another problem at the Anncron Clinic. The solution(s) will be discussed at the hospital’s Medical Advice Committee, which consists of general practitioners, specialist doctors and hospital management.

5.4.1.7 Training

Individuals in nursing that perform well and have the necessary potential, need to be targeted for promotion through the following programs:

- Induction
- Total quality management (TQM)
- OBL
- Safety,
- Infection control
- Continuous in-service training
- Ward management

The potential for promotion of non-nursing staff in the administration and services departments need to be assessed through programs such as:

- Induction
- TQM
- OBL
- Safety health and environmental programs
- Information Technology training (IT)
- Continuous in-service training

5.4.1.8 Work requirements

Potential must be taken into account. The hospital’s policy has always been that the best performer has the right to be promoted.
5.4.1.9 Committee meetings

Everyone must continually be involved with affirmative action by attending 3 monthly committee meetings. All staff must be kept informed with regards to affirmative action. Forum and Head Office should give three-monthly feedback to staff.

5.4.1.10 Put affirmative action into practice

The following are additional recommendations for putting affirmative action into practice:

- Where one set of rules exists, the rules apply to all staff;
- all staff should have equal access to their superiors;
- in-house social events should be open to all staff;
- all racial differentials in fringe benefits should be eradicated: do not attach a particular fringe or benefit to a particular position while it is occupied by a white person and then remove or reduce that fringe benefit when a black person takes over the position;
- management must ensure that affirmative action targets are integrated into the company’s strategic business plan; and
- management needs to set short-, medium- and long-term affirmative action targets for the company as a whole and for its various departments.

5.4.2 Recommendations with regards to future research

The following recommendations are made regarding future research:

- This research only focussed on the experience of employees of affirmative action. Much insight can be provided by a quantitative study in this regard.
- Quantitative research can be conducted by means of a questionnaire using themes that were identified by this research, so that a better picture can be obtained regarding the experience of affirmative action in organisations.
- Research can also be conducted in other industries to facilitate comparisons of the experience of affirmative action.
- Research can be conducted regarding the establishment of a validated measuring instrument that is not culturally bias to investigate the experience of affirmative action.
5.5 CONTRIBUTIONS OF THIS STUDY

- An intensive literature study has been conducted to generate a better understanding of affirmative action and the factors that led to its importance in South Africa.
- This study provides confirmation that research conducted in other countries regarding the experience of affirmative action is also applicable to the South African context.

5.6 CHAPTER SUMMARY

In this chapter the conclusions reached with regards to the literature study as well as the empirical study were discussed. Following this was a short discussion on the limitations of this study. The recommendations regarding the problem as discussed in the problem statement and future research were made. Finally, the contribution of this study was mentioned. The objective set for this chapter, namely to provide conclusions and recommendations, has been met, according to the researcher.
REFERENCES


