UNIVERSITY OF KWAZULU-NATAL

AN EVALUATION OF EFFECTIVENESS OF EMPLOYMENT EQUITY IMPLEMENTATION AT IMPENDLE MUNICIPALITY

By

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Declaration

The Registrar, I **Nontobeko Shabalala, student number 991237897** confirm that the dissertation titled *"An evaluation of effectiveness of employment equity implementation at Impendle municipality"* is my own work and has not been submitted to any institution in part or in whole.

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Abstract

Employment equity implementation is particularly important in South Africa as the country was characterised by segregation laws that existed during the apartheid era. The segregation resulted in inequitable representation of different demographic groups in the workplace. The purpose of the study was to evaluate the effectiveness of employment equity at Impendle municipality. The research aimed to explore the epidemic of poor audit outcomes owing to hiring of personnel with no qualifications and/or skills but reflecting numbers in compliance with employment equity. The main focus of the study was based on four objectives identified, i.e. targeted recruitment and selection, retention, diversity management as well as training and development.

The research employed quantitative approach using descriptive research design. The research made use of a survey strategy because of its dependability. Probability sampling was made use of using the stratified sampling approach where sixty six (66) participants were selected out of a target population of eighty (80) by guidance of the Sekaran and Bougie (2013:431) table of sample size.

The questionnaire was used for data collection because of its ability to reduce the variability of responses as well as the fact that it facilitated collection of data at a minimal cost. The research made use of self-administered structured questionnaires containing closed-ended questions, where respondents were provided with a set of answers from which to select the perceived response. The questionnaire responses were analysed using descriptive data analysis by use of Statistical Package for Social Sciences (SPSS) software version 20.

The results of the study revealed that targeted recruitment and selection of employees from within designated groups achieves employment equity and that retention strategy has a positive impact in fulfilling employment equity. In terms of diversity management and training and development, the study revealed that these are still development areas as diversity as well as training and development are not working towards attainment of employment equity. This implies that there is still a wide rift between employment equity and practices by employers in South Africa. It is recommended that further studies that will cover a number of municipalities be conducted in order to get a fair representation as employment equity is an important national blip.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

South Africa was characterised by segregation laws that existed during the apartheid era. These laws included the *Bantu Education Act 47 of 1953 (Act No 47 of 1953)* and later renamed the *Black Education Act, 1953)* which promoted different education standards for different racial groups and *the Group Areas Act 41 of 1950* which advocated that people must reside in different areas according to their racial groups. These and other laws served to facilitate racial discrimination and dominance over black people. Job reservation was facilitated through the *Mines and Works Act 12 of 1911*, which permitted the granting of competency certificates for various skilled mining occupations only to White and Coloured employees. This promoted inequality in the workplace and, in the process, deprived the South African economy of the talent which would have enhanced the economy.

The first democratic elections took place in 1994 and facilitated the transition from the apartheid era to democracy. Following these elections, new legislation, which included the *Constitution of South Africa Act 108 of 1996*, the *Labour Relations Act 66 of 1995*, the *Employment Equity Act 55 of 1998*, the *Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000*, the *Broad Based Black Empowerment Act 46 of 2013* and the *Basic Conditions of Employment Act 75 of 1997* was enacted to eliminate all forms of discrimination that existed in the workplace in the past. Section 9 of the Constitution guarantees the right to equality. This section outlines the prohibition of discrimination based on a number of grounds. It is important to note that, for this study, the focus is on grounds such as race, gender, ethnic or social origin, colour and disability.

Workplace discrimination was no longer acceptable and desirable in the new democratic era. Buhlungu, Daniel and Southall (2007:7) note that measures were put in place in order to redress the imbalance that existed due to the past laws and also to put pressure on employers to ensure employment equity in employment. As such, the *Employment Equity Act 55 of 1998*, aims to address workplace discrimination and achieve employment equity to benefit or grow the country's economy,

The main purpose of employment equity is to address the imbalances of the past, which resulted

in the unfair discrimination of people within the designated group. Section 1 of the *Employment Equity Act* defines designated groups as "black people, women and people with disabilities" *(Employment Equity Act 55 of 1998).* The aim is to create opportunities of equal employment and ensure that the workplace is reflective of the demographics of the country, province, region, as this was not the case during the apartheid era. Affirmative Action (AA) as covered under Chapter 3 of the Act *(Employment Equity Act 55 of 1998)* was enacted to ensure the achievement of equality in the South African workplace. Various sections are covered under this chapter, such as the duties of the designated employer, which facilitates the implementation of affirmative action in order to achieve employment equity.

The implementation of employment equity at a business level, which is driven as a transformation strategy, should not impact on the purpose of the business/ municipality, which is service delivery. The main reason for this study was to evaluate the employment equity implementation at Impendle municipality, which is a local municipality within the Umgungundlovu district. The study aimed to evaluate proper execution of employment equity by assessing if the human resource activities (such as recruitment and selection, employee retention, promotion and training and development) are in line and just and to ensure effective employment equity implementation. The objectives identified for this study include targeted recruitment and selection, retention strategy, training and development as well as diversity management as these items form the important basis in terms of the processes involved that directly impact on employment equity implementation.

1.2 Background to the problem

Chapter 3, section 40 of the *Constitution of South Africa, 1996 (Act 108 of 1996)* stipulates the three spheres that constitute the government, i.e. national, provincial and local spheres. These spheres are primarily responsible for the provision of citizens' basic needs such as housing, infrastructure, food and water, healthcare as well as social security. The provision/ realisation of these rights cascades from national and provisional level and is carried out at local/municipal sphere of government and is referred to as service delivery.

The main reason for the existence of municipalities is service delivery, particularly to the communities within which they operate. The importance of public participation is acknowledged in section 152(a) of the Constitution, which holds the municipality accountable

to the local community. Various authors, including Turok (2014:3) note that municipalities are recognised by the Constitution as a very important sphere of government.

According to Motubatse, Ngwakwe and Sebola (2017:95) the operation of the municipality is governed by various acts, the critical ones being the *Constitution of the Republic of South Africa, 1996,* the *Local Government Municipal Finance Management Act 56 of 2003,* the *Public Finance Management Act 1 of 1999* and the *Employment Equity Act 55 of 1996*. According to Mello et al., (2015:53) employment equity was introduced to redress the imbalance which was the result of the exclusion of the majority of citizens from participating in the economy and lack of access to certain jobs based on demographic classification.

The study was conducted at Impendle municipality. This is a local municipality situated in a small town called Impendle, KwaZulu Natal. The town is located 75km west of Pietermaritzburg. Impendle municipality is a local municipality which operates under the bigger district municipality known as UMgungundlovu municipality. Impendle municipality was selected for the study as it forms part of the municipalities that the Auditor General has required some improvement for the years 2015/2016 as the municipality has been achieving poor audit findings. Personnel have been hired who lack the relevant qualifications and/or skills and competencies necessary for critical positions. It is also important to note that, due to the size of the municipality, it was easier to conduct the study, given the study's timeframe.

1.3 Problem statement

The *Consolidated General Report of Local Government 2013-2014* audit outcome includes information on audits on assessment of human resource management that focuses on areas such as vacancies management, competencies of key officials, leave management, human resource planning and organisation etc. The Auditor-General, as the supreme audit institution in South Africa in the above report, identified competencies and qualifications of key positions as two of the key challenges faced by KwaZulu Natal municipalities (Auditor-General, 2013). Essentially, the findings revealed that incumbents holding key positions do not possess certain qualifications, skills and competencies which are necessary for the positions. Asha (2014:808) also makes reference to the comprehensive diagnostic study conducted by the Department of Co-operative Governance and Traditional Affairs (COGTA), where the main challenges that caused the performance failure of municipalities were identified as skills shortages as well as

administration and political conflict.

This study was aimed at evaluating the implementation of employment equity within municipalities, specifically the Impendle municipality. The Department of Labour imposes the need for private and public entities to comply with the prescribed employment equity statistics/ targets. Roman and Mason (2015:85) make special reference to Section 20(3) (d) of the EEA which touches on the capacity to acquire skills within 'reasonable time' to do the job effectively. The question that emanated from this section is whether or not there is an expectation for companies to hire incompetent people with the aim of training them, so long as EE targets are met?

1.4 Aim of the study

The aim of the study was to evaluate the effectiveness of employment equity at Impendle municipality. The research aimed to explore the epidemic of poor audit outcomes owing to hiring of personnel with no qualifications and/or skills but reflecting numbers in compliance with employment equity.

1.5 Research questions

The research questions are aimed at facilitating an understanding of the research problem. The research questions this study intends to address are outlined below:

1.4.1   Does targeted recruitment and selection of employees from within the designated group achieve employment equity?

1.4.2   What is the impact of retention strategy in fulfilling employment equity?

1.4.3   What is the role of diversity management in fulfilling employment equity?

1.4.4   Is the training and development of employees promoting employment equity?

1.6 Objectives of the study

The research objectives identified for this study include:

1.6.1   Determining whether or not targeted recruitment and selection from within the designated group achieves employment equity;

1.6.2   Determining the impact of retention strategy in fulfilling employment equity;

1.6.3   Establishing the role of diversity management in fulfilling employment equity; and

1.6.4   Investigating whether training and development of employees promotes employment equity.

1.7 Significance of the study

The findings of the study will assist the municipality to implement employment equity that enhances a business strategy (service delivery) to prevent poor service delivery as a result of improper execution of employment equity.

1.8 Justification/ Rationale

The findings of the study will also be extended to include other local municipalities as most municipalities are facing similar challenges of poor service delivery due to unqualified people with no skills but reflecting numbers in compliance with employment equity.

1.9 Research methodology

Creswell (2014:4) identifies three approaches to research that are, qualitative, quantitative and mixed methods approaches. The research philosophy chosen for the study is the quantitative research method due to its outstanding features of being outcome-oriented and allowing for generalisation of results to the population as identified by Mackey and Gass (2015:4). The research made use of a survey as a data collection strategy.

Population, in the research context, is usually defined as a whole from which representative elements are chosen. The entire workforce of 80 Impendle municipality employees were used as the target population.

1.9.1   Sampling

According to Welman and Kruger (2005:43) sampling is a systematic way of setting aside a subset from the main set, with the view to investigating certain trends and/or behaviour from that representative group so that a conclusion can be reached. Since this study was quantitative in nature, probability sampling was used. Sixty six out of the target population of 80 Impendle employees were selected as the sample size for the study due to the relatively small number of the total Impendle municipality employees.

1.9.2 Data collection and analysis

Questionnaires were used for this study because their use facilitated collection of data at a minimal cost. The other advantage of using a questionnaire is that it reduces the variability of responses, it is less costly to administer and can be administered and analysed easily (Sekaran & Bougie, 2013:193). Respondents were required to place completed questionnaires into a sealed box. The questionnaires were locked up in a cabinet for safekeeping before and after analysis. Questionnaire responses were analysed using descriptive data analysis by using the Statistical Package for Social Sciences (SPSS) software version 20.

1.9.3 Ethical considerations

The need to uphold confidentiality is emphasised by Creswell (2014:95) where the need to obtain necessary permission with authority, negotiation for publication authority etc., are some of the aspects that should be looked into.

- **Ensuring participants have given informed consent**

Bryman and Belle (2011:431) assert that getting people to participate without knowing the reasons for the research can be regarded as deception. Since deceiving people is unethical, the participants were given adequate information about the study and their role in it in order to make an informed decision about participating in the study or withdrawing. The researcher honoured the anonymity, confidentiality and privacy of the participants.

- **Ensuring confidentiality and anonymity**

Saunders (2014:271) clarifies that the clearest concern in guarding subjects' interests and well-being is the protection of their identity, especially in survey research. Confidentiality and anonymity was ensured by keeping the anonymous raw data accessible only to the researcher. Use of real names was avoided during research data collection to ensure anonymity. In addition, findings of the study were reported aggregately in representation of a collective view of all the participants using pseudonyms to enhance anonymity.

- **Ensuring that permission is obtained**

Addressing voluntary participation as an ethical issue, Babbie (2011:478) suggests that consent should be sought in order to ensure unforced participation by research subjects. Informed consent forms were drafted for each of the research participants to agree on before responding to the questionnaire.

1.10   Definition of key terms

The definitions below will form the framework of this discussion:

1.10.1 Diversity management

According to Sabharwal, Levine and D'Agostino (2016:78) diversity management is the strategy used to create and facilitate an inclusive and diverse workplace.

1.10.2 Designated groups

According to Section 1 of the *Employment Equity Act* (Act 55 of 1998) the designated group is defined as black people, women and people with disabilities.

1.10.2.1 Employment

According to Abdallah (2014:24), employment is a contract between two parties, one being the employer and the other being the employee.

1.10.3 Employment equity

According to Roman and Mason (2015:99) employment equity is concerned with ensuring that suitable people from the designated groups with the relevant competency are hired and promoted equitably.

1.10.4 Local municipality

The South African Local Government Association (SALGA) describes local municipality as a sphere of government which operates outside the metropolitan areas who have responsibilities as prescribed by the *Municipal Structures Act of 1998*, which must take into account the need to provide municipal services in an equitable manner *(SALGA Website-* www.salga.org.za*: downloaded on 10 October 2016).*

1.10.5 Retention

Davis (2013:32) cites (Levoy, 2010) where retention is defined as being concerned with holding onto personnel as far as employment is concerned.

1.10.6 Recruitment and selection

According to Kumari (2012:34) recruitment and selection refers to a process of attracting and stimulating the right applicants/ prospective employees to apply for jobs in the organisation.

1.11 Format of the study

The study will be divided into five chapters as outlined below:

Chapter 1 covers the introduction to the study, the background to the problem, problem statement, aim and objectives of the study as well as research questions that the study aims to answer;

Chapter 2 focuses on the literature review, exploring the various objectives identified for the study. The work by other researchers on the topic is reviewed with the aim of identifying gaps and possibly to improve existing strategies, as well as effective and efficient employment equity implementation;

Chapter 3 is concerned with the research methodology that is adopted for the study. Various topics are covered including research design, research approaches, sampling strategies, data collection and analysis, as well as ethical consideration and study limitations;

Chapter 4 presents the data according to identified objectives. These are the answers to the research questions and in this section the findings are summarised and analysed in alignment with the literature review; and

Chapter 5 presents the research findings and information analysis to formulate a summary of the study findings and recommendations. This section also facilitates formulation of strategies to respond to the main research question.

1.12 Chapter Summary

The chapter presented the introduction, background as well as the purpose of the study. Structure of the public sector as well as the municipality is also discussed briefly, showing the critical role of the municipalities in service delivery.   The objectives as well as research questions are also presented in this chapter. The next chapter presents a literature review, exploring the four objectives as identified in this chapter. The objectives include targeted recruitment and selection, retention strategy, diversity management as well as the role of training and development.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

Employment equity became a business requirement in South Africa post-1994. Tshishonga (2014:892) noted the history of the discrimination against and oppression of black South Africans, dating back for more than three hundred years, as recorded by De Villiers (2001:15) where the Dutch, German, English and, later, the ruler of the land were the Afrikaner.

Reed (2013:180) argues that the status quo of disadvantaged groups in South Africa still persists, where access to managerial jobs and upward mobility in the workplace is still the preserve of previously advantaged groups. McGregor (2014:283) shares the same sentiment in his review of *Commission for Employment Equity Reports*, confirming the slow progress of transformation. He further points out that existing recruitment and promotion opportunities still favour White employees, as they are still dominating managerial positions while there is continued under-representation of the previously disadvantaged groups (including people with disabilities). (McGregor, 2014:283).

According to Moore (2016) education is the main distinguishing feature in recruitment and selection of skilled employees. He further points out that previously advantaged groups had access to top-quality education making them attractive targets of recruiters, especially for high-end skills. Contrary to the previously advantaged group, black people are a product of Bantu education, established by the Minister of Native Affairs, Hendrik Verwoerd, through the *Bantu Education Act 1953 (Act No 47 of 1953).* According to Moore (2016:2) this education system was made compulsory for all black pupils, providing them with sub-standard educational programmes compared to those of their white counterparts. The design of Bantu education meant that black people were never meant to serve in managerial and highly technical professions.

The education system impacts largely on the supply of the job market, that is, the available human capital to fill jobs. *The Bantu Education Act, 1953 (Act No 47 of 1953)* and other workplace segregation laws that existed in the past, promoted the lack of diversity in executive and technical positions such as engineering.   The previous system of apartheid was characterised by economic, social and political segregation channelling black people into

careers such as teaching, nursing and policing. (Sehoole, 2013:14).

This section contains a literature review on employment equity, looking at the four objectives set out in Chapter One identified for this study.

2.2 An Institutional perspective - legislative features of Employment Equity

The analytical approach adopted for the article is that of institutional analysis of regulatory and institutional mechanisms used to redress past unfair economic and employment discrimination. The analysis and concluding sections consider the limitations of this discrimination and fairness and access and legitimacy perspective in favour of a more transformative approach. Booysen and Nkomo (2010), Thomas and Ely (1996) and April and Dreyer (2007).

From an institution building perspective, the post-Apartheid state in South Africa in the 1990s and in 2000s, enacted some of the most progressive legislative measures including the Labour Relations Act (1995), Employment Equity Act (1998) (EEA), Skills Development Act (1998), and Promotion of Equality and the Prevention of Unfair Discrimination Act (PEPUDA).

The institutional armoury against unfair discrimination is now quite formidable. For example, Section 6 (1) of the Employment Equity Act prohibits unfair discrimination against designated employees. Legislative prohibitions against unfair discrimination are also intrinsic in section 9 of the Constitution (1996) on the grounds of race, gender, ethnic origin, sexual orientation, religion, disability, conscience, belief, language and culture. Labour laws have been at the forefront of the post-apartheid government's determination to remove unfair discrimination in the workplace. The Promotion of Equality and Prevention of Unfair Discrimination Act (1999) seeks to prohibit discrimination in both civil society and in employment practices. Section 9 (2) of the Bill of Rights in the Constitution states in part: "To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken". Similarly, section 2(2) of the Labour Relations Act 66 of 1995 stipulates that "an employer is not prevented from adopting or implementing employment policies and practices that are designed to achieve the adequate protection and advancement of persons or groups or categories of persons disadvantaged by unfair discrimination, in order to enable their full and equal enjoyment of all rights and freedoms. The purpose of the EEA is to achieve equity in the workplace by:

(a)   promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and

(b)   implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels of the workforce. (Section 2 of the Employment Equity Act 1998)

The legacy of workplace discrimination against blacks, the majority population, is systematically being eroded, albeit slowly South Africa still has one of the biggest gaps between rich and poor (Bhorat & van der Westhuizen (2008:78).

Whilst the discourse on workplace discrimination has been dominated by race, gender issues have become more prominent with labour court rulings on unfair discrimination against women such as Woolworths (Pty) Ltd v Whitehead (CA06/99) [2000] ZALAC 4 (3 April 2000). According to the Commission on Gender Equality (CGE) women constituted the major segment of the SA population but accounted for only a third of the labour force. They were mainly concentrated in service, retail and manufacturing sectors. Across all sectors, women were mainly to be found occupying jobs associated with stereotyped domestic roles, thus gender equality within the workplace, according to the CGE was underpinned by job segregation and perceived roles associated with gender group (CGE, 1999).

Statutory intervention is considered necessary by the state to influence supply-side skills formation and structural change in the labour market. In addition to the basic construct of employment equity, both jurisdictions refer to the term designated groups; relating to specified targeted groups in the legislation. The composition of these groups differs given demographic and historical differences in different jurisdictions. The law applies to government agencies and private sector employers with the EEA applying to companies employing 50 or more employees or those with a specified financial turnover as well the government departments and agencies throughout the country. BBBEE and its employment equity provisions pertains to organisations with a turnover of R35 million or higher, though small businesses with a turnover of R5 million or higher may have certain less stringent provisions (Balshaw & Goldberg 2008:35). The EEA (1998) requires an employer to firstly, set numerical goals and timetables and devise strategies to address under-representation of designated groups in occupations and organisational levels and to recruit, retain, train, develop and promote qualified designated

groups; secondly to identify and eliminate discriminatory job barriers by undertaking a thorough review of its staffing polices.

These practices include restrictions unrelated to job performance including religion, inflated job experience, possible bias in psychological tests, job interview panel composition and glass ceilings in promotion opportunities. There is a legislative requirement on an employer to:

(1)   Develop and lodge a five-year employment equity plan with the relevant government labour department. Employment Equity plans include adopting positive measures to remedy the effects of past discrimination through pro-active recruitment selection, training and promotion of the historically disadvantaged individuals;

(2)   Take reasonable accommodation measures such as accommodation of religious observances and offering flexible working hours and adopting policies which prohibit unfair discrimination including sexual harassment; and

(3)   Employers are required to conduct an internal and external workforce analysis of its workforce and qualified economically active population in all occupational categories and levels in the context of South Africa including directorships of company boards (King 2006).

Employers are also required to consult with employee representative or bargaining agents in case of unionised employees. Union density in South Africa is around 25 percent, though higher in the public than private sectors (Horwitz 2006). Employers are also required to provide information on their equity plan to all employees. Whilst employee participation is well researched internationally there is limited research on its specific application to the area of employment equity, particularly as it applies in the South African labour market. Horwitz, Jain and Mbabane (2005:109) found that although incremental progress has been made in enhancing racial and gender representation in the South African workplace, this was not strongly supported by consultation by employers with trade unions. Union participation in equity planning appears to be largely information giving or at a rudimentary consultation level with inputs being sought but little workplace partnership in employment equity planning and human resource development issues; this in spite of section 16 of the Employment Equity Act requiring reasonable steps to consult and reach agreement. Employment equity does not require an employer to take a measure that might cause undue hardship; neither to hire and promote an unqualified designated group employee nor create new positions in its workforce. In South Africa an employer is prohibited to make any decision that will establish an absolute barrier to

the prospective or continued employment of non-designated groups (Employment Equity Act, 1998). However, this practice is questionable especially in a recessionary economy where labour market entry opportunities are more limited for all groups especially the youth.

2.2 The Impact of Targeted Recruitment and Selection

It is undeniable that human resources are one of the most important assets in the organisation and careful attention should be given to dealing with this resource. There is the need to develop suitable policies and procedures that will enable the organisation to achieve its goals. The lack of 'appropriate skills and experience,' as noted by Kapur (2017:19) is one of the major challenges to the supply of labour in South Africa. Therefore, there is the need for organisations to nurture its talent particularly in scarce and critical skills and ensure that there are strategies in place to facilitate employee retention.

Recruitment is a very important process as it involves attracting, screening and selecting of candidates for jobs and having an effective recruitment method gives the organisation a competitive edge in terms of its ability to hire competent employees (Azmi, Budiman and Mustafa, 2017:1). Saifalislam, Osman and Al Qudah (2014:43) cite Mathis (2004) in their definition of recruitment and explain that it is a process whereby qualified applicants are gathered and assessed in order to decide whether or not to employ them. According to Bothma (2016:12) organisational structures display work and report on relationships within an organisation. The importance of organisational structure is further noted in terms of the different positions and is based on grading, responsibilities, authority as well as control associated with those roles (Bothma, 2016:12).

When recruiting or selecting the relevant candidate, the employer essentially looks for talent (that is, according to qualification, experience and expertise). According to Shammot (2014:21) talent is described as "a person with special knowledge or ability who performs skilfully". Shammot (2014:21) further explores the recruitment strategy as an important document which "drives all recruitment-related processes in the organization" (Shammot, 2014:21). It is also noted that, in order for the strategy to be effective, it must comprise activities and practices aimed at employing the best candidates, looking specifically at appropriate competencies (Shammot, 2014:21; Breaugh, 2008:65). In the South African context, the complexity of the recruitment strategy is exacerbated by the requirements for

organisations to comply with employment equity legislation *(Employment Equity Act 55 of 1998).*

Breaugh (2013:55) explores the recruitment process, and notes various factors involved in the process. The important ones include the recruitment method, recruitment message, recruitment media, job applicant's site visit (interview) and job offer. Bidwell & Keller (2014:2) notes that the recruitment and selection process is initiated by the completion of the workforce plan. This is essentially a process where the need to fill the vacancy is ascertained as well as confirmation of whether the vacancy is planned and budgeted for or not. Kapur (2017:19) draw from the views of Gamage (2014) where he asserts that recruitment and selection is aimed at assisting organisations to get the right person for the job. This is believed to be critical in organisations as the performance of the business is directly linked to its human capital (Kapur, 2017:19). Human capital comprises what is referred to as the organisational structure.

Selection effectively follows recruitment and this process involves selection of suitable candidates from a group of applicants, evaluating their competencies, skills and qualifications against the requirements of the job (Thebe, 2014:6). Recruitment and selection processes involve various aspects, namely human resource planning, job analysis, advertising, screening, shortlisting, selection interview, reference checks, psychometric tests, placement, induction, on-boarding and training and development (Kapur, 2017:20).

According to Beck (2015:80) globalisation plays a vital role in the manner in which organisations are run, from acquisition of staff, retention, training, procurement of goods and services, and other important aspects necessary to consider in the quest to achieve the goals of the organisation. According to Ghazzawi and Accoumeh (2014:159) more organisations are opting to use online systems as they have proved to be more effective than traditional/conventional recruitment methods. Azmi, Budiman and Mustafa (2017:1) refer to conventional/traditional recruitment methods as old internet/technology-aided methods of recruiting such as job fair, employment agencies, newspaper advertisements, job board as well as personal recommendation/referrals.

The popularity of online recruiting is attested to by Privett (2015:22) as it provides for quick and efficient ways for applicants to apply for positions within a company. Once the applications are received they can be screened by the prospective employer speedily. On the

other hand, Parry & Tyson (2008:7) explore the problems/ dangers of online recruitment and these include the possible danger of the recruiting organisation being flooded with curriculum vitaes/ applications (making it more difficult to identify the most suitable candidates). Another problem is that not everyone has access to the Internet and this may lead to the organisation losing possible candidates. (Parry & Tyson, 2008:8).

Migration is one of the main reasons that escalates the need for proactive recruitment and retention (Engelbrecht, 2014:128). The distinction is made between emigration and immigration, where the latter refers to people entering the country and the former refers to people exiting the country. According to Bothma (2016:12) South Africa experienced a high rate of emigration of its skilled/professional citizens during the late nineties, especially from the White population, and, with the continuing 'war for talent', prospects of this situation getting better are being narrowed.

Migration progressed in South Africa and increased over time between 1976 to 1994, characterised by the strengthening of resistance to apartheid (Reed, 2013:28). According to Engelbrecht (2014:129) 'brain drain' refers to "a migration or emigration of professionally-trained individuals or knowledge workers". It is further noted that, by virtue of these professionally-trained individuals leaving their country for other nations, there is a loss of investment in higher education as they take their skills away from the country that trained them, worsening the problem of the 'war for talent', specifically from the limited current pool of incumbents from designated groups (Botha and Rasool, 2014:50).

Recently, there has been an increase of emigration amongst the previously disadvantaged group owing to better opportunities globally, leaving behind a vacuum in the talent pool from which to recruit in order to redress the employment equity imbalance which is the epidemic that is being addressed at the country's national level through measures such as Affirmative Action. It is believed that some of the reasons that contribute to their departure may include grater career prospects, better living conditions, better pay prospects, to name a few (Engelbrecht, 2014:129). However, Cédiey (2001:9) draws from section 15(4) of the *Employment Equity Act*, where it cautions against the use of affirmative action measures to legalise undue discrimination against incumbents who do not form part of the designated groups.
Brain drain is the term used to refer to a situation when citizens leave their country to work in other countries after being trained for jobs in their own countries. Kapur (2017:19) makes an

important distinction between brain drain and brain gain where it is noted that, in a situation where there is a reduction in the per capita human capital in the home country due to emigration, it is defined as a 'brain drain', and if immigration increases the per capita human capital of the country, that would constitute a 'brain gain'.

Botha and Rasool (2014:64) note the push factors as being the reason for the challenge of migration. It is noted that these include safer living environment, declining educational standards, working conditions, employment equity, power outages, better education, attractive salaries, political instability as well as promotional opportunities. The blame is further pointed at the immigration policy for South Africa, as it is believed that the quota permit system informing the policy is reliant on unrealistic listing and definitions of scarce skills (Botha and Rasool, 2014:64; CDE, 2007:5).

This is followed by recruitment methods where, usually, internal applicants are considered more than external candidates (through talent pools, promotions and succession planning processes), due to the assumption that they have an understanding of the organisational culture as well as of skills specific to the organisation (Bidwell & Keller, 2014:2). The importance of this strategy is believed to be critical as this can contribute positively to staff morale. Muscalu, (2015:340) points out that "the lack of possible promotion and advancement opportunities within an organisation can be a major cause of turnover and dissatisfaction".

Muscalu (2015:345) further outlines advantages of internal recruitment. It is noted that internal recruitment assists in increasing/improving the morale of internal employees. There is also an added advantage of the employer having knowledge as well as records of the employees being considered for jobs. Other advantages include the facilitation of employee promotion as well as the fact that, since the internal employee is familiar with the processes and procedures, there is no need for orientation (Muscalu, 2015:354)

Recruitment and selection in the national context is governed by various factors, legislation being the most important one. Owing to the heritage of apartheid and the imbalances and inequality that resulted from the system, there was a need for the new legislation to redress the inequality that existed particularly in the workplace. Equal opportunity, as noted by Stoilkovska, Ilieva and Gjakovski (2015:283) refers to "the equality of access to jobs, promotions, and other opportunities in corporations, associations and non-profit

organizations".

Affirmative action is covered under *Chapter III of the Employment Equity Act 55 of 1998.* According to Lee (2016:3) affirmative action refers to "preferential measures to redress systemic disadvantages faced by a population group that is under-represented in socially-esteemed and economically influential positions". Louw (2015:605) also notes the definition of affirmative action in the case of *Naidoo v Minister of Safety and Security and Another* (JS 566/2011) [2013] ZALCJHB 19; [2013] 5 BLLR 490 (LC); 2013 (3) SA 486 (LC); (2013) 34 ILJ 2279 (LC) (15 February 2013) as a means "to differentiate and to prefer a member of a designated group in order to promote and attain substantive equality". It is further noted that the purpose of affirmative action is to "redress the effects of past discrimination and to end discrimination and also to promote equality" (Louw, 2015:605).

The effective targeted and recruitment processes will only be achieved if the organisation has a policy guiding the recruitment process. In terms of *Item 7(2) of the Code of Good Practice: Human Resource Policies* "recruitment and selection process should be conducted fairly and without unfair discrimination". It is imperative for the municipality to formulate a proper policy which will serve as a guideline in terms of ensuring that competent and skilled staff is recruited. The policy must be applied in compliance with South African legislation, specifically the *Employment Equity Act*. This policy must ensure that employees of high calibre are recruited and selected, bearing in mind that retention strategy will also play a critical role in the process. The main objective of this process is to ensure that the goals of the municipality are achieved. The recruitment and selection process must be fair, equitable and transparent.

Targeted recruitment and selection has become a business need as the workplace has changed from being focussed on working individually to that of teamwork. New recruits must be able to fit in with the organisation's culture and work effectively in teams of achieving organisation success. According to Aboojee (2013:10) there is a radical shift from an individual setting to a collaborative work system like having open- plan offices for employees to talk to each other more often.

According to Motubatse, Ngwakwe and Sebola (2017:91) the fundamental aspect of effective governance function is evident through clean administration. This is also referred to as 'clean audit outcome' or unqualified audit findings. Essentially, clean audit outcome is viewed as an

indicator that all processes and procedures are followed and the municipality complies fully as per stipulations by the Department of Corporative Governance and Traditional Affairs (COGTA). Ngcobo and Malefane (2017:75) draw attention to the internal controls as being the most important aspect in facilitating good governance. The need to ensure that managers are competent and skilled in various management functions as well as the governance role played by the audit and risk committees are required.

According to Thornhill (2008:504) the municipality's human resource management (including the recruitment and selection) policies and procedures are guided by the *Municipal Systems Act (Act 32 of 2000).* The purpose of the Act is noted as being the regulator of the need for human resources provisioning in an efficient manner, in compliance with legislation and taking into cognisance the employment equity. *(Impendle municipality Recruitment and Selection Policy Item A-CORP [01-2014] CM 26/03/2015).* The policy covers essential human resources aspects regarding recruitment, selection, appointment, placement, demotion and transfers.

Aboojee (2013:12) points out that "ensuring that municipalities have the right people is imperative to the success and implementation of any strategy and plays an important role in successful revenue management". It is further noted that the recent Auditor General's report revealed the existence of mismanagement of financial practices as well as the fact that some employees lack the relevant skills to ensure effective management of municipal finance departments (Aboojee, 2013:12).

Ramutsheli and Janse van Rensburg (2015:108) identify four main impediments to the achievement of governmental organisations' objectives. That is, the shortage of skills required for effective and efficient execution of functions, inadequate human resource capacity, ineffective performance management, as well as unethical organisational culture that allows for abuse of governmental resources. These impediments are critical in the municipality space, specifically as the municipality is at the core of service delivery and the first point of contact with the communities as per the municipality's constitutional obligation covered under *section 153 of the Constitution (Act No. 108 of 1996).*

2.4 The impact of retention strategy

Employee retention as defined by Sadik (2015:17) is "an effort by an organisation to maintain a working environment that supports current staff to remain with them". Coetzee and Stoltz (2015:4) identify some of the factors that influence employees' retention and these include compensation, career advancement opportunities, organisational commitment, work-life balance, supervisor support and training and development opportunities. It is believed that these retention factors impact on staff turnover and costs associated with recruitment and training for new staff. "All the associated costs regarding a high employee turnover rate not only cost business owners hard cash, but there is also a great loss of time, productivity and the immeasurable amount of lost opportunities" (Bothma, 2016:18). High turnover rates have prompted organisations to focus on the significance of rewards, both financial and non-financial and important factors that influence employees to stay with their organisations.

Bussin and Smit (2014) note the importance of financial and non-financial rewards, and the needs of employees as critical in determining the rewards practices that ultimately gives organisations the competitive advantage. Baron (2013:114) explores the issue of efficiency wages as examined by various labour economists. This is referred to as 'a means of attracting and retaining stellar performers' (Baron, 2013:114). It is further argued that the challenge is specifically with employees with certain skills, for whom it would be easy to change jobs that is, where employers should focus on attracting and retaining such scarce skills. Baron (2013:114) also points out that offering premium wages alone is not sufficient and that job satisfaction is another critical factor, especially if employees from designated groups are allowed to rotate their job with the aim of acquiring more skills.

Bagga (2013:3) notes that, though compensation is considered an important factor in attracting employees to other jobs, it ranked fifth in order of importance in influencing employees to resign from their current jobs. The other factors identified include career development opportunities, managers' attitudes, as well as connection/lack thereof with employer (Bagga, 2013:3). Organisations must strive to retain identified employment equity candidates from designated groups holding critical and technical skills. Organisations must recruit and retain such candidates in the quest to achieve compliance with the legislation. Retention is not only concerned with pay and benefits, but most authors tend to focus on this notion when faced with the subject. Nienaber, Bussin and Henn (2011:2) note that it is important to understand the

reward preferences of employees in order to respond effectively to their demands. They further cite (Kaliprasas, 2006) who states that when management actively listens to employees' preferences, this can yield positive results in terms of employee motivation and employee engagement.

Bussin and Smit (2014) explore retention of different generations, looking at forces that would influence different generations to stay with the organisation. Martins and Martins (2014:129) draw from (Robbins and Judge, 2010:49) that differences in individuals' values tend to reflect the period in which they grew up and their behaviour can be predicted according to their generational classification. Martins and Martins (2014:129) further refer to the research that was conducted by the University of Pretoria and commissioned by Johnson Controls International (Oxygen Country Report, 2010), which revealed that Baby-boomers are mostly concerned with 'compensation, work-life balance and benefits'. Martins and Martins (2014:130) note that different authors have different workforce generation groups however the one that was used in the research is the classification of Garlick and Langley (2007) and Delong (2014) which is as follows:

- *Generation Y or Millennials (born between + 1978 and 2000);*
- *Generation X (born between 1965 and 1977); and*
- *Baby boomers (born between 1946 and 1964)*

The study further revealed that Generation X considered benefits and work-life balance as important components influencing their decision on whether to stay or leave their organisations. However, Generation X also considered development as well as career progression to be important. Generation Y listed 'compensation, work-life balance and development and career advancement' as important to their jobs (Martins and Martins, 2014:130). Moreover, the study revealed that Generation Y seeks challenges as well as learning and development opportunities.

The dilemma of differences between the generations is exacerbated by the employment equity requirements which call for demographic representation in various levels of positions within organisations as stipulated by the Department of Labour. According to Booysen and Nkomo (2014:242) the designated employers are required to comply with equality legislation as stipulated by the Department of Labour and these requirements comprise consultation with

employees, conducting of workplace analysis, preparation of employment equity plans as well as reporting on progress made towards employment equity plan implementation. The challenge of this compliance is acknowledged by Butler (2017:58) in terms of the heterogeneous urban, suburban, rural and other forms of lifestyle preferred by the prospective incumbents as this also has an influence on their recruitment and retention in organisations/entities. For example, Johannesburg, being a cosmopolitan city, tends to be a town of choice for the younger generation of skilled individuals, creating ease of recruitment and retention of these skilled individuals within this geographical area (Butler, 2017:58).

Equity and fairness has a major impact on employee motivation and performance and, ultimately, retention, as this influences whether employees leave or stay with organisations. Adam's equity theory is one phenomenon that illustrates the importance of equity in the workplace. According to McGrath & Bates (2013:163) the equity theory is based on the "principle that people are motivated to act in situations where they perceive they have been treated inequitably or unfairly." The essence of the theory is that employees strive for "a fair balance between input (what they put into their jobs) and output (what they get out of it)" (McGarth & Bates, 2013:163). Effectively, perception of what constitutes a fair balance is created by comparing 'self and others'. However, evidently in the current workplace monetary reward/ salary alone is not enough to retain employees.

Employees expect additional non-monetary rewards for them to be satisfied and ultimately stay with their organisations. Strydom, Schulz and Bezuidenhout (2014) identified four elements that are important in ensuring labour peace. They are, 'trust, the psychological contract, equity and fairness' (Strydom et al., 2014:30). Employee's trust is one of the critical 'soft/intangible elements' and it has a great impact on an employee's loyalty, which ultimately affects the employee's retention. Due to the prevailing 'war for talent' which is now evidently at a global level, it is more important for organisations to invest in gaining employees' trust and loyalty with the aim of ensuring employee retention especially employees from designated groups. A definition for psychological contract is cited from (Rousseau, 1995:9) where it is defined as "individual beliefs, shaped by the organisation, regarding terms of an exchange agreement between individuals and their organisation" (Zhao, Wayne, Glibkowski and Bravo, 2007:649). Welllin (2016:6) emphasises the importance of psychological contract and believes that it helps in understanding and predicting how people behave, in engaging people at work and also in aligning people better with business goals.

Equity and fairness is best described as per Figure 2.1 below (as outlined by Adam's equity theory). Equity and fairness, particularly in the South African context, dates back as far as 1652 where the indigenous people of South Africa were 'systematically displaced' by the white colonial rulers, the Dutch and the English. It is further noted that this was followed by the apartheid era, which facilitated racial discrimination and dominance over black people (Booysen & Nkomo, 2014:241). Langer, Steward and Schroyens (2016:2) consider the view of 'just redistribution' in inequality basing the argument on whether inequality is due to good luck or personal effort by the individual. They further point out that this is in line with Roemer's 'equality of opportunity' concept, which is considered as 'a situation where a person's income is not affected by morally irrelevant circumstances' (Langer et al., 2016:2).

Figure 2.1 Adam's equity theory
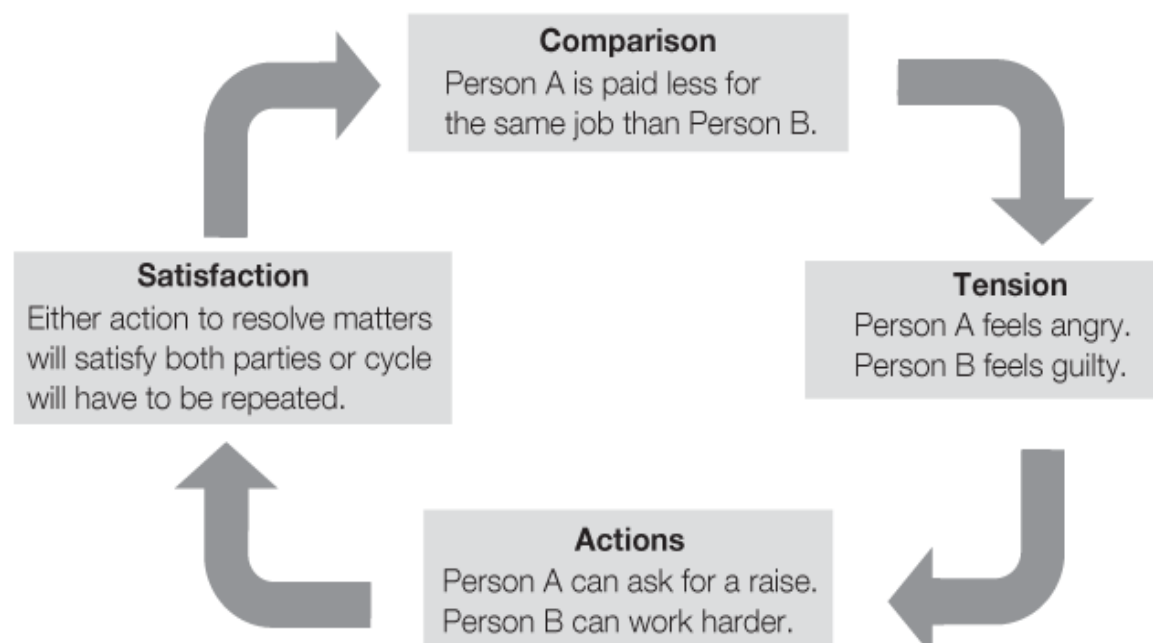
Source: McGarth and Bates, (2013:163)

The figure above attempts to explore the importance of fairness and justice in terms of what is referred to as 'give-and-take relationship' (Dzansi and Dzansi, 2010:997). They note further that, essentially, people will compare and identify a balance between their efforts and the rewards that they receive for their efforts. It is believed that the equity theory depicts the importance of equity and its adverse effect on employee motivation. According to Dzansi and Dzansi (210:997) motivation does not have a direct effect on employment equity. However, it

is important to consider as it touches on commitment and motivation, impacting directly on retention.

Canham (2015:155) notes that South Africa is a country that is characterised by a diverse population in terms of differing cultures, race and languages. Bradley (2015:157) argues that the new democratic government, established in 1994, found itself faced with challenges that resulted from the previous system, which included divisions in terms of gender, language, race, class and ethnicity. This facilitated the amendments of legislation towards the formation of the one that would be consistent with the overall government objective, that is, equality.

Bussin (2015:44) emphasises the need of South African organisations to review their remuneration policies to achieve equity or close the wage gap. Other factors that have resulted in the need for the review include competitor pressure, changes in legislation, organisational design, the renewed focus on staff retention and implications for investor sentiments (Bussin, 2015; *Corporate Leadership Council 2010;* Ogedegbe and Bashiru, 2014). As part of good governance (*King V Report*), organisations are expected to have remuneration committees. According to Bussin (2015:46) remuneration committees play a crucial role in designing, implementing and monitoring of remuneration practices to ensure fair procedures with regards to remuneration and compliance to legislation as per the government regulations and stipulations.

Fujimoto, Rentschler, Edwards and Härtel (2014:2) draw on the findings of the International Labour Office 2007 that organisations are faced with the challenge of workforce inequalities, such as those related to opportunities as well as income. They argue that various human resources management interventions seem to be failing to address this issue. The challenge is that policies are implemented in the quest to address the inequality problem. However, the challenge is the slow implementation process owing to various factors. Some of the problems, as identified by Fujimoto et al., (2014) include the fact that the penalties imposed for non-compliance are not fully enforced, and the processes that were instituted by the public sector (of blocking non-complying service providers) are not followed through.

Equal pay is a concept which was first recognised by the International Labour Organisation (ILO). The omission of this concept in the EEA resulted in criticism regarding South Africa's failure to include this important aspect in the employment legislation. Ebrahim (2016:6) points

out that the two conventions, that is, the *ILO Equal Remuneration Convention 100 of 1951*, ratified in 2000 (Equal Remuneration Convention) as well as the *ILO Discrimination Convention 111 of 1958*, ratified in 1997 (Discrimination Convention) influenced the need to review and amend the employment legislation. According to Ebrahim (2016:2) this led to the amendments to the EEA and resulted in the amendment of section 6(4) and (5) of the *Employment Equity Act (Act 55 of 1998)*. Section 6(4) advocates for *(a) equal pay for the same work; (b) equal pay for substantially the same work; (c) equal pay for work of the equal value* (*Employment Equity Act 55 of 1998).*

The war for talent has resulted in businesses losing top talent, specifically scarce and critical skills that fall within the category of representation as required by legislation (designated group). This impacts on business strategy and transformation. According to Koekemoer (2014:1) this challenge has been compounded to such an extent that it has led to government intervention, where mandatory regulations are imposed. These include items such as the employment equity legislation, black economic empowerment and affirmative action (Koekemoer, 2014:1). The importance of equitable representation within the workplace, according to Page (2016:2) is affirmative action implementation and it is believed to be the short-term objective of the *Employment Equity Act.*

Dzadzi (2014:1) reflects on the White Paper on Human Resource Management in the Public Service, as provided for by *(Department of Public Service and Administration 1997:2)* where the commitment is made by government to ensure excellence in human resources management (HRM), and it is said that this will be achieved by employing a diverse and competent workforce that will have capabilities to deliver service of high quality. In addition, Dzadzi (2014:8) notes that it is important for municipalities to have the capability to employ and retain the right people.

Employing and retaining people of the right calibre is the fundamental issue in the municipality context. It is believed that employee retention tends to be associated primarily with employee satisfaction, which is generally linked to the financial rewards they receive. Terera and Ngirande (2014:483) note that compensation/rewards are one effective way for organisations to retain employees. Furthermore, an important point is made that in order for compensation to be used effectively as a retention strategy, careful attention should be paid to this and

organisations must ensure that there is internal and external equity. An employees' awareness of fair/ equitable pay can have an adverse effect on employee retention.

Maupa (2015:14) in his study, makes a comparison between the private and the public sector, where the differences in remuneration standard is noted. It is further noted that the provisions of *Public Service Regulation, 2001 (as issued in terms of Public Service Act, 1994)* provides the government departments and institutions with the privileges of increasing salaries of employees with the aim of encouraging retention of skilled employees through Occupation Specific Dispensation (OSD). Reddy (2016:4) notes the speech made by President Jacob Zuma at a South African Local Government Association (SALGA) Conference in 2015, where the need for municipalities to appoint competent staff (not compromising on qualifications) was emphasised, as this has a direct impact on service delivery, which is the crux of local government.

The retention of skills in municipalities remains a challenge. The biggest problem, as identified by Ramutsheli and Van Rensburg (2015:109) is the inefficient utilisation of available resources within the municipal entities. An illustration is drawn from the lack of assessment, which could be performed in line with succession planning both on a temporary and permanent basis, where the assessment would be done to determine the abilities of managers to act in the short-term or long-term absence of the respective one-up manager, i.e. Director (Ramutsheli and Van Rensburg, 2015:109). Affording employees with such opportunities will, in turn, increase employee motivation and, ultimately, impact positively on employee loyalty. Dobre (2013:57) notes the relationship between employee motivation and performance. He points out that various types of rewards (such as salary, promotion, and bonuses) are used by companies and entities to motivate employees and these, in turn, result in increased performance (Dobre, 2013:57).

Provision for retention of junior staff is another challenge that does not receive proper attention in municipalities. Recruitment and placement of interns is one area that can facilitate the appointment of required numbers as per the demographics requirements. Maupa (2015:155) points out some of the flaws of the retention of interns. The main one being that the agreement for the graduate internship provides that the municipality does not have an obligation to consider or employ the intern at the completion of the internship programme. This precludes those doing internship with municipalities from being appointed when they graduate. It is

worthwhile for municipalities to review the process and make provision for a well-considered career plan that will facilitate retention as well as absorption and a progressive career well after completion of the internship programme.

2.5 The role of diversity management

Owing to the global economy, it is becoming more difficult for organisations to manage the increasingly diverse workforce. Daya (2014) points out that the concept of diversity evolved in the corporate world around the 1980's, when it was used to differentiate between employees in terms of age, race, gender and disability. The term 'diversity' refers to the many different ways in which people in organisations differ (Day, 2012:54). Daya (2014:294) defines diversity as "an employee base that is representative of the differences apparent in the broader society". The term 'inclusion' is also explored, as it is believed to be highly linked to diversity. Inclusion is defined by Daya (2014:294) as "acknowledgement and utilisation of individual differences in the work environment, such that the individual is engaged and his performance is enhanced". It is further noted that a diverse and inclusive environment is reflected through proper diverse representation as well as flexibility of choice (Daya, 2014; Robertson, 2006; Gasorek, 2000; Mor Barak and Cherin, 1998).

Fessha (2016:10) distinguishes between two options in respect of diversity management. The nation state is noted to have been the popular choice in the past, where the state would disregard the various ethnic cultures that exist and focus on developing one national identity in line with a single culture or ideology. Fessha (2016:11) refers to this option as the mono-cultural society. The other option, which most states are adopting, is referred to as the ethnic diversity option. According to Fessha (2016:11) ethnic diversity of the state embraces all ethnic groups that exist within the state in establishing a nation-state. South Africa is an example of a state of this nature, as all ethnic groups are recognised. According to Canham (2015:185), South Africa is a very diverse country in terms of culture, race and languages and it is characterised by 11 official languages as covered under *Section 6 of the Constitution (Act No. 108 of 1996).*

Barnard (2015:6) acknowledges that South Africa is characterised by an increasingly diverse workforce, translating to a more diverse and testing organisational culture. It is further noted that the vastly diverse nature of the workplace makes it more difficult to drive the organisations' vision in terms of communication and implementation of strategies. Barnard

(2015:5) states that diversity in itself does not automatically lead to a competitive edge and that it is more likely to result in tension, conflict, misunderstanding and frustration if not adequately managed. This then poses a requirement for managers and employees to undergo training in order to equip them with knowledge and skills to better cope with the complexities brought about by diversity in the workplace (Barnard, 2015:6).

The general trend in South African organisations with regard to managing diversity seems to be a movement towards diversity training. The seminal work of Laird (1985:2) defines training as an experience, discipline or regimen that causes people to acquire new, predetermined behaviour. It can thus be said that the objective of diversity training initiatives is to modify the behaviour of people (Norton, 2011:28) in order to eliminate discrimination. Diversity awareness training is a popular type of diversity training initiative. It is often met with confusion, disorder, approval, reverence, bewilderment and even hostility. Subjective bias is commonly linked to diversity awareness training (Norton, 2011:29) and will greatly affect outcomes and the degree to which behaviour is changed. It is also important to note that behaviour is affected and influenced by various other personal dimensions, including physiological responses, affective reactions, interpersonal interaction and cognition (Patterson, 2012). Diversity awareness training, therefore, aims at affecting the cognition of individuals, which, in turn, will result in a change of behaviour.

There are a number of generational differences, as identified in a study by Coulter and Faulkner (2014:47). These differences, as identified by Glass (2007) in Coulter & Faulkner (2014:47) include "work ethic, managing change as well as perception/organisational hierarchy" (Coulter & Faulkner, 2014:48). These three elements are important, especially for a manager, to understand in order to manage teams successfully in achieving their goals and objectives. Diversity that is not managed effectively has a major cost implication for organisations in terms of employee absenteeism and poor performance because of unresolved intergroup dynamics, harassment behaviour, discrimination suits and inefficient communication. (Cox, 2013:70). Al-Asfour and Lettau (2014:66) assert that different generations are shaped by these experiences, and this provides the workplace with a strong workforce.

South Africa as a country is no stranger to this challenge, due to the diversity of its people. Differing strategies are required in order to manage diversity in the workplace. For example, communication, delegation, work-life attitudes and relevance to specific organisational culture

are important. Globalisation exacerbates this problem even further, bringing to the equation employees that are more diverse from other countries with differing beliefs, language, culture, norms, and values and so on. Al-Asfour and Lettau (2014:66) note further that there is a need for leaders to adjust their leadership style according to the different groups of people in order to succeed. However, this process of adjusting should be fair and equitable.

For many authors, including Özbilgin and Chanlat (2017:10) the topic of diversity touches on employee inclusion. Özbilgin and Chanlat (2017:11) quote the definition as crafted by Pelled, Ledford and Mohrman (1999:1014) where inclusion is defined as "the degree to which an employee is accepted and treated as an insider by others in a work system". It is common for organisations to arrange compulsory diversity management workshops as it is believed that understanding and managing diversity is necessary in the quest to create synergy in a diverse workplace. However, the lines are often blurred as to whose responsibility facilitation of diversity becomes (whether line management or the human resources management department). Embracing diversity can benefit organisations as diversity can result in a competitive edge and may influence financial performance positively (Mathews, 2013:82). Hayles and Russell (2011:44) point out that a diverse workforce results in a larger pool of knowledge, skills and abilities, and is essential for creativity and innovation.

Diversity management became more important with changing work trends, which is now more inclined to teamwork rather than employees working independently. According to Barak (2013:6), "the unprecedented global demographic trends have created ethnically diverse work environments that are often the backdrop of hostile relations, discrimination, and even hate crimes". It is further noted that if these differences are managed well, it could result in a harmonious workplace. Some South African organisations still resist diversity initiatives, fearing that they are expensive, have a negative effect on productivity, and disrupt the workplace (Mathews, 2013:156). Most organisations are dispelling the belief that diversity training is nice to have, yet not essential to business, and are beginning to acknowledge and accept its importance (Diamante 2015:88).

Ulrich and Ingham (2016:115) point out that, getting the right talent is not enough and that building organisations matters more. It is believed that championships are won by teams and not individuals. Evidently, successful organisations nowadays focus on teamwork more than on individual betterment. Activities such as teambuilding, team cohesion, and synergy have

become a norm. Organisational culture is very important in facilitating this. Hence, the need for targeted recruitment and selection as it is an all-round process assessing the skills, competency as well as personality and culture fit. Each member of today's diverse workforce has his/her own idea of what constitutes morally right and wrong behaviour. It is, therefore, the task of management to communicate a common organisational culture effectively to each employee and to communicate their commitment to a culture that supports fair and equitable practices (Norton, 2011).

According to Sabharwal (2014:198) social identity theory, as developed by Henri Tajfel (1978, 2010) suggests that, by virtue of individuals belonging to a group, self-esteem is created as well as social identity is achieved by belonging to a group. So, this theory is critical in the workplace, particularly in the current era, which is characterised by teamwork and synergy, and working in teams is encouraged as opposed to working individually. The social identity theory facilitates decision-making involvement by all group members, and, ultimately, ensures employee satisfaction and enhances performance.

The importance of studying diversity issues from a national perspective is mentioned by Klarsfeld, Booysen, Ng, Roper and Tatli (2014:38). It is noted that anti-discrimination legislation as well as equality and diversity dynamics vary from one country to another depending on various aspects such as national circumstances. Klarsfeld et al., (2014:1) draws on the example of South Africa as a country, where employers are at liberty to collect demographic information relating to their employees, for example, race. It is further asserted that this information is used to track progress in terms of equality enhancement and employment equity achievement. This practice is not acceptable in other countries where it is regarded as discrimination, through the use of available information, on the basis of ethnicity/race.

This is attested to by Sisk (2017:8) where he points out that the South African society was characterised by legal registration of members by ethnicity and race. It is further noted that this racial classification was in line with the apartheid system. Deegan (2014:6) says that the different ethnic groups came about with the discovery of diamonds in the late 1800's to early 1900's, with the use of migrant black labour (as cheap labour) and more workers from the Indian subcontinent joined the workforce in 1860 to work on the canefields in Natal. This facilitated a diverse workforce comprising workers with different race, language, culture,

values and beliefs.

The diverse nature of the country called for enactment of legislation as well as implementation of policies to address the issue of discrimination. According to Barack (2016:35) the *Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000* was one of the important pieces of legislation that was enacted in trying to address the issues related to workplace inequality and diversity. It is important to note that the policies and other statutes implemented to address the diversity and inequality issues should be in line with the Constitution, as it is regarded as the supreme of the law *(Section 2 of Act 108 of 1996).*

Bennett (2014:63) talks about *Ubuntu* as an important phenomenon as far as equality and diversity are concerned. This concept gained popularity after the abolishment of the apartheid system and the enactment of the new legislation focussing on equality, humanness and togetherness. According to Bennett (2014:717) *Ubuntu* was a result of the need for trust, fairness and respect in order to ensure tolerance in a diverse society such as South Africa. It is important to note that the principles of *Ubuntu* are in line with the Constitution as the Constitution stands for human dignity, human rights and equality, as covered under Section 1(a)-(d).

Alexander (2013:510) argues that South Africa is characterised by inequality and that tolerance of this problem is implausible. This is an even bigger issue since the very people referred to as the designated group, whom the inequality policies were enacted to protect, continue to struggle under poverty due to various reasons. One of the problems is the previous education system which facilitated inferior or sub-standard education for the designated groups to such an extent that they are unable to fill high-end positions available in the job market.

Hills (2015:83) observes that graduates in most countries, including South Africa, comprise women, but that this group continues to be under-represented, particularly in high-end/managerial positions. This situation is a cause for concern at national level and resulted in the formulation of the *Women Empowerment and Gender Equality (WEGE) Bill.* According to Hills (2015:155) the WEGE Bill calls for at least 50 percent women representation in decision-making/ managerial structures.

Adams and Van Rooyen (2017:3) allude to the importance of organisational culture as it is perceived as being the organisation's personality, while the employees' behaviour is largely influenced by the organisational culture. They define organisational culture as "the common perceptions held by members of the organisation" (Adams & Van Rooyen, 2017:14). It is further noted that organisational culture incorporates values, beliefs and attitudes relating to how the functions of the organisations are carried out. Sub-cultures are believed to exist under the dominant culture, which is, according to Adams and Van Rooyen drawing on Saiyadin, (2003:258) based on "geographical location, departmentalisation or specialised knowledge", and they ultimately contribute to organisational diversity.

Diversity brings about two groups in organisations and this is the case in point, specifically in municipalities. The two groups, as identified by De Beer, Rothmann and Pienaar (2016:105) are the designated groups as well as the non-designated groups. The impact of diversity and inclusion/exclusion relating to the employee classification, according to designated and non-designated groups, is of critical importance as it ultimately affects employee turnover. According to De Beer et al., (2016:450) Affirmative Action measures facilitate different treatment of employees, according to the designated/non-designated group classification in various aspects such as career opportunities/ advancement, training as well as job security.

Gender equality is still a major concern in South African municipalities. Vyas-Doorgapersad (2014:329) draws on the findings of (Mathye, 2002; Tsuari, 2010; Penceliah, 2011; Sithole et al., 2012) where municipal outputs were viewed as not being gender-specific. It is also noted that some municipalities are not at liberty to offer gender analysis training programmes and there is not the will to empower women to assume management positions. Consequently, the status quo of unequal opportunities between male and female candidates remains.

2.6 The influence of training and development

Muscalu (2015:343) suggest that the general purpose of training and development is performance improvement. It is further noted that training and development enhances skills and competencies and ultimately improves performance. Úbeda-García, Cortés, Marco-Lajara and Zaragoza-Sáez (2014:102) assert that organisations tend to view training and development as a cost that is not necessary, especially in hard times where cost-cutting initiatives are implemented. It is noted further that most organisations focus on training merely to comply

with legislation and to benefit from government subsidies due to employers for training employees, for instance the skills development levy. (Úbeda-García, Cortés, Marco-Lajara and Zaragoza-Sáez, 2014:102). Armstrong and Taylor (2014:612) point out that planning and implementation of training and development programmes should be guided by a clear understanding of training and development needs.

Bhatia and Kaur (2014:77) identify current global trends in training and development, the major one being the focus of organisations on the governance of training and development. This talks to the legislation, governance principles and so on. Other trends identified include learning culture creation, proactive needs analysis, mentoring and coaching as well as outcomes-based learning. The evidence of organisations' focus and realisation of the importance of training and development is evident in the formulation of the human resource development function in organisations. This department has the responsibility of enhancing performance through training and development according to the business needs.

Cost benefit analysis and return on investment are believed to be processes involving an assessment between the cost of training/development and the benefit that will be obtained after the training. For example, improved/increased production facilitated by enhanced knowledge/skills. Effectively, this should ultimately assist the organisation in making an informed decision on whether or not to implement training and development plans based on the outcome of the analysis. Moreover, this should be in line with the ultimate realisation of the employment equity requirements and proper representation of demographic groups as per the legislation. Mougios (2014:115) explores the concept of return on investment, where tips on the determination of return on investment are identified. He believes that it is important to keep things simple and have realistic goals for measuring the training impact. It is also noted that training outcomes should consist of practical outputs that can be implemented to increase productivity at work.

Stromquist and Monkman (2014:90) explore the notion of economic independence, which is believed to be the result of the incorporation of women into the labour market. It is further noted that, although discrimination and unfair treatment based on gender, is prohibited and even covered in legislation, this epidemic still persists, where women are sometimes exposed to exploitation, under-utilisation and various forms of discrimination (Stromquist and Monkman, 2014:90). In order to facilitate career progression, there should be organisational

development with regards to education, skills and experience (exposure), which is provided for by the organisation (Adda, Dustman, Meghir and Robin, 2013:3). The organisation realises the expenses related to investing training and development of staff, therefore caution must be taken in terms of cost benefit analysis, specifically for women as they are believed to be more risky in terms of investing in their development (Hoobler, Lemmon and Wayne, 2014:710).

The importance of training does not end at conducting training for capacity building only. Dhar (2015:420) explores the issue of perceived access to training, where it is noted that it is critical for employees to be afforded consistent opportunities to attend training programmes and the criteria for selection to training must be fair, consistent and not biased (i.e. in terms of gender, age and so on). Another important aspect as recognised by Zumrah and Boyle (2015:236) is transfer of training. Zumrah and Boyle (2015:236) assert that transfer of training is critical as it is the point where training outcomes (skills, knowledge, attitudes) are implemented by the trainee back at their workplace after training has been completed. It is further noted that (fair and consistent) perceived organisational support, specifically from managers during this process is critical as it impacts largely on the successful learning outcomes implementation (Zumrah and Boyle, 2015:239).

James (2009:1) notes that the skills development challenge was far-reaching in South Africa around 1994, following the end of apartheid, which resulted in the heritage of high unemployment and illiteracy rate particularly in the designated groups of predominantly black members of the population. In February 2001, the South African government launched the National Skills Development Strategy (NSDS). The mission of the NSDS was to equip South Africa with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society (Jones, 2008). *The Skills Development Act No. 97 of 1998, amended to the Act No. 31 in 2003, and the Skills Development Levies Act, No. 9 of 1999*. Both support the NSDS. These Acts brought about new institutions, learning programmes and funding policies in South Africa (Deal and Kennedy, 2013).

The enactment of the *Skills Development Act 97 of 1998* facilitated the formulation of Sector Education and Training Authorities (SETAs) to assist in the formulation and implementation of training plans for industry/sector and to play a business partner role with the government in the development and provision of education and training aspects (Powell, 2012:5). The skills

development legislation and regulations represent a vision of an integrated skills development system, promoting economic and employment growth. The legislation introduced new structures and programmes designed to increase investment in skills development and to improve the relevance of education and training to the economy (Alvesson, 2012:90).

Like Mauritius and Botswana, South Africa is considered to be one of the countries in Africa that is the main recipients of labour and transitional economy (Horwitz, 2013:2448). This is observed by Carrim and Senne (2016:139) citing (Horwitz et al., 2002) where it is noted the need to reverse this state of being a labour and transitional economy. In South Africa this issue is being addressed at national level through the implementation of legislation such as the *Employment Equity Act (Act 55 of 1998).* Legislation entices organisations to comply through imposing of penalties for employment equity non-compliance of *the Skills Development Act (Act 97 of 1998),* which encourages compliance through levies and grants as per the *Skills Development Levies Act 9 of 1999* (Malambe, 2016:1).

The skills shortage which is the dilemma in South Africa is due to the heritage of apartheid. The predicament is that there is a skills discrepancy in terms of the unskilled and semi-skilled labour available as opposed to the available jobs that are suitable for skilled talent from designated groups (Hendriks, 2016:22). Therefore, the need to import talent through programmes such as the expatriate programmes. Expatriation, according to Cerdin and Brewster (2014:9) is a development experience that employees are offered by their employer where the employee is given an opportunity or sent abroad on an assignment. It is further pointed out that, in the quest to make the offer attractive, the employer designs an expatriation package which has more benefits to encourage the employee to take on the assignment (Cerdin & Brewster, 2014:9). Nazir, Shah and Zaman (2014:215) narrate the importance of cross-cultural training, aimed at familiarising the expatriates with the language, culture and work environment of the host country in order to eliminate or minimise the culture shock and the inevitable expatriate failure.

Square (2014:63) points out that it is important for organisations to develop talent pools consisting of employees from the designated groups as this will assist the organisation towards the achievement of its goal of meeting the employment equity requirements. This involves continuous performance management, identification of training gaps as well as implementing necessary training and development through education, training as well as exposure (i.e. acting

opportunities). A talent pool strategy, according to (Seopa, Wöcke and Leeds, 2015:718), enables the organisation to attend to the career needs of the critical talent identified, as such talent will assist the organisation in achieving its objectives.

According to Wiggerr-Barnard and Swartz (2012:56) unemployment in low and middle-income countries, such as South Africa, may be even greater. This problem is exacerbated by the problem of infrastructure, limitations to high quality education and training as well as a high rate of poorly skilled workforce. This is owing to the heritage of apartheid, which facilitated the occupational segregation and pay disparities which are mostly directed against women. According to Cotter (2017:59) occupational segregation results from the fact that, due to the history of the labour market, women have been restricted to opportunities of certain occupations, which offer low pay. It is further noted that as a result, there is evidence of over-supply of labour of this nature and reduced pay.

In the public service of South Africa, the transformation movement was initiated by the implementation of the Reconstruction and Development Program (RDP) as well as affirmative action. According to Franks (2015:5) recruitment and training aimed to ensure the achievement of proper representation of the demographic population of the country according to class, race and gender. However, this process was not implemented and monitored sufficiently to ensure the realisation of the objectives (proper gender, race and class representation). One of the challenges as cited by Franks (2015:5) was the introduction of the voluntary severance packages that were offered to skilled and experienced members of management staff within the public service, which diminished the plans of training and job mentoring and shadowing. Keeping these skilled members of management within the public sector would have assisted in facilitating capacity building through knowledge transfer, as the employees that exited the public sector during this era took away with them invaluable knowledge and skills that would have been transferred to relevant successors (and junior staff) in order to facilitate effective succession planning process (Franks, 2015:6).

The South African municipality's operation is influenced by various factors. The most important being the political sphere. Some positions are filled through political deployment. Political deployment poses challenges in the sense that there is more focus on appointing trusted people that will be loyal to the ruling party and help it to implement and execute the organisation's objectives. According to Tshishonga (2014: 892) this has led to the appointment

of incompetent incumbents, which has had an enormous effect on service delivery in instances where incumbents were appointed based on only their political standing and demographic related fit (i.e. designated groups), and without proper scrutiny on their capabilities, competencies, qualifications and relevant experience.

Franks (2014:6) note that the public service lost a lot of skilled and experienced employees during the transition into a democratic state when the new democratic government was formulated in 1996 through voluntary severance packages. It is further noted that some of the employees who did not take the voluntary severance packages were still loyal to the old government mandate, undermining and impeding on the progress of the new government strategy. Tshishonga (2014:897) deliberates that in order to fulfil the municipalities' mandate as provided for by the Constitution, focus should be on ensuring that strong leadership, skilled and competent people with credible qualifications and competencies are employed to drive the strategy and achievement of municipalities' goals and objectives.

Sebola (2015:1) notes the need for the South African local government (municipalities) to be developmental, as per the requirements stipulated by the Constitution as the sphere of government that is responsible for the provision of essential basic needs of the citizens. Sebola (2015:1) also refers to this notion as the 'developmental mandate' and describes it as "the application of inter-related tools and approaches which assist the municipalities to become more efficient" (Sebola, 2015:1). The function of the municipality is very important as it is the one that is close to the community who are the service delivery recipients.

Within municipalities capacity initiatives for service delivery are driven by the Integrated Development Plans (IDP) (Maupa, 2015:82). These plans incorporate all identified service delivery projects that need to be planned, implemented and completed within a 5-year period within a specific municipality. These plans are cascaded from national government, to provincial and local governments. According to Subban and Theron (2015) IDP refers to a "strategic approach to providing access to important principles of service delivery, as o*utlined in the White Paper on Transforming Public Service Delivery (Batho Pele White Paper) of 1997 (RSA, 1997)".* The IDP is very important as most public service protests emanate from lack of completion of projects as identified in the plan.

It is therefore, established that one tool of determining municipalities' success is the timeous

achievement of the IDP. For this to be possible, funding for projects should be in place and there should be suitably qualified and skilled people to complete the job. Sebola (2015:10) draws from the analysis of (Cloete, 2002:287) where the appointment of inexperienced office bearers is cited as being one of the challenges faced by municipalities, particularly in the rural areas. The status quo is the unsatisfactory service delivery which is owing to lack of skills as well as evidence of appointments based on political loyalty (neglecting the ultimately important scrutiny of possession of necessary competencies, qualifications and experience). It is further noted that training as well as change in attitude by municipal officials and politicians can help bring about positive change in the skills development issue. It is believed that training alone is not sufficient, in the sense that employees must be willing to implement training outcomes back in their jobs.

2.7 Chapter summary

Skills development and training have many implications within the context of a democratic South Africa. This chapter has explored the concepts and approaches that lead to skills development and training from the previous dispensation to the current structures and policies associated with the study. This exploration has illuminated issues pertinent to this research. The chapter also highlights the various approaches to recruitment and selection, diversity management as well as the fact that the need for skills development and training in South Africa is both historical and political. This leads to the conclusion that the South African government has taken proactive steps through developing policies and procedures to redress the skills shortage as well as the employment inequality problems. The following chapter presents a discussion on quantitative research and the methodology employed with the associated procedures in conducting and gathering data for this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1   Introduction

This chapter summarises the research methodology used to conduct the study, with a focus on the research design, research approaches, study site, target population, sampling strategies and sample size. The chapter will explore the different research methodologies as well as the rationale for the chosen method. Research design and approaches adopted for the study as well as the research instrument will be discussed. The chapter will also include data collection, validity and reliability as well as ethical considerations that were considered for the study.

3.2 Research Design

Creswell (2014:9) points out that on top of selecting the research method (i.e. qualitative, quantitative or mixed method), the researcher also should select a research design. According to Bryman (2015:114) research design incorporates all the elements involved in the research project planning and execution. It is further noted that research design is considered an essential tool in connecting research questions and data.

Figure 3.1 Research design connects research questions to data

$\rightarrow$ Data

Research design

Research questions $\rightarrow$

Data collected and analysed followed

the following questions:

- Following what strategy?
- Within which framework?
- From whom?
- How?
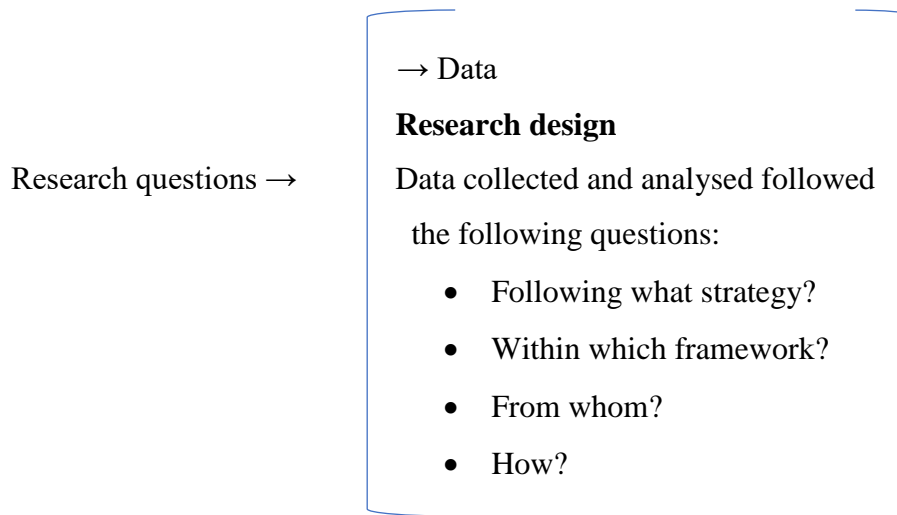
Source: Bryman (2015:115)

There are different research designs identified in literature. Creswell (2014:9) identifies the main research designs associated with quantitative research to include quasi-experiments,

exploratory design, causal-comparative research, correlation design and descriptive design. This study adopted a descriptive research design. Gorard (2013:16) notes that descriptive research design aims to give a picture of participants in an accurate manner. It is further noted that this design helps in developing knowledge about a group of people being studied.

Descriptive research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers as to why (Gorard, 2013:18). Descriptive research is used to obtain information concerning the current status of the phenomena and to describe what exists with respect to variables or conditions in a situation (Bougie, 2013:75). Therefore, descriptive research design was chosen since the aim of the study was to evaluate the effectiveness of employment equity at Impendle municipality by looking at whether the appointment of employees to key positions based on employment equity impacts positively or negatively on service delivery. As depicted in figure 3.1 above, descriptive design links the research questions to the data collected and analysed.

3.3 The research Philosophy

Creswell (2014:4) identifies three approaches to research: qualitative, quantitative and mixed methods. Punch (2013:88) makes a distinction between qualitative and quantitative research and notes the key feature of quantitative design as being characterised by a number system which is and researcher-imposed, whilst qualitative research is identified by words and it is not researcher-imposed. Similarly, Creswell (2014:32) noted that quantitative research is widely characterised by numbers, that is, numerical data are used, as opposed to open-ended questions largely used in qualitative research. This numerical data is later analysed and it forms the basis for a final written report.

The research philosophy chosen for the study was quantitative research method due to its outstanding features of being outcome-oriented and allows for generalisation of results to the population as identified by Mackey and Gass (2015:4). The results will be generalised to other municipalities as other municipalities are facing similar challenges with regards to service delivery.

3.4 **Research Strategies**

The research made use of a survey strategy. A survey was preferred because of its dependability. Sekaran and Bougie (2013:66) point out that the anonymity of surveys allows respondents to answer with more candid and valid answers. The authors further assert that the most accurate data is obtainable if respondents are given room to be as open and as honest as possible with their answers. Surveys conducted anonymously provide an avenue for more honest and unambiguous responses than other types of research methodologies, especially if it is clearly stated that survey answers will remain completely confidential (Bryman & Belle, 2011:121).

3.5   **Target Population**

Population, in the research context, is usually defined as a whole from which representative elements are going to be chosen (Wegner, 2012:53). These subsets are then used for an inquiry after which the inferences reached will represent the position of the bigger set (Wegner, 2012:54). Creswell (2014:36) defined a population as a full set of objects or people of a particular type under study, a full set of cases from which a sample is extracted. The entire workforce of 80 Impendle municipality employees was used as the target population.

3.6   **Sampling**

According Welman and Kruger (2005:43) sampling is a systematic way of setting aside a subset from the main set, with the view of investigating certain trends and/or behaviours from these representatives so that a conclusion can be reached. Probability and non-probability are the broader forms of sampling, with probability commonly applied in quantitative researches and non-probability in qualitative approaches. However, there are instances where these sampling methods can be applicable either way (Wegner, 2012:73).

Non-probability sampling is defined as a sampling design in which the elements in the population do not have a known or predetermined chance of being selected as sample subjects (Sekaran & Bougie, 2013:9). According to Sekaran and Bougie (2013:10) non-probability sampling has eight types of sampling methods, namely convenience, quota, purposive, snowball, deviant case, sequential, theoretical and adaptive sampling:

a.   **Convenience Sampling:** as the name suggests, this involves collecting a sample from somewhere convenient to the research like the mall, local school, or church depending

on the purpose of research. Convenience sampling is sometimes called accidental sampling, opportunity sampling or grab sampling. (Sekaran & Bougie, 2013:9);

b.   **Haphazard Sampling:** where a researcher chooses items haphazardly, trying to simulate randomness. However, the result may not be random at all and is often tainted by selection bias. (Wegner, 2012:73);

c.   **Purposive Sampling:** where the researcher chooses a sample based on their knowledge about the population and the study itself. The study participants are chosen based on the purpose of the study. (Darling and Dannell, 2011:194);

d.   **Expert Sampling:** in this method, the researcher draws the sample from a list of experts in the field. (Welman and Kruger, 2005:48);

e.   **Heterogeneity Sampling / Diversity Sampling:** is a type of sampling where one deliberately chooses members so that all views are represented. However, those views may or may not be represented proportionally. (Wegner, 2012:73);

f.   **Modal Instance Sampling:** The most 'typical' members are chosen from a set. (Wegner, 2012:73);

g.   **Quota Sampling:** where the groups involving both men and women in the sample are proportional to the groups in the population. (Darling and Dannell, 2011:194); and

h.   **Snowball Sampling:** where research participants recruit other members for the study. This method is particularly useful when participants might be hard to find. For example, a study on working prostitutes or current heroin users (Harper & Thompson, 2012:413).

Since this study is of a quantitative nature, probability sampling was used. Probability sampling is known as the gold standard for creating a representative sample (Neuman, 2011:43). Sekaran and Bougie (2013:34) define this type of sampling as a sampling design that allows an equal chance for every element in the population to be selected as a sample subject. According to Barnham (2010:78) probability sampling has five types of sampling methods, namely simple random sampling, systematic, stratified random, cluster and double sampling.

a.   **Simple Random Sampling** is a completely random method of selecting subjects. These can include assigning numbers to all subjects and then using a random number generator to choose random numbers. Classic ball and turn experiments are another example of this process (assuming the balls are sufficiently mixed). The members whose numbers are chosen are included in the sample (VanWyk, 2012:317).

b. **Stratified Random Sampling** involves splitting subjects into mutually exclusive groups and then using simple random sampling to choose members from groups (VanWyk, 2012:317).

c. **Systematic Sampling** means that every "nth" participant is chosen from a complete list. For example, one could choose every 10th element listed (VanWyk, 2012:317).

d. **Cluster Random Sampling** is a way to randomly select participants from a list that is too large for simple random sampling. For example, if one wanted to choose 1000 participants from the entire population of the South Africa, it is likely to be impossible to get a complete list of everyone. Instead, the researcher randomly selects areas (that is cities) and randomly selects from within those boundaries.

e. **Multi-Stage Random** sampling uses a combination of techniques (VanWyk, 2012:317).

The method employed for sampling in this study was stratified random sampling whereby respondents were separated before being randomly selected from each stratum (Barnham, 2010:81).

3.6.1 Sample Size

Sixty six (66) out of the target population of 80 Impendle employees were selected as the sample size for the quantitative study. The sample size of sixty six participants was reached at by the use of Sekaran and Bougie table of sample size (Sekaran & Bougie, 2014:268).

3.7   The Research Instrument

There are different types of data collection instruments that can be used when collecting information for research purposes. For this particular quantitative study, a questionnaire was used. Cooper and Schindler (2014:294), assert that a questionnaire is a list of research questions that the researcher uses to ask the respondents in order to extract specific information based on the main research questions. The authors further highlight that questionnaires are used to collect appropriate data, make data comparable and amenable to analysis, minimize bias in formulating and asking questions, and to make questions engaging and varied.

The use of a structured questionnaire was preferred for this study because it allowed the researcher to collect data at a minimal cost. The other advantages of using a questionnaire is

that it reduces the variability of responses, is less costly to administer and can be easily administered and analysed (Soobramoney, 2008:193).

However, while there are many positives to questionnaires, disadvantages also exist. Dishonesty can be an issue as respondents may not be completely truthful with their answers (Kothari, 2014:643). This can happen for a variety of reasons, including social desirability bias and attempting to protect privacy. Nonetheless, dishonesty was minimized by assuring respondents that their privacy is valued and that the process prevents personal identification. Another challenge with questionnaires is that a person who is not the targeted respondent can complete questionnaires. The completion of the questionnaire by an untargeted respondent may lead to misinterpretation as question explanation would have been given only to the intended respondents (Saunders et al., 2014:619).

3.8   Questionnaire Construction

The research made use of a structured questionnaire containing closed-ended questions. Each question contained a set of answers that the respondents could select from and this allowed the respondents to make a quick decision (Struwig and Stead, 2013:54).

The questionnaire was self-developed by the researcher and consisted of 26 questions, divided into five categories in line with the objectives (targeted recruitment and selection, retention strategy, diversity management and training and development). Section A of the questionnaire covered questions relating to the demographic profile of the respondent. Section B, C, D and E of the questionnaire consisted of questions relating to the objectives of this study. (See Annexure A)

The type of questions used were both dichotomous and Likert response scales. Dichotomous questions aim to provide the respondents with two possible answers and are preferred because they are used for clear distinction of qualities, experiences or respondent's opinions (Cooper & Schindler, 2014:311). A Likert scale is a psychometric response scale for obtaining the participant's interval of agreeing with a set of statements (Saunders et al., 2014:6). Likert scales were preferred in this research because they are easy to interpret since they are non-comparative scaling technique and only measure a particular trait in nature (Saunders et al., 2014:97). Respondents were asked to indicate their rating level of agreement with a given

statement by way of an ordinal scale. The format consisted of rating ranging from 'Agree', 'Strongly agree', 'Uncertain', 'Disagree' and then 'Strongly disagree'.

3.9   Pilot Study

Dross (2015:25) claims that a pilot study is a mini-research study conducted before the intended actual larger scale study. In other words, pilot studies are a preview application of the actual research undertaking. The reasons for this exercise include assessing whether or not there are any foreseeable logistical problems that need to be addressed before it gets too late (Barnham, 2010:429). Ten respondents were used to conduct a pre-test of the questionnaire for avoidable inconveniences in the actual survey.

With the help of a Pilot Survey which produced good rapport with most respondents, the sequence of the structured questions was changed (Babbie, 2011:315). After a pre-test to determine the suitability of the questionnaire, the questions were improved in terms of question content, wording, sequence, form and layout, question difficulty and instructions. The wording of questions was made more simple and plain for comprehension by respondents.

3.10   Administration of the Questionnaire

The questionnaires were self-administered by the respondents. This was done because the majority of the respondents are literate. All of the questionnaires were hand-delivered to the respondents. This method was preferred because it is assumed that the respondents would be able to complete the questionnaire without assistance. The approach also reduced the costs of the data collection exercise (Kumar, 2011:244). When delivering the questionnaires, the study attempted to ascertain whether the respondents would be able to complete the questionnaires without complications or not. The researcher ensured that questionnaires were self-administered during data collection in order to establish rapport and to motivate respondents (Kothari, 2014:104). The questionnaire completed by the respondents themselves without any assistance from the researcher. This helped with obtaining a high response rate.

Every administrator hopes for conscientious responses, but there is no way to know if the respondent has really thought the question through before answering (Creswell, 2015:184). At times, answers will be chosen before fully reading the question or the potential answers. Sometimes respondents will skip through questions, or split-second choices may be made,

affecting the validity of your data (Alvesson & Sandberg 2011:16). This drawback was dealt with by making the survey short and questions simple in order to get the most accurate responses. To uphold the confidentiality of respondents, writing of names was made optional on the survey instrument.

3.11   Collection of the Questionnaire

The data was collected within a timeframe of two weeks. Once the respondents had completed the questionnaire, they were required to place them into a sealed box with an opening sufficient for only depositing a questionnaire (researcher made sure that no one would be able to remove questionnaires from the box once deposited) that was available for all respondents. The researcher monitored the response rate and opted to collect the questionnaires from the respondents. After collection, the questionnaires were locked up in a cabinet for safekeeping before and after analysis. Sekaran and Bougie (2013:121) suggest that survey instruments must always be kept under lock and key to avoid accessibility by unintended users of the raw data.

3.12   Data Analysis

Data analysis entails a close examination of the data collected in order to deduce patterns and behaviour (Creswell, 2015:140). The processing of data includes all operations undertaken from when a set of data is collected until it is ready to be analysed either manually or by a computer. Data processing in quantitative studies starts with data editing, which is basically 'cleaning' the data. This is followed by the coding of data, which entails developing a codebook, pre-testing it, coding per se and verifying the coded data. The questionnaire responses were analysed using descriptive data analysis by use of Statistical Package for Social Sciences (SPSS) software version 20. Inferential statistics help to create the relationship between variables and to come up with conclusions (Sekaran and Bougie, 2013:126). Descriptive statistics are described as the statistics that provide descriptive information about sets of data. Graphs and charts were used to present the data findings.

3.13   Validity and Reliability

To address data, quality control issues in the instrument used, the study used measures of reliability and validity of instruments since the research is for a quantitative discourse.

Validity

Hamersley (1987) as cited in Alvesson and Sandberg (2011:16), defines validity as accuracy of representation of features of the phenomena that it is intended to describe, explain or theorize. Any research can be affected by different kinds of factors which, while extraneous to the concerns of the research, can invalidate the findings (Seliger & Shohamy 2009:95). There are three types of validity in quantitative research:

a. **Face and content validity-** The judgement that an instrument is measuring what it is supposed to is primarily based upon the logical link between the questions and the objectives of the study. Hence, one of the main advantages of this type of validity is that it is easy to apply (Dross, 2015:25). Each question or item in the research instrument must have a logical link with an objective. Establishment of this link is called face validity. It is equally important that the items and questions cover the full range of the issue or attitude being measured. Assessment of the items of an instrument in this respect is called content validity. In addition, the coverage of the issue or attitude should be balanced; that is, each aspect should have similar and adequate representation in the questions or items (Barnham, 2010:42). Content validity is also judged on the basis of the extent to which statements or questions represent the issue they are supposed to measure, as judged by the researcher and experts in the field;

b. **Concurrent and predictive validity-** In situations where a scale is developed as an indicator of some observable criterion, the scale's validity can be investigated by seeing how good an indicator it is (Moser & Kalton 2013:356). If an instrument to determine the suitability of applicants for a profession is developed, the instrument's validity might be determined by comparing it with another assessment or with a future observation of how well these applicants have done on the job. If both assessments are similar, the instrument used to make the assessment at the time of selection is assumed to have higher validity. These types of comparison establishes two types of validity: predictive validity and concurrent validity (Leedy & Ormand, 2013:74). Predictive validity is judged by the degree to which an instrument can forecast an outcome. Concurrent validity is judged by how well an instrument compares with a second assessment concurrently done. It is usually possible to express predictive validity in

terms of the correlation coefficient between the predicted status and the criterion. Such a coefficient is called a validity coefficient (Burns 2010: 220).

c.   **Construct validity-** Construct validity is a more sophisticated technique for establishing the validity of an instrument (McMillian & Schumacher, 2013:316). It is based upon statistical procedures. Construct validity is determined by ascertaining the contribution of each construct to the total variance observed in a phenomenon. One of the main disadvantages of construct validity is the need to know about the required statistical procedures.

Content validity was conducted in order to ensure validity in this research. Content validity is defined as a test that measures if every single element of the construct is represented. Subject-matter experts were provided with access to the questionnaire and asked to provide feedback on how well each question measured and interrogated the construct in question, respectively (Creswell, 2014:33).   Feedback was analysed and used to inform decisions about the effectiveness of each question.

Reliability

According to Serakan and Bougie (2013:234) reliability is defined as a test that ensures that the measuring instrument produces stable and consistent results. In other words, reliability is an agreement between two efforts to measure the same thing with the same methods. Therefore, reliability is the degree of accuracy or precision in the measurements made by a research instrument. The lower the degree of 'error' in an instrument, the higher the reliability.The following are some of the types of reliability:

a.   **Test/retest** – This is a commonly used method for establishing the reliability of a research tool. In the test/retest (repeatability test) an instrument is administered once, and then again, under the same or similar conditions (Saunders, 2014:271). The ratio between the test and retest scores is an indication of the reliability of the instrument – the greater the value of the ratio, the higher the reliability of the instrument. The main advantage of the test/retest procedure is that it permits the instrument to be compared with itself, thus avoiding the sort of problems that could arise with the use of another instrument.

The main disadvantage of this method is that a respondent may recall the responses that s/he gave in the first round, which in turn may affect the reliability of the instrument (Baicker et al., 2013:61). Where an instrument is reactive in nature (when an instrument educates the respondent with respect to what the researcher is trying to discover) this method will not provide an accurate assessment of its reliability. One of the ways of overcoming this problem is to increase the time span between the two tests, but this may affect reliability for other reasons, such as the maturation of respondents and the impossibility of achieving conditions similar to those under which the questionnaire was first administered (Crocker & Park, 2009:117);

b.   **Parallel forms of the same test** – In this procedure two instruments that are intended to measure the same phenomenon are constructed. The two instruments are then administered to two similar populations. The results obtained from one test are compared with those obtained from the other. If they are similar, the instrument is assumed reliable. The main advantage of this procedure is that a time lapse between the two tests is not required (Kumar, 2011:324). The disadvantage is that there is a need to construct two instruments instead of one. Moreover, it is extremely difficult to construct two instruments that are comparable in their measurement of a phenomenon. It is equally difficult to achieve comparability in the two population groups and in the two conditions under which the tests are administered; and

c.   **The split-half technique** – This technique is designed to correlate half of the items with the other half and is appropriate for instruments that are designed to measure attitudes towards an issue or phenomenon (Gupta & Gupta, 2010:618). The questions or statements are divided in half in such a way that any two questions or statements intended to measure the same aspect fall into different halves. The scores obtained by administering the two halves are correlated. Reliability is calculated by using the product moment correlation (a statistical procedure) between scores obtained from the two halves. Because the product moment correlation is calculated on the basis of only half the instrument, it needs to be corrected to assess reliability for the whole instrument (Welman and Kruger, 2015:10). To ensure reliability the research was carried out through application of the pre-test of questionnaire on ten participants randomly selected from the target population. This assisted in testing the reliability of the questionnaire before the study commenced.

3.14 Limitations of the Study

Some of the major limitations experienced include the following:

a.   Due to political affiliations, there was a risk of respondents having a different interpretation of employment equity which had a potential of affecting their responses;

b.   The study could not cover all national municipalities due to prohibitive research costs;

c.   The research focused on a sample because of the challenges of time availability;

d.   Some information could not be released because it was classified as highly confidential; and

e.   Due to lack of trust of the researcher's intentions, there was less than maximum cooperation from employees.

3.15 Ethical Considerations

a.   Ensuring participants have given informed consent

Bryman and Belle (2011:431) assert that getting people to participate without knowing the reasons for the research can be regarded as deception. Since deceiving people is unethical, the participants were given adequate information about the study and their role in the study in order to make an informed decision about being a part of the study. The researcher honoured the anonymity, confidentiality and privacy of the participants.

b.   Ensuring confidentiality and anonymity

Saunders (2014:271) clarified that the clearest concern in guarding subjects' interests and well-being is the protection of their identity, especially in survey research. Confidentiality and anonymity was ensured by keeping the anonymous raw data accessible only to the researcher. Use of real names was avoided during research data collection to ensure anonymity. In addition, findings of the study were reported aggregately in representation of a collective view of all the participants using pseudonyms to enhance anonymity.

c.   Ensuring that permission is obtained

Addressing voluntary participation as an ethical issue. Babbie (2011:478) suggests that consent should be sought in order to ensure unforced participation by research subjects. Informed consent forms were drafted for each of the research participants to agree on before responding to the questionnaire.

3.16 Chapter Summary

The selected methodology served the important purpose of restricting the study to investigating only relevant matters and maintaining coherence in the study. The questionnaire method was sufficient to obtain the required information from the sample population. The following chapter presents the research findings, analysis of results, and discussion of findings.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND RESULTS

4.1 Introduction

The previous chapter streamlined the research method used in this survey. This chapter presents a consolidated view of the research findings, followed by a detailed data analysis of the study design. The data collected from the research was analysed and interpreted as per the questionnaire.

4.2 Response Rate

A total of 67 out of the 80 distributed questionnaires were successfully returned, making a response rate of 83.33%. According to Kruger (2014) an acceptable survey response rate is one that allows use of the information collected in the survey to make decisions in the context of intended business. Out of the remaining 16.67%, 4% accounted for respondents who refused to be part of the study while 4, 4% represented questionnaires that were attempted and returned with substantial and material information missing therefore, the researcher saw it fit not to include them in the analysis while the remaining 7.6% accounted for questionnaires that were not returned at all.

4.3   Objectives

The objectives of the study were as follows:

4.3.1   Determining whether targeted recruitment and selection from within the designated group achieves employment equity;

4.3.2   Determining the impact of the retention strategy in fulfilling employment equity;

4.3.3   Establishing the role of diversity management in fulfilling employment equity; and

4.3.4   Investigating whether or not training and development of employees promote employment equity.

4.4   Presentation and analysis of data

The questionnaire was divided into 5 sections, A, B, C, D and E. Section A's questions focussed on the personal information of the respondents, for example, age, gender, current level of job, qualification, and the length of service. The questions in sections B to E centred on the subject matter were based on the research objectives that were stated above.

4.5 Section A: Demographic Data Analysis

This section involved gathering information on the respondents' biographical information such as age, gender, race, length of service and qualifications. Questions 1 to 5 in the questionnaire covered this section.

4.5.1 Data presentation

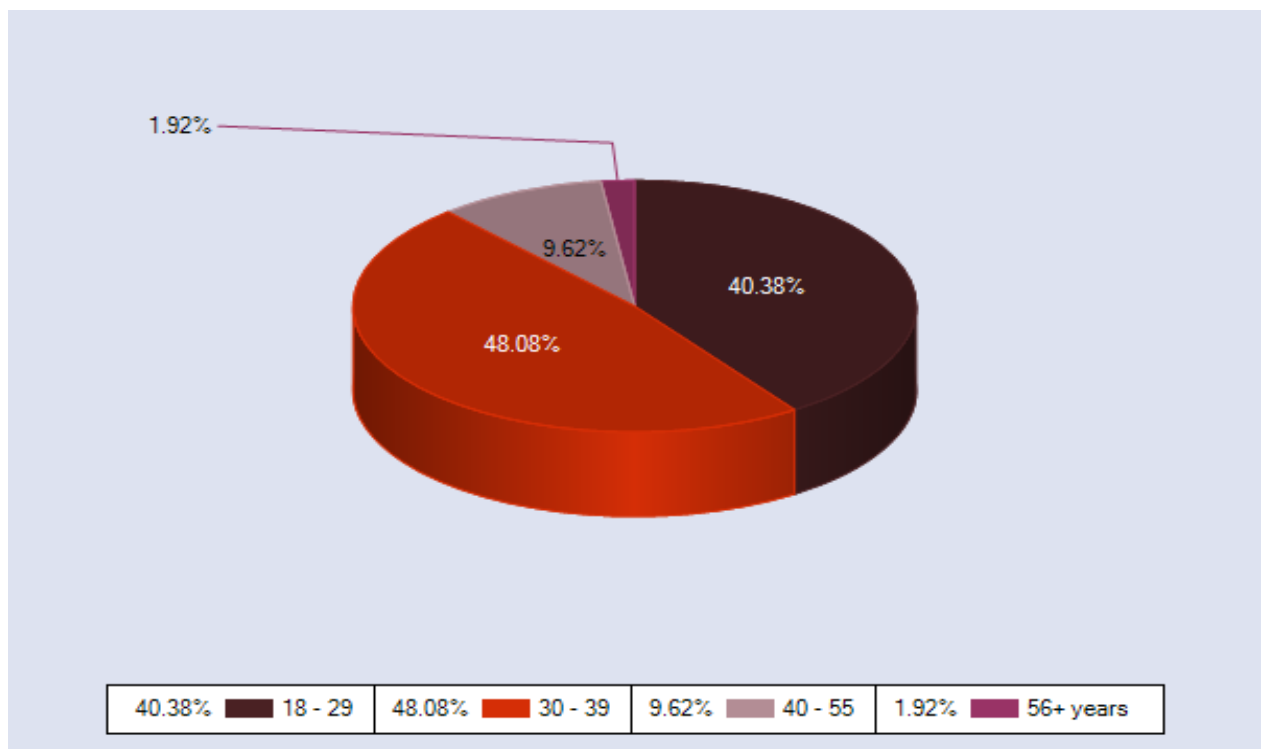**Figure 4.1:   Age of respondents**

Figure 4.1 above shows that 40.38 percent of the respondents were between the ages of 18 to 24. Ages 25 to 35 had the highest number of people at 48.08 percent. The results also show that 9.62 percent of participants in the study were between 40-55 years old and the remaining 1.92 percent of respondents were 56 and above.The highest percentage of respondents were in the category 18-29 and 30-39 collectively which is in keeping with studies conducted by Hedges (2013:1) who stated that the average age of an active workforce is 18-42. This, therefore, points to the fact that Impendle municipality is not an exception to world trends that were confirmed in the studies of Hedges. This also indicates that the majority of the municipal employees are young people.

Figure 4.2: Qualification
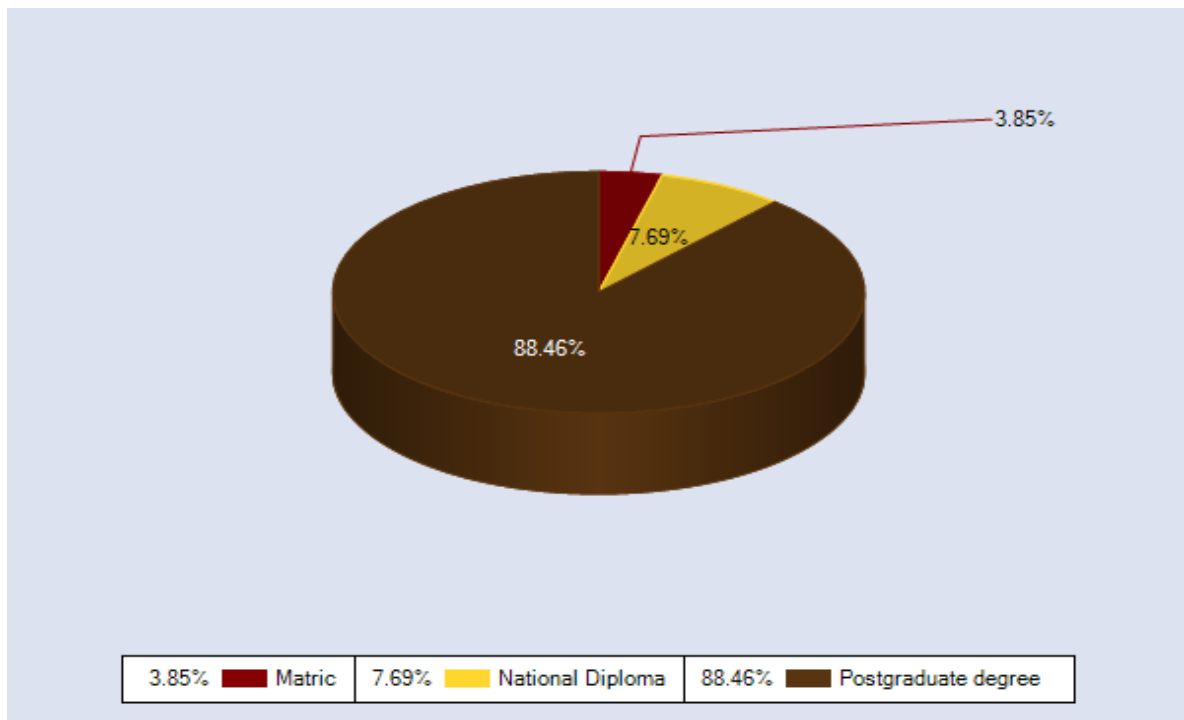
The results in Figure 4.2 show that 3.85 percent of the sample population had completed their matric. Those with a National diploma constituted 7.69 percent, while 88.46 percent were in possession of postgraduate academic qualifications. It is clear from Figure 4.2 above that the majority of employees at the municipality had a postgraduate qualification as reflected by an 88.46 percent followed by those with a national diploma with a 7.69 percent while only 3.85 percent had a matric qualification.

Figure 4.3:   Gender
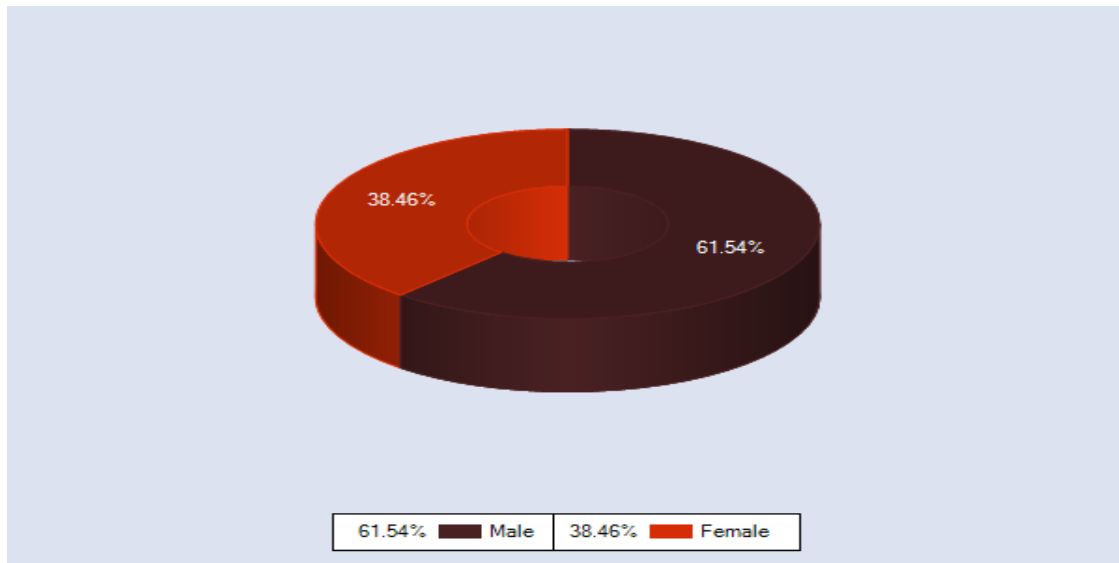
Figure 4.3 reflects that 61.54 percent of respondents were male while the females were 38.46 percent of the sampled population. This outcome is in line with a research by Greene (2015) where a revelation is made that, although the women's rights movement took a great leap forward in the 21st century, females still face discrimination in the professional world. This discrimination can take several forms, including exclusion from specific jobs, industries and lower pay for hours worked. From the research findings, it can be concluded that the Impendle workforce is male-dominated.

Figure 4.4:   Current job level
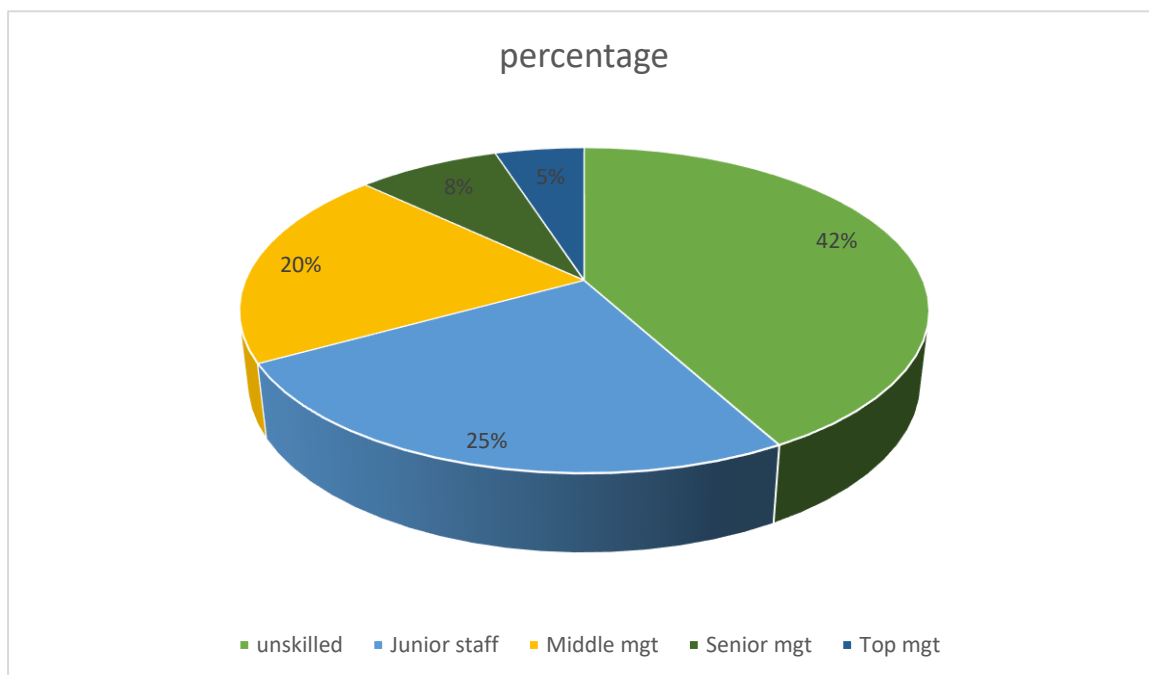
Job level distribution indicates that the majority of respondents are unskilled employees with 42 percent in representation. Junior staff constituted 25 percent of the respondents while middle management comprised of 20 percent. Of the remaining 13 percent, only 5 percent were the top management as the other portion of 8 percent represented senior management. This can therefore lead to the conclusion that the organizational structure of Impendle municipality is hierarchically vertical where few managers are appointed to be in charge of relatively large spans of control.

Yu-Ru Hsu & Leat (2013) maintain that the hierarchy has permeated virtually every company around the world regardless of size, industry, or location. The greatest strength of the hierarchy used to be that it was so reliable at maintaining the status quo, which was exactly what companies wanted decades ago. However, what was once its strength is now its greatest weakness. The hierarchy is a very resilient management structure that has been so embedded in how we work that most organizations around the world are having a tedious time getting rid of it (Mello et al., 2015).

As part of the challenges with this model, communication typically flows from the top to the bottom which means innovation stagnates, engagement suffers, and collaboration is virtually non-existent (Powell, 2014). This type of environment is riddled with bureaucracy and is extremely sluggish. This is why the hierarchy is perhaps the biggest vulnerability for any

organization still employing it. In a perfect market structured economy, this set up opens up the doors for competitors and new incumbents to quickly take over. There is also no focus on the employee experience in this type of a structure and as organizations around the world are exploring alternative organizational models, those still stuck with the hierarchy will experience challenges in attracting and retaining top talent (Reed, 2017).

Figure 4.5:   Length of service
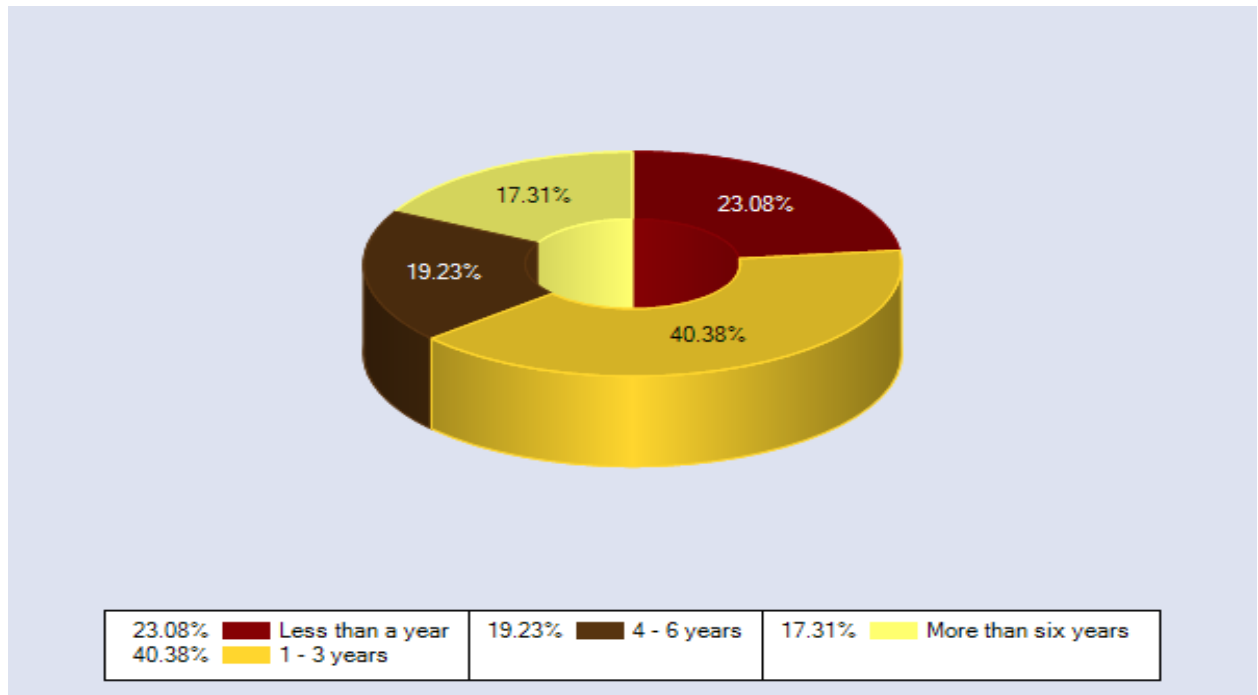
Figure 4.5 illustrates that 23.08 percent of the respondents have been working for Impendle municipality for less than a year, while 40.38 percent of the respondents have been with the same employer for 1-5 years. 19.23 percent of the employees who participated in this study have 6-10 years of service in the department and 17.31 percent of the respondents have more than 11 years of service at their organizations. The fact that only 17.31 percent of the respondents have been with the municipality for more than 11 years is a clear indication of how real the issue of employee turnover is for the Impendle municipality possibly due to a lack of a proper employee retention policy.

4.5.2 Interpretation of data

The following factors are demographic variables that may have an impact on the knowledge and awareness as well the perceptions that employees have about employment equity implementation at Impendle Municipality. These factors are age, gender, level of academic

qualification and the number of years in the organisation. Accordingly, Powell (2014:163) states that it is crucial for organisations to understand how best the demography of employees such as age, gender, and educational background influence the decisions about the effectiveness of employment equity implementation and the perceptions they have about the programme. This information is also needed in order to determine whether or not the municipality is complying with and meeting its EE targets and obligations to the EEA.

Such information assists in improving the effectiveness of a programme's success and makes the programme more inclusive for employees with different backgrounds (Herman et al., 2012:78). The results revealed that most of the respondents were males (61.54 percent) and this could be because males form a majority of the workforce at Impendle municipality.

According to Liu et al., (2012:239) the effectiveness of an organisational programme depends on the characteristics of the target population and the response rate of the population taking part in the intervention. These factors include gender, age, marital status, level of education and the like. The majority of respondents had the academic qualification from degree level and above. The findings from the study concur with Powell (2014:92) that there is a need to understand how different employees respond to various modalities, content and intensity to develop audience appropriate and effective interventions. The research findings, therefore, suggest the modalities and work content of the municipality requires skilled labour which the municipal management observes in their recruitment process.

4.6 Presentation of data and analysis of Section B of the questionnaire

In this section, a detailed discussion of the data will be presented under each objective in the paragraphs below.

Objective One: Determining whether or not targeted recruitment and selection from within the designated group achieves employment equity.

Questions 6, 7, 8, 9, 10 and 11 from section B of the questionnaire (Appendix A), formed the basis of the information gathering attempt to determine this objective. Below is the presentation and analysis of the data collected for each of the questions.

4.6.1 Presentation of data

Figure 4.6:   Fairness and transparency of targeted recruitment and selection – Question 6.
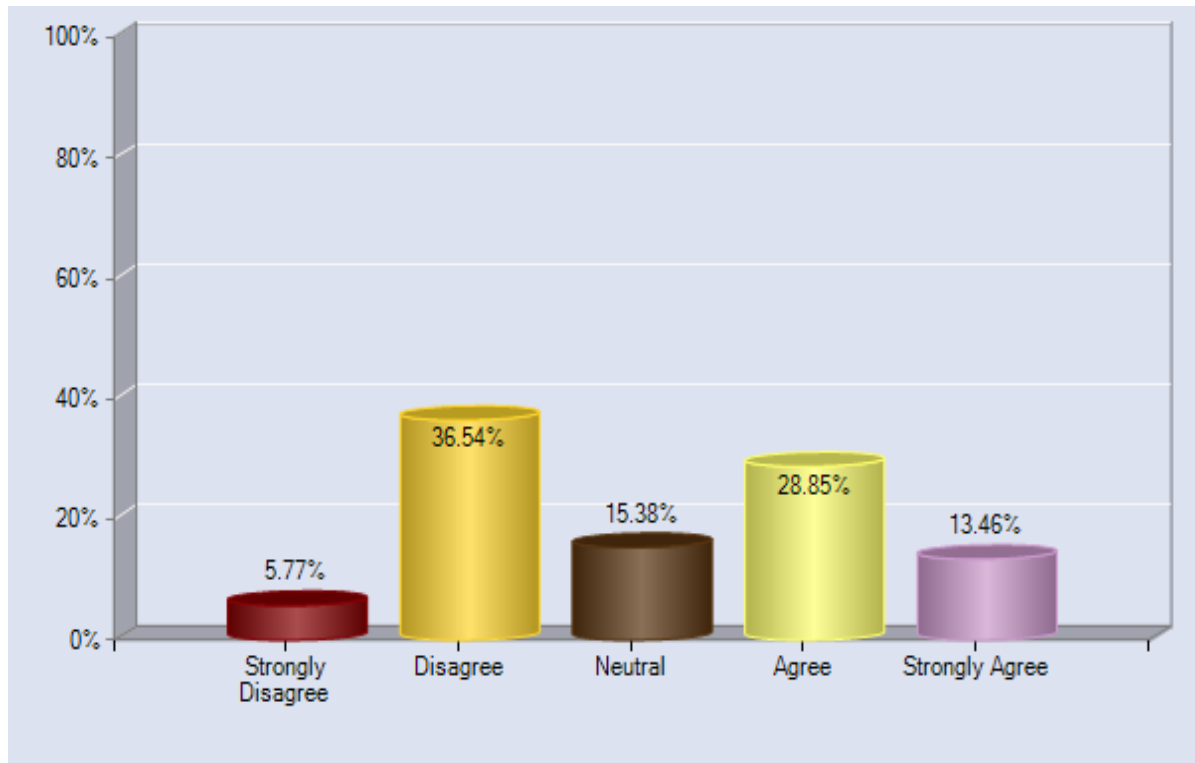
Figure 4.6 reflects a mixed response. A percentage of 36.54 percent of the respondents disagreed that there was fairness and transparency in targeted recruitment and selection whilst 5.77 percent strongly disagreed. However, 28.85 percent agreed whereas 13.46 percent strongly agreed that fairness and transparency of targeted recruitment and selection existed in the municipality. Only 15.38 percent of the respondents were neutral in their response to the statement. This, therefore, suggests a divided view on how the employees judge fairness and transparency at the Impendle municipality. This could be because of varied understanding of what fairness and transparency is in the context of employment equity.

Figure 4.7:   Conformity of targeted recruitment and selection process with employment equity requirements - Question 7.
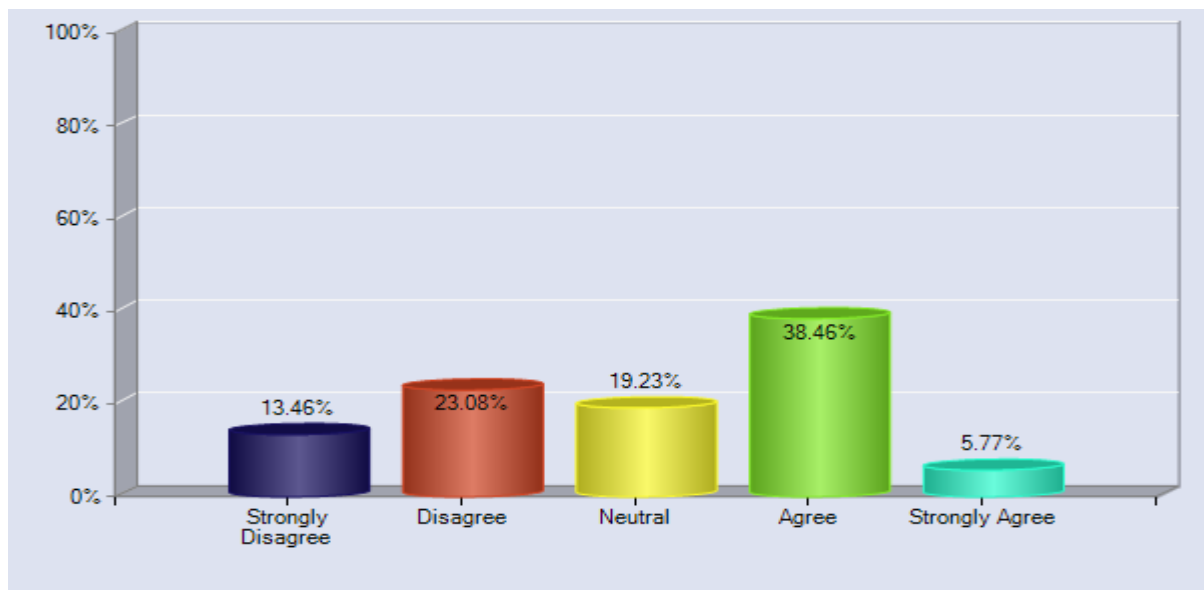
This question sought to survey how targeted recruitment and selection processes align with employment equity requirements. The outcome from the data collected depicts that 38.46 percent agree and 5.77 percent strongly agreed that the targeted recruitment and selection process conforms to employment equity requirements. Whilst 19.23 percent recorded a neutral opinion to the question, 23.08 percent disagreed and 13.46 percent strongly disagreed to targeted recruitment and the selection process as meeting with employment equity requirements. This again points to the conclusion that municipal employees have mixed feelings about the alignment between targeted recruitment and selection process versus the requirements of employment equity.

Figure 4.8: **Employees from within the designated groups are favourably considered for jobs - Question 8.**
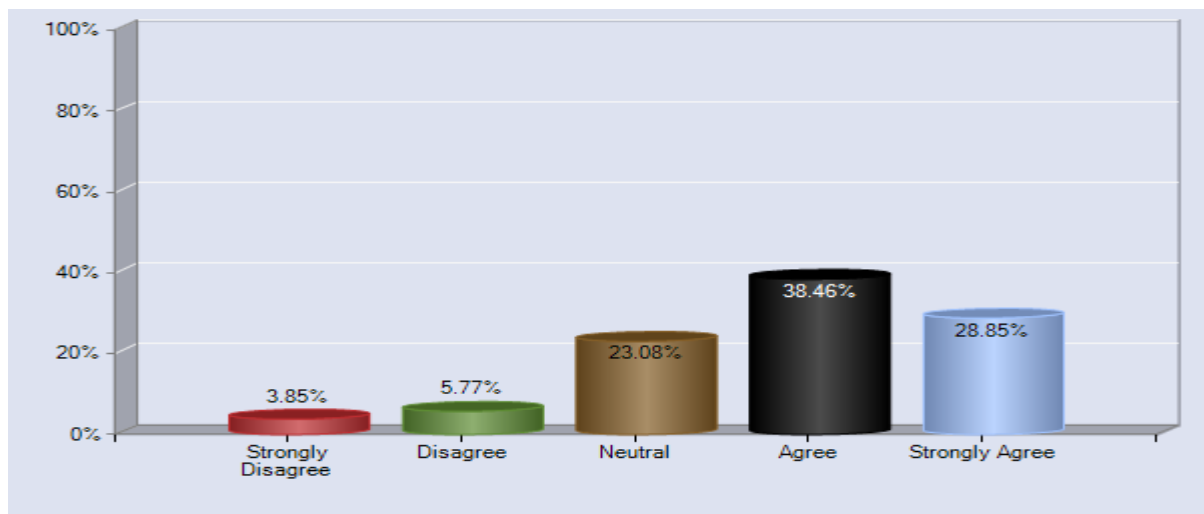

Figure 4.8 above show that 38.46 percent of the respondents agreed and 28.85 percent strongly agreed that the employees from within the designated groups are favourably considered for jobs. Only 5.77 percent disagreed and a further 3.85 percent strongly disagreed to this trend of employees from within the designated groups being favourably considered for specific jobs. The remaining 23, 08 percent chose to be neutral in the matter. The outcome of the research pertaining to this question is positively skewed suggesting the majority asserts that the Impendle municipality observes employment equity when it comes to considering designated groups for specific jobs.

Bratton (2014) is of the view that, whatever models of and perspective on human resources management are used, recruitment and selection policies and practices can be perceived as integral. Recruitment and selection not only seek to attract, obtain and retain the human resources the organization needs to achieve its strategic goals, but may also have a significant impact upon the composition of the workforce, the ultimate fit with the organization's needs and culture, and upon long-range employment stability (Beer *et al.*, 2014).

There is some debate among cross-cultural and/or cross-national researchers as to whether HRM policies and practices are converging across national boundaries or diverging. In two relevant and recent cross-cultural comparative studies, the research findings of Smith *et al.*, (2012) and Lawler *et al.*, (2012) provided support for the culturally relativist (divergence) view of HRM with recruitment and selection practices being found to be culturally sensitive and to vary across national borders, whereas others such as manpower planning and reward systems

were not. Moreover, in other recent studies, company size and ownership patterns (along with other contingent and non-contingent variables) were suggested to have some influences, on HRM policies and practices (Sparrow, 2013:98).

Figure 4.9:   Internal employees are favourably considered for jobs- Question 9.
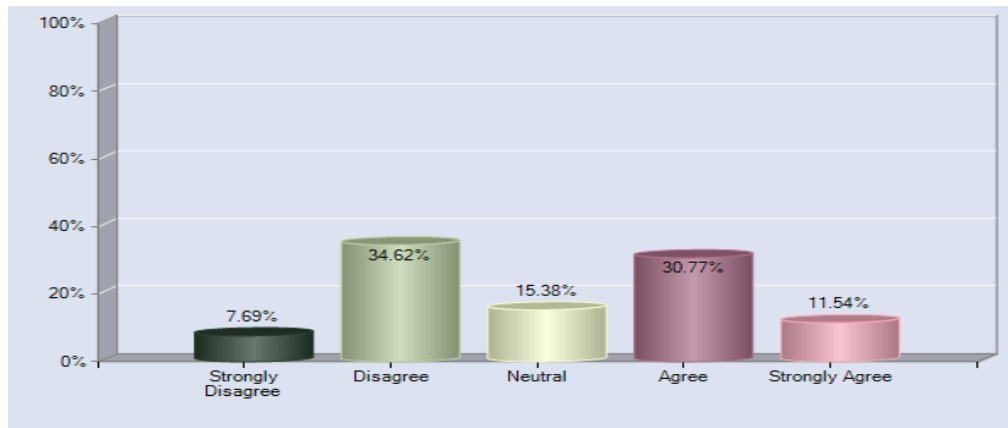
Figure 4.9 above reflects that 30.77 percent of respondents agreed that internal employees were given first preference for jobs that fall vacant whilst 11.54 percent strongly agree. A total of 7.69 percent strongly disagreed to the assertion, while 34.62 percent just disagreed. The balance of respondents (15.38 percent) were neutral. This represents a mixed feeling as to whether internal employees are being given first preference for municipal jobs or not as those who agreed were almost equal to those who disagreed.

Figure 4.10:   The transformation committee is effective in driving employment equity in the recruitment and selection process - Question 10.
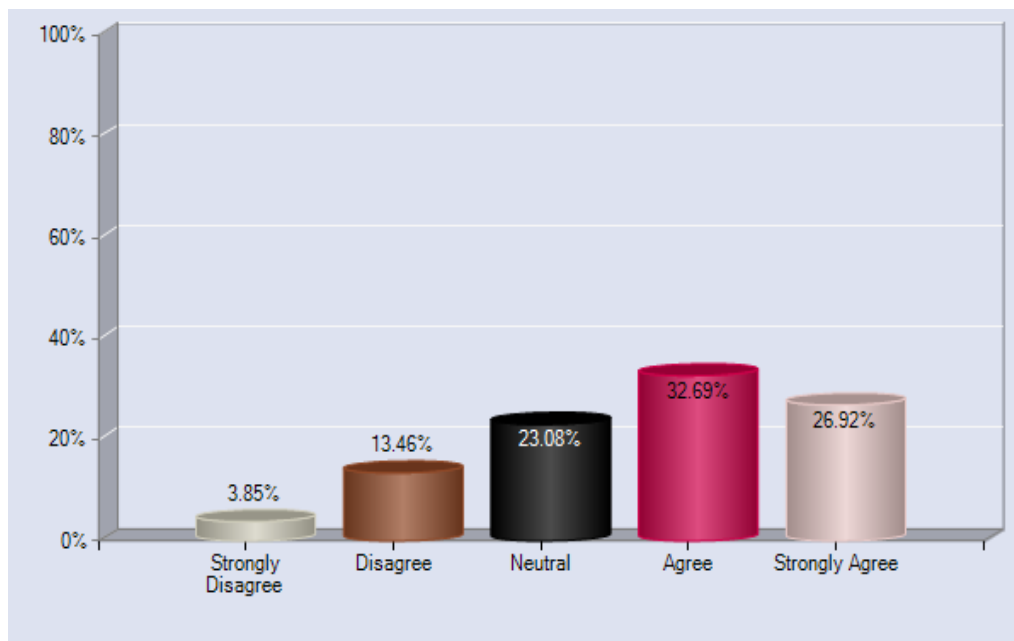
Figure 4.10 above illustrates that 32.69 percent agree and 26.92 percent strongly agree that the transformation committee is effective in driving employment equity in the recruitment and selection process. A paltry 13.46 percent disagreed and 3.85 percent strongly agree that the transformation committee is effective in driving employment equity in the recruitment and selection process. 23 percent remained neutral. This reveals that the local municipality is performing its mandate towards driving employment equity.

Markidies (2014:181) argues that it is the role of leadership to persuade strategic learning as part of encouraging the people and, of course, the organisation, to deal with tensions that could prevent or constrain effective alignment between strategy and the environment, strategy and the organisation, leadership and the organisation, and between key people in the organisation. In situations where the external environment is rapidly changing, organisations must be able to adapt their strategies and alignment, exhibiting 'organisational fitness', based on leadership-inspired strategic learning to 'rejuvenate' the organisation by reshaping its design, culture, and political landscape.

Figure 4.11: Targeted recruitment and selection of employees from within the designated group achieve employment equity - Question 11.
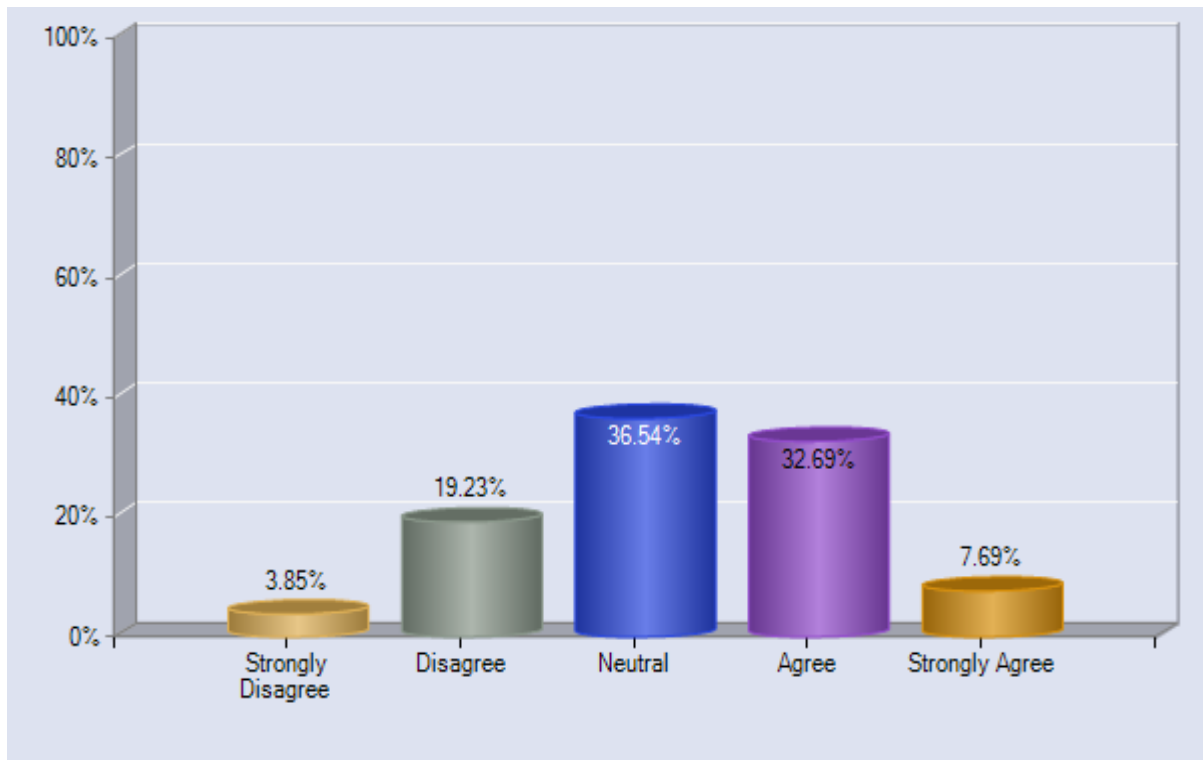
This question of the survey sought to establish whether or not the targeted recruitment and selection of employees from within the designated group achieves employment equity. 40.69 percent (32.69 percent agreed + 7.69 percent strongly agreed) agreed to the statement that the targeted recruitment and selection of employees from within the designated group achieve employment equity. Whilst 36.54 percent took the neutral stance, 19.23 percent of respondents denied that targeted recruitment and selection of employees from within the designated group achieve employment equity and 3.85 percent strongly disagreed. According to Mat and Smith (2014:57) vision and mission drive organisational restructuring programmes and without a clear vision, restructuring programmes are destined to collapse.

4.6.2 Interpretation of the results for questions 6 to 11:

Recruitment and selection processes can be analysed into several different variables and activities. When questioned about the fairness and transparency of these activities, respondents highlighted that planning present and future staff requirements, job analysis, and the preparation of a job description and job specification were important. However, the results indicate that there is a great need for increased fairness and transparency of targeted recruitment and selection as being applied in the municipality. Although there was an equal representation

of those who agreed to the existence of fairness and transparency at the local municipality (42.31 percent versus 42.31 percent), 42.31 percent of the respondents disagreed and this is enough for cause for concern regarding the system.

Despite the fact that 44,23 percent (against 36,54 percent) confirmed conformity of targeted recruitment and selection process with employment equity requirements, evidence was also obtained that some human resources management decisions are based on targeted recruitment at the expense of competence and fitness for the position. In addition, the results highlight that line managers had a particularly influential role in decisions regarding recruitment and selection, training and development and workforce expansion/reduction. There was also some evidence supporting an assertion that certain recruitment and selection practices were culturally sensitive and this was supported by evidence of association between recruitment and selection practices and ethnicity as well as demographic background.

The Human Resource Department indicated that they shared responsibility with line management rather than having sole responsibility. Line management involvement seems to be stronger in the areas of 'recruitment and selection' and, in particular, regarding the final 'hiring decisions', 'training and development' and 'workforce expansion/reduction'. These findings, to some extent, appear to be consistent with the point made by Armstrong (2013:152) who emphasizes that the performance and delivery of HRM is a management responsibility, shared among line (operational) managers and those responsible for running service or staff (related) functions.

The outcome also confirms that the transformation committee is effective in driving employment equity in the recruitment and selection process. This apparently reveals that the local municipality is performing its mandate towards achieving employment equity. Markidies (2014:181) argues that it is the role of leadership to persuade strategic learning as part of encouraging people and, of course, the organisation to deal with tensions that could prevent or constrain effective alignment between strategy and the environment, strategy and the organisation, leadership and the organisation and between key people in the organisation. In situations where the external environment is rapidly changing, organisations must be able to adapt their strategies and alignment, exhibiting 'organisational fitness', based on leadership-inspired strategic learning to 'rejuvenate' the organisation by reshaping its design, culture, and political landscape.

Regarding internal promotion, as agreed to by 30.77 percent and strongly agreed to by 11.54 percent, in figure 4.9 above, there are a number of possible reasons for this practice, of which, perhaps, the most often cited is specific human capital considerations. Becker (2013) argues that it is a well- known result in human capital theory that accumulation of firm-specific human capital usually involves joint investment by both the employer and the employee, so that both parties have the incentive to maintain a long-term relationship. In addition, the longer the tenure of the worker, the more specific human capital accumulated, and the expense it would be for the firm to find an external candidate who could outperform an existing worker within the setting of the firm. Another possibility is that the abilities of existing employees can be observed with less noise than those of external applicants, so that risk-averse employers may prefer to go with a less uncertain prospect by promoting qualified candidates from within (Greenwald, 2012).

Concerning the 34.62 percent who disagreed and 7.69 percent who strongly disagreed that internal employees were given first preference for jobs that fall vacant, Becker and Gary (2012) are of the view that even in situations where specific human capital is relatively unimportant and reliable information about external candidates is available, the preference for internal promotion remains, particularly in large firms with bureaucratic structures and institutionalised career ladders. Despite recruitment and training costs, many firms or organizations are simply reluctant to recruit marginally better outsiders when adequate internal candidates are available. Passing over of existing employees into promotion only happens when an external candidate shows a significant margin of superiority when compared to existing employees.

4.7 Presentation of data and analysis of Section C of the questionnaire

Questions 12, 13, 14, 15 and 16 from section C of the questionnaire (Appendix A) formed the basis of this objective. Below is the presentation and analysis of the data collected for each of the questions.

Objective Two: Determining the impact of retention strategy in fulfilling employment equity.

Presentation of data:

**Figure 4.12:   The   remuneration   and   benefits   of   identified   Employment   Equity
candidates promotes retention strategy – Question 12.**
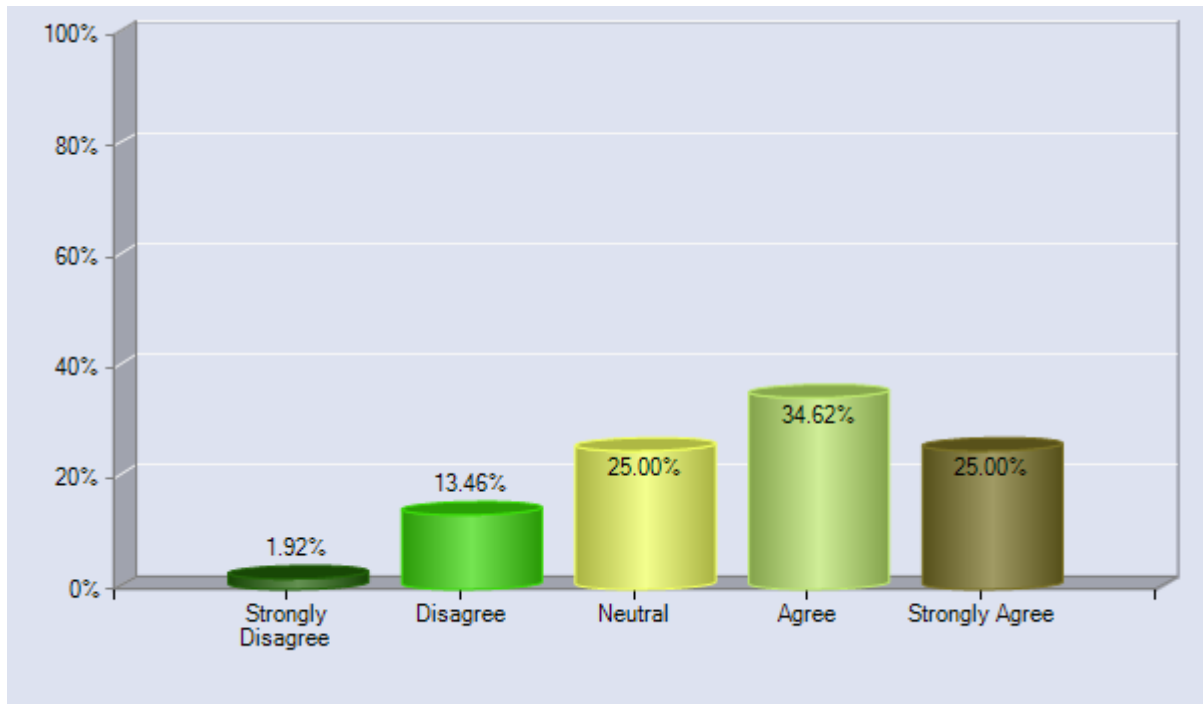
The data collected to answer this question as revealed in Figure 4.12 above, show a total of
34.62 percent agreeing and 25 percent strongly agreeing that the remuneration and benefits of
identified employment equity candidates promote retention strategy. Those who maintained
neutrality stance in respect of the matter were 25 percent.   The remainder of 13.46 percent and
1.92 percent disagreed and strongly disagreed respectively to the fact of remuneration and
benefits of employment equity candidates as promoting the retention strategy.   This state of
affairs shows that the Impendle municipality's strategy of remunerating and awarding benefits
to the candidates of employment equity does promote the retention strategy.

Amos et al., (2012:172) advocates that compensation sought by employees is usually
measurable, and in the form of financial reward. Amoako and Dartey-Baah (2011:1) state that
dissatisfaction with financial reward represents a hygiene factor of the Herzberg theory, which
causes dissatisfaction amongst employees. Skinner's Reinforcement theory, according to Wei
and Yazdanifard (2014:9) requires that reinforcement be introduced in the organisation through
remuneration, amongst other factors.

Figure 4.13: **The municipality provides special market allowances in addition to base pay to retain targeted Employment Equity candidates – Question 13.**
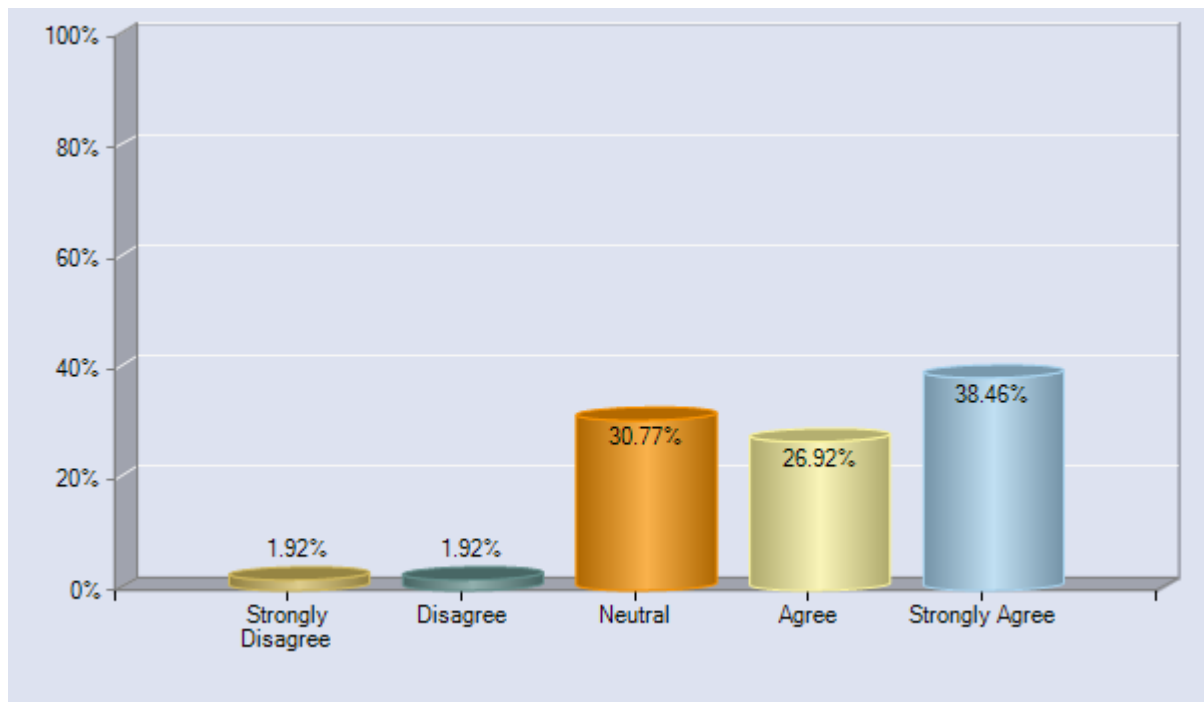
This question aimed at establishing the respondents' perception regarding the non-financial benefits that the local municipality has on offer to retain engaged employees. As shown in Figure 4.13, the results depict a total of 26.92 percent agreed and 38.46 percent strongly agreed that the municipality provides special market allowances in addition to base pay to retain targeted employment equity candidates. A significant 30.77 percent of the respondents decided to be neutral. However, 1.92 percent disagreed and, similarly, 1.92 percent strongly disagreed. This appears as a clear indication that the Impendle municipality provides special market allowances over and above the base pay in order to maintain its workforce.

The result of this question is aligned with the Maslow hierarchy of physiological needs of remuneration (Botha, 2015:25) as well as Vroom's Expectancy theory, which states that employee contribution is defined via the interactive transaction of financial reward entitlement (Tsvara, 2013:86). Uzonna (2013:204) echoes that financial reward, be it in the form of salaries, inducements, bonuses, and profit-sharing, remains the important element of motivation for employees.

Figure 4.14:   The municipality has a well-defined retention policy for Employment Equity candidates- Question 14.
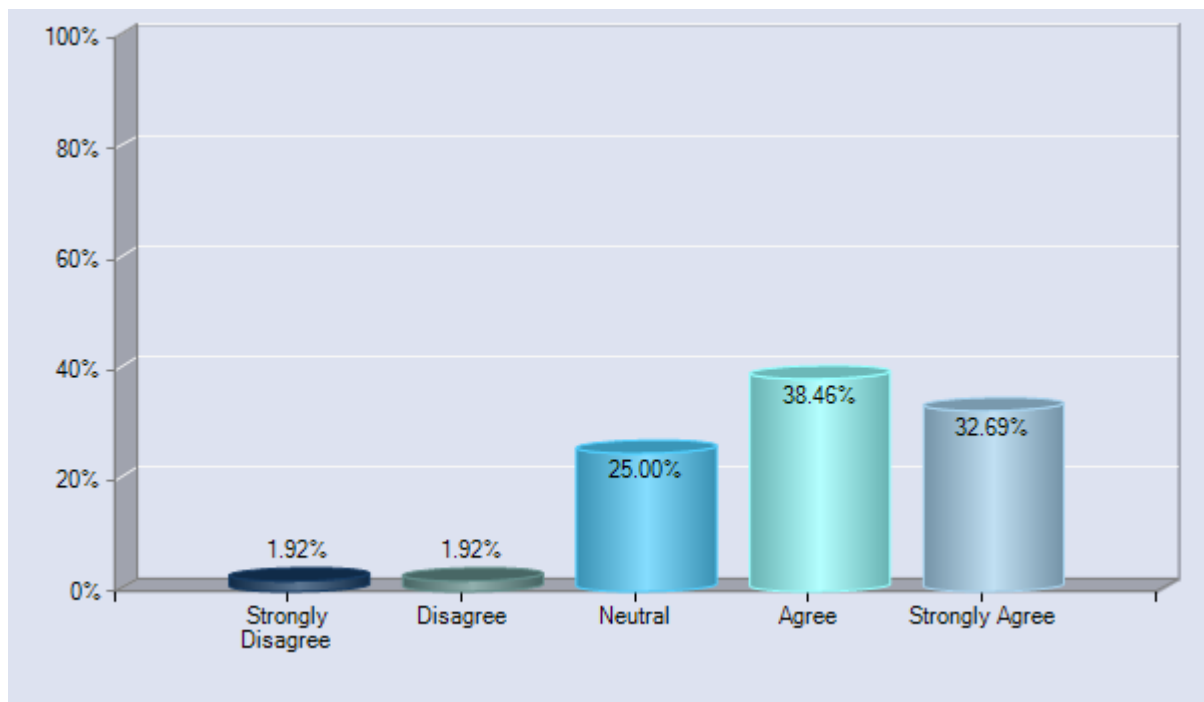
This question sought to establish whether or not the municipality has a well-defined retention policy for employment equity candidates. Figure 4.14 indicates a total of 38.46 percent agreed while 32.69 percent strongly agreed to the assertion that the Impendle municipality has a well-defined retention policy for its employment equity employees. 25 percent of the respondents were neutral whilst only approximately 1.92 percent disagreed with the statement. The remaining 1.92 percent strongly disagreed with the statement. This is a clear indication that the municipality has a well-defined retention policy for employment equity candidates.

This is in line with studies conducted by Clark (2013:1) who stated that it is important to have a clearly defined set of policies for good governance by organisations. The failure of businesses has been attributed to the lack of effective communication in the form of clearly defined policies and procedures.

Figure 4.15: **The retention strategy for Employment Equity candidates is integrated into the overall transformation strategy- Question 15.**

Figure 4.15 above highlights that 7.69 percent strongly disagreed and 38.46 percent disagreed with the statement that the retention strategy for employment equity candidates is integrated with the overall transformation strategy. 26.92 percent of the respondents neither agreed nor disagreed as only 19.23 percent and 7.6 percent agreed and strongly agreed respectively that the retention strategy for employment equity candidates is integrated with the overall transformation strategy. This then leads to the general conclusion that the retention strategy for employment equity candidates is not integrated with the overall transformation strategy in the Impendle municipality.

This outcome is a huge cause for concern. According to Kaila (2012:337) if an employee feels a sense of career stagnancy then that employee will have the urge to leave the current organisation. Therefore, it can be said that the transformation strategy may be one of the contributing factors leading to poor retention of professionals in municipalities.

Figure 4.16: The succession planning promotes the retention of Employment Equity candidates- Question 16.
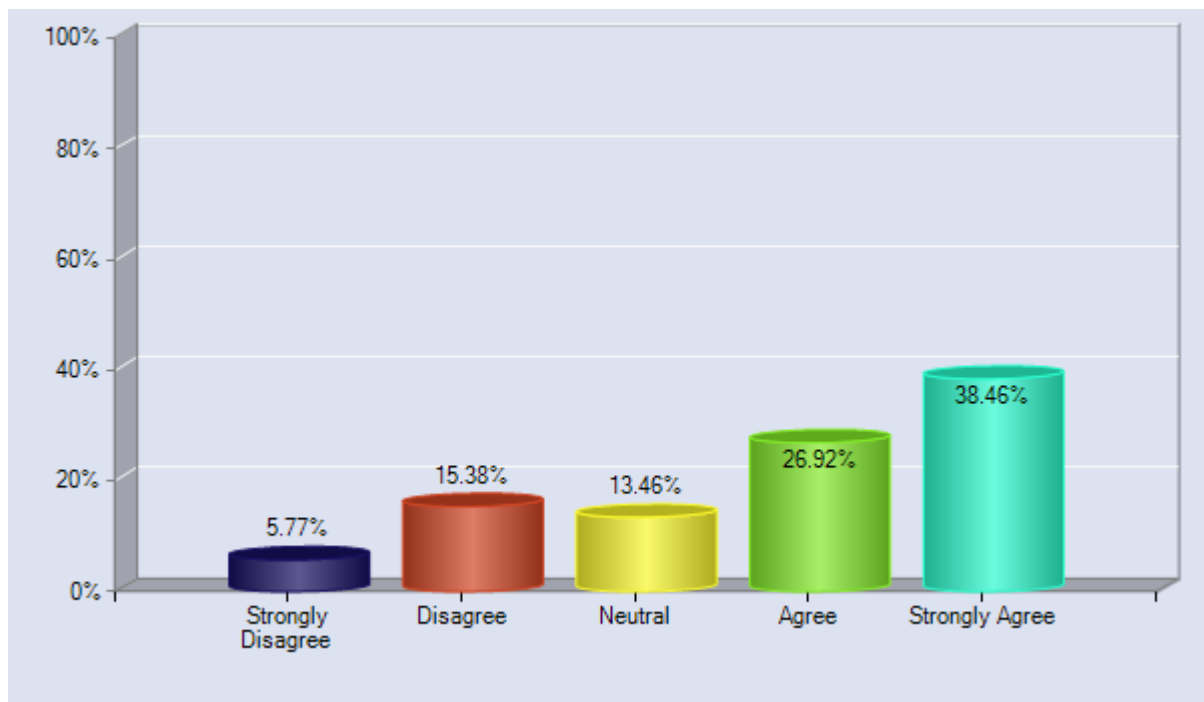
The findings in Figure 4.16 above, shows 26.92 percent agreed and 38.46 percent strongly agreed that there is evidence that the succession planning promotes the retention of employment equity candidates. A total of 5.77 percent strongly disagreed while 15.38% percent just disagreed to the availability of evidence that the municipal succession plan promotes the retention of employees at Impendle municipality. 13.46 percent were neutral in their responses. This testifies to the fact that succession planning promotes the retention of employment equity candidates.

4.7.2 Interpretation of the results for questions 11 to 16

The overall result regarding retention strategy suggests that the Impendle local municipality has a sound retention strategy in place. About the remuneration and benefits of identified EE candidates promoting retention strategy, the majority (59.62 percent) affirmed the assertion. On whether or not the municipality provides special market allowances in addition to base pay to retain targeted employment equity candidates, 65.38% percent agreed. The municipality has a well-defined retention policy for EE candidates as confirmed by 71.15 percent of respondents. However, when asked whether the retention strategy for employment equity candidate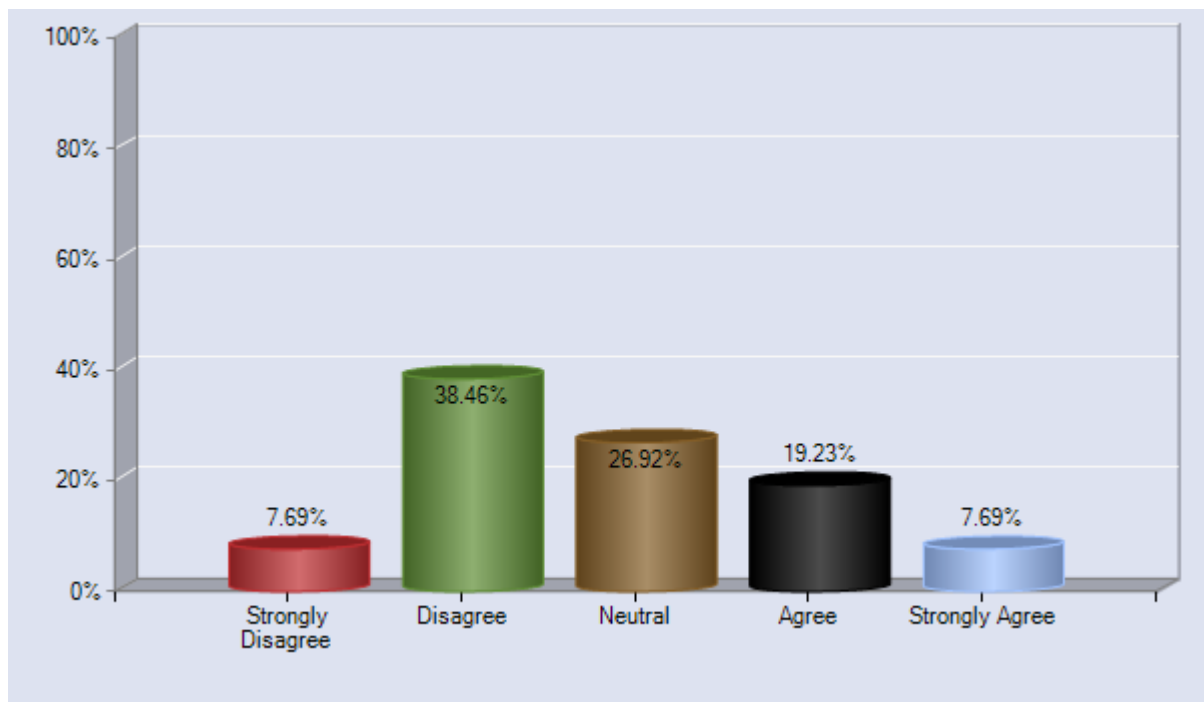s is integrated with the overall transformation strategy, only about 27 percent (with 46.15 percent opposing) of the respondents said there was integration. These results are in keeping with the

study by Hsu and Leat (2014;100) which showed the importance of having HR managers on the board participating in the development of corporate strategy and that it is important to integrate HRM policy fully with corporate strategy. It has been suggested that, at the conceptual or theoretical level, HRM can be seen as a strategic approach, because it focuses on the importance of 'strategic integration (fit)', where HR policies and practices are closely linked to the strategic objectives of the firms (external integration) and are coherent and consistent among themselves (internal integration).

4.8 Presentation of data and analysis of Section D of the questionnaire

Questions 17, 18, 19, 20 and 21 from section D of the questionnaire (Appendix A) formed the basis of this objective. Below is the presentation and analysis of the data collected for each of the questions.

Objective Three: Establishing the role of diversity management in fulfilling employment equity.

4.8.1 Presentation of data:

Figure 4.17: Employees are educated on diversity to avoid conflict- Question 17.
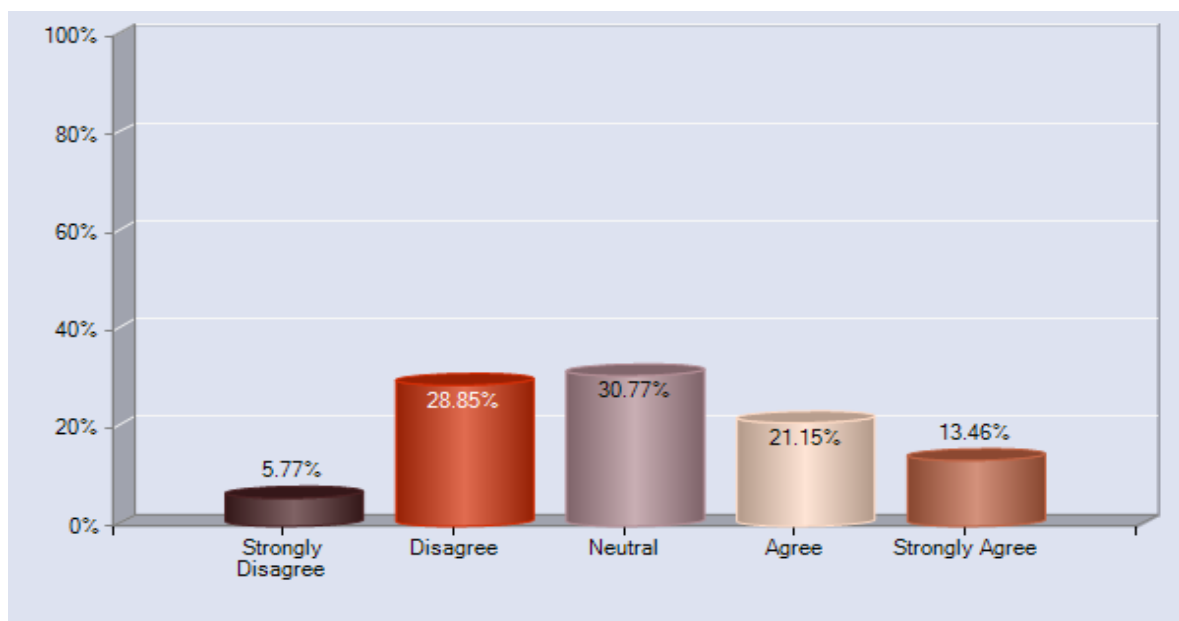
According to data provided in Figure 4.17 above, 21.15 percent agreed while 13.46% percent strongly agreed that the employees are educated on diversity to avoid conflict. However, on

the contrary 5.77 percent strongly disagreed and 28.85 percent of the respondents disagreed. Out of the total respondents, 30.77 percent neither agreed nor disagreed to whether employees are educated on the matter of diversity to avoid conflict. These findings might give a reflection that 30.77 percent (as represented by those who remained neutral) might not be interested in deliberating on the issue of conflict for one reason or the other. However, the percentage of those who disagreed is greater than those who agreed. Therefore, the Impendle municipality is found wanting on the issue of unity in diversity.

Bennett (2014) talks about the concept of focussing on equality, humanness and togetherness to minimise conflict. According to Bennett (2014:717) there is a need for respect, trust, fairness and respect in order to ensure tolerance in a diverse society such as South Africa.

Figure 4.18:   Diversity management is important to the municipality- Question 18.
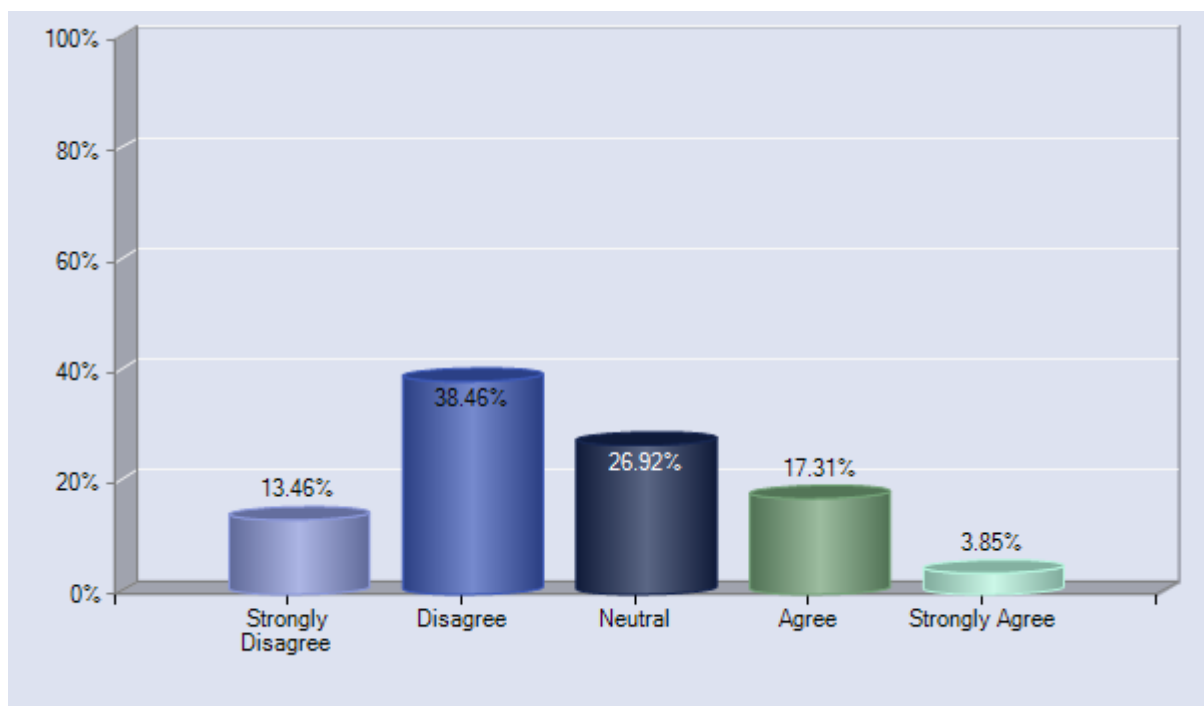
As reflected on Figure 4.18, 13.46 percent strongly disagreed as 38.46 percent disagreed that diversity management is important to the municipality. About 26.92 percent were unsure whether diversity management is important to the municipality or not. Of the remaining 21.16 percent, 17.31 percent agreed while the balance of 3.85 percent strongly agreed that diversity management is important to the municipality. Based on statistics of the findings in Figure 4.18 above, it can be concluded that the management of diversity is not important to the Impendle municipality. This, therefore, suggests that the Impendle municipality is only concerned with the municipal core business with little focus on the mutual affairs of its workforce. Canham

(2015:155) notes that South Africa is a country that is characterised by a diverse population in terms of differing ages, cultures, race and languages and this diversity needs to be managed for unity of purpose. To achieve this, White and Rice (2015:5) advocate for national, religious and racial inclusiveness in terms of diversity management.

Figure 4.19:   Programmes related to diversity management are in line with employment equity- Question 19.
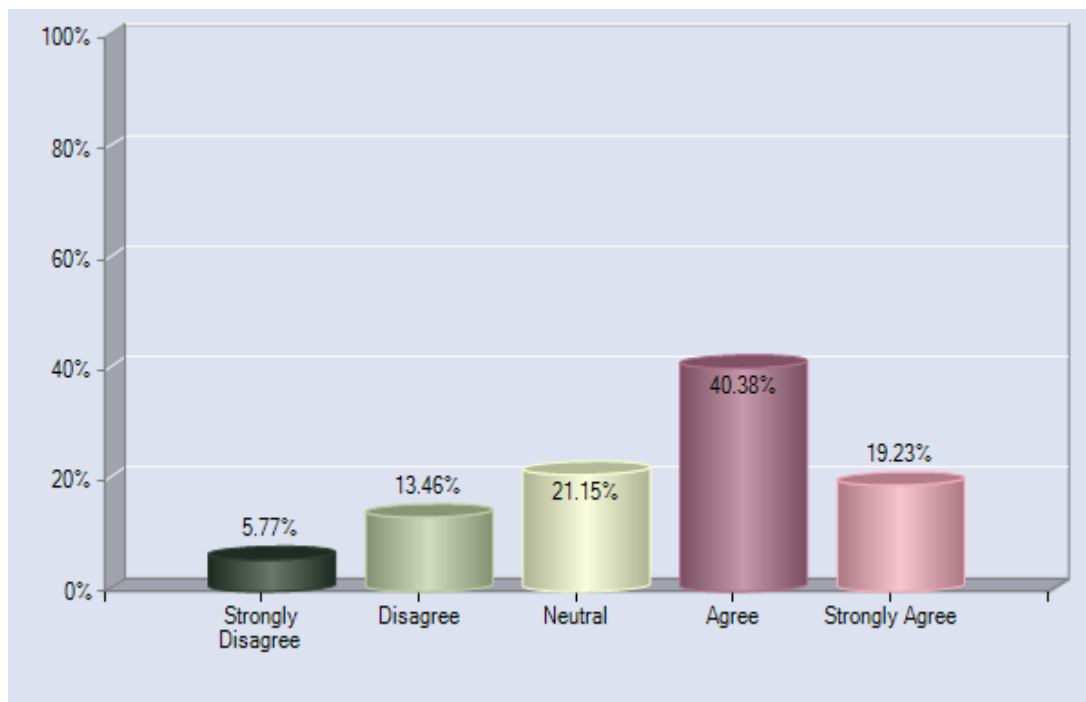
The findings were clear as reflected on Figure 4.19 where 40.38 percent agreed and 19.23 percent strongly agreed that the programmes related to diversity management are in line with employment equity. However, 5.77 percent strongly disagreed while 13.46 percent of the respondents disagreed. 21.15 percent of the respondents gave a neutral response. The research findings, therefore, confirm that the Impendle municipality programmes, related to diversity management, are in line with employment equity as the majority concurred with this assertion.

Bradley (2015: 157) argues that the new democratic government established in 1994 found itself faced with challenges that resulted from the previous system, which included divisions in terms of gender, language, race, class and ethnicity. This facilitated the amendments of legislation towards the formation of one that would be consistent with the overall government objective, that is, equality. The results confirm that the challenges to the best performance do not rest with the municipal management, but they rests rather with other variables.

Figure 4.20: **Management plays an important role in facilitating gender diversity awareness- Question 20.**
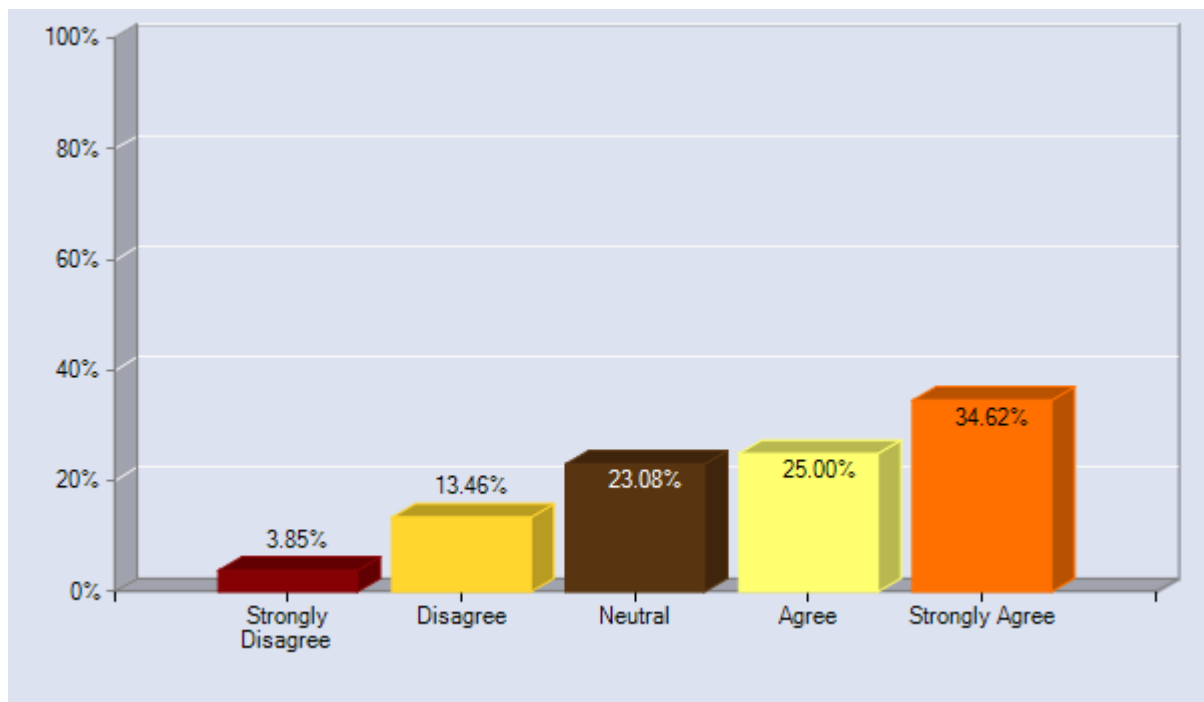
Figure 4.20 shows 3.85 percent strongly disagreeing while 13.46 percent disagreed that management plays an important role in facilitating gender diversity awareness. 23.08 percent of the respondents were neutral regarding the matter. The majority of respondents, represented by 25 percent, who agreed and 34.62 percent who strongly agreed confirm the fact that management plays a crucial role in the facilitation of gender diversity awareness.

This outcome concurs with the study by Al-Asfour and Lettau (2014:66) in which they noted the need for leaders to fairly and equitably adjust their leadership style according to diverse groups in order to succeed. According to Mat and Smith (2014:67) there is need for the involvement of management in the facilitation of companywide programmes such as gender diversity awareness. Robbins (2009:311) contends that top management must initiate and lead by example as there is positive relationship between how people perceive a managerial function model and the output of the function.

Figure 4.21: **Diversity management initiatives are sufficient to facilitate inclusion of employees from designated groups (as they were discriminated against in the past) - Question 21.**
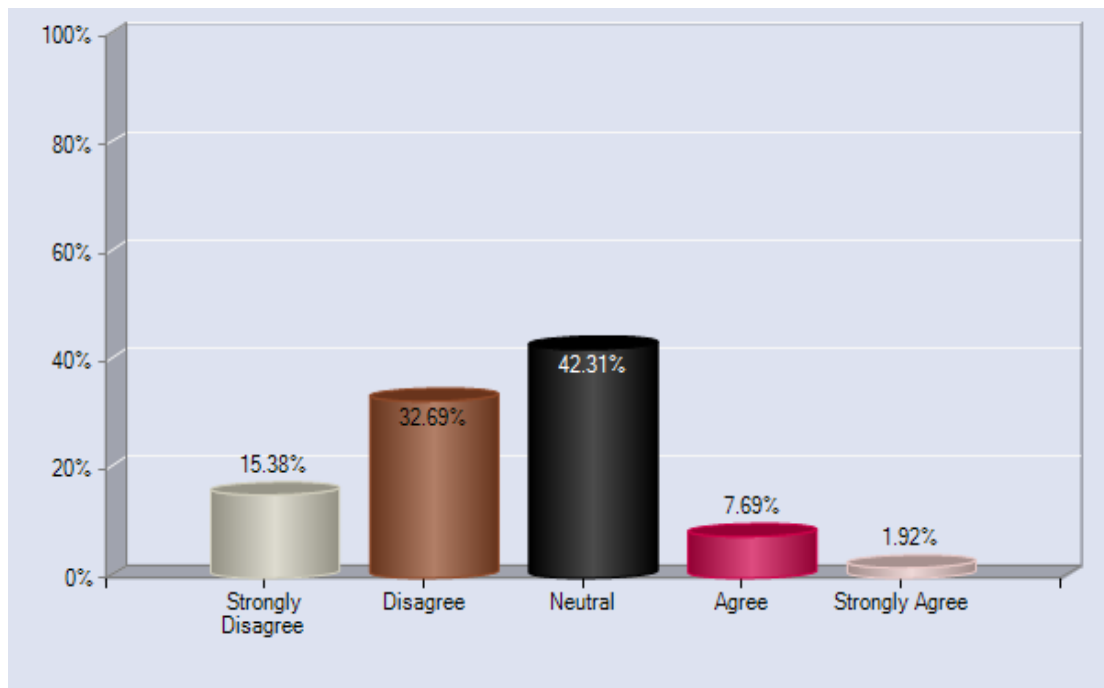
As shown in Figure 4.21 above, only 7.69 percent agreed and 1.92 percent strongly agreed that the diversity management initiatives are sufficient to facilitate inclusion of employees from designated groups as they were discriminated against in the past. However, 32.69 percent disagreed while 15.38 percent strongly disagreed that diversity management initiatives are sufficient to facilitate inclusion of employees from the designated groups. The balance of 23.08 percent of respondents maintained neutrality. This gives an indication that diversity management initiatives at Impendle municipality are sufficient to facilitate inclusion of employees from designated groups. This supports the beliefs of Ulrich and Ingham (2016) who highlight that getting the right talent is not enough without steering organisations towards unity.

4.8.2 Interpretation of the results for questions 17 to 21

Results from the research indicate an unhealthy position with employee diversity conflict management with only 34.61 percent respondents agreeing that the employees are educated in diversity to avoid conflict. However, a worrisome percentage (34.62 percent) of the respondents disagreed to any organisational intervention on diversity-based conflict management education. This state of affairs might suggest that Impendle municipality makes it the responsibility of employees themselves (and not the municipality) to solve conflict.

Cohen and Ledford (2013) highlight that in organizations that use teams, especially self-managing and other forms of empowered teams, employees are supposed to resolve problems and conflicts themselves. Self-managing team theorists have proposed that employees, as they are closer to the source of errors and variances in production, are better situated to correct them (Pasmore, Francis, Haldeman, & Shani, 2011:98). Employees are trained in quality management and given the power to halt or speed up production. Their participation in resolving these issues is expected to increase ownership of problems and more commitment to implement their solutions that, in turn, results in improved productivity, product quality, and work life (Pasmore et al., 2011:99).

A total of 59.61 percent of respondents agreed that the programmes relating to diversity management are in line with employment equity. Again, this calls for attention on the need for alignment with what happens in real life with the employment equity policy. On how best employee inclusion can be facilitated, 48.07 percent agreed to the assertion that diversity management initiatives are sufficient to facilitate inclusion of employees from designated groups as they were discriminated against in the past. This supports the belief of Ulrich and Ingham (2016) who highlight that getting the right talent is not just enough without building organisations towards unity.

4.9 Presentation of data and analysis of Section E of the questionnaire

Questions 22, 23, 24, 25 and 26 from section E of the questionnaire (Appendix A) formed the basis of this objective. Below is the presentation and analysis of the data collected for each of the questions.

Objective Four: Investigating whether or not training and development of employees promotes employment equity.

4.9.1 Presentation of data:

Figure 4.22:   Training and development is incorporated in performance development plan – Question 22.
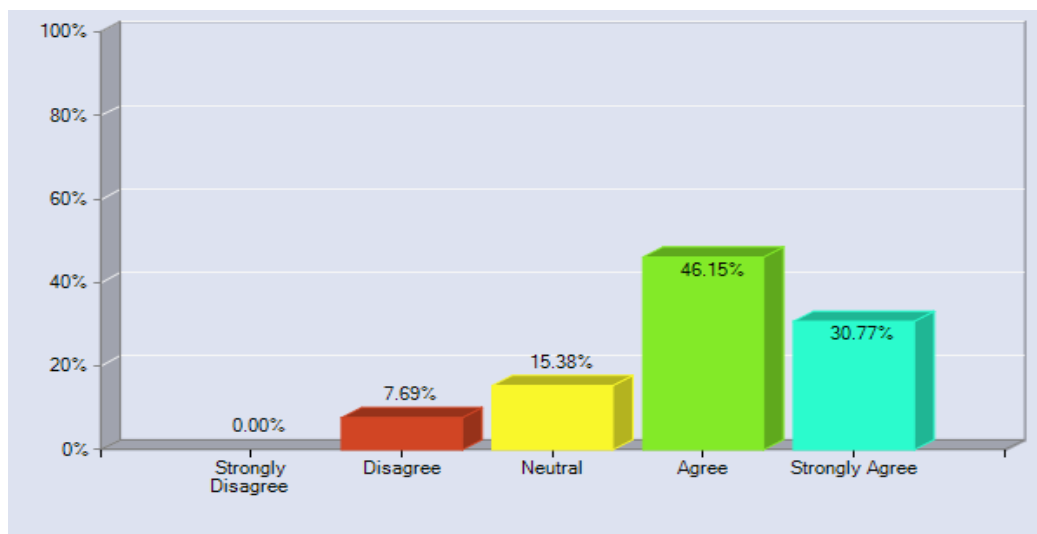
As shown in Figure 4.22 above, 46.15 percent agreed while 30.77 percent strongly agreed that training and development is incorporated into the performance development plan. Only 7.69 percent disagreed and 0 percent strongly disagreed, while 15.38 percent chose to be neutral. This outcome suggests that it is generally agreed that training and development is incorporated into the performance development plan in Impendle municipality.

Figure 4.23: Training and development facilitates skills development in the municipality- Question 23.
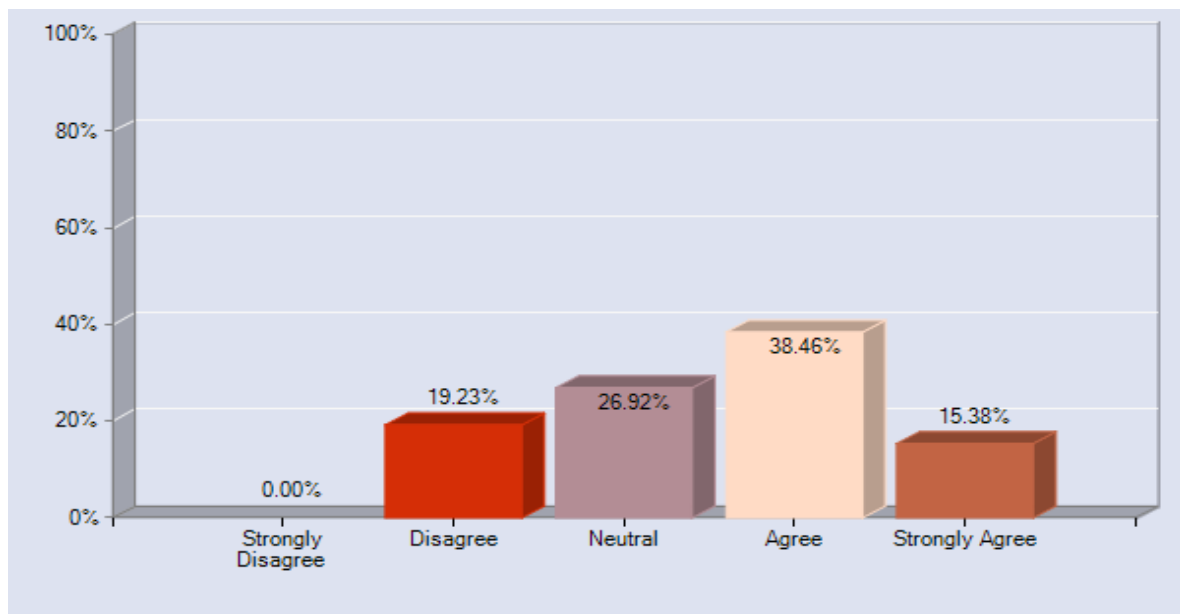
Data collected to provide answers to this question, as revealed in Figure 4.23, depicts that a total of 38.46 percent agreed whilst another 15.38 percent strongly agreed that training and development facilitates skills development in the municipality. 19.23 percent disagreed, 0 percent strongly disagreed while 26.92 percent of the respondents were neutral in their response. This, therefore, leads to the conclusion that the employees of Impendle municipality concur with the assertion that training and development facilitates skills development in the municipality.

Figure 4.24: Training programmes in place to facilitate skills enhancement for employees from designated groups- Question 24.
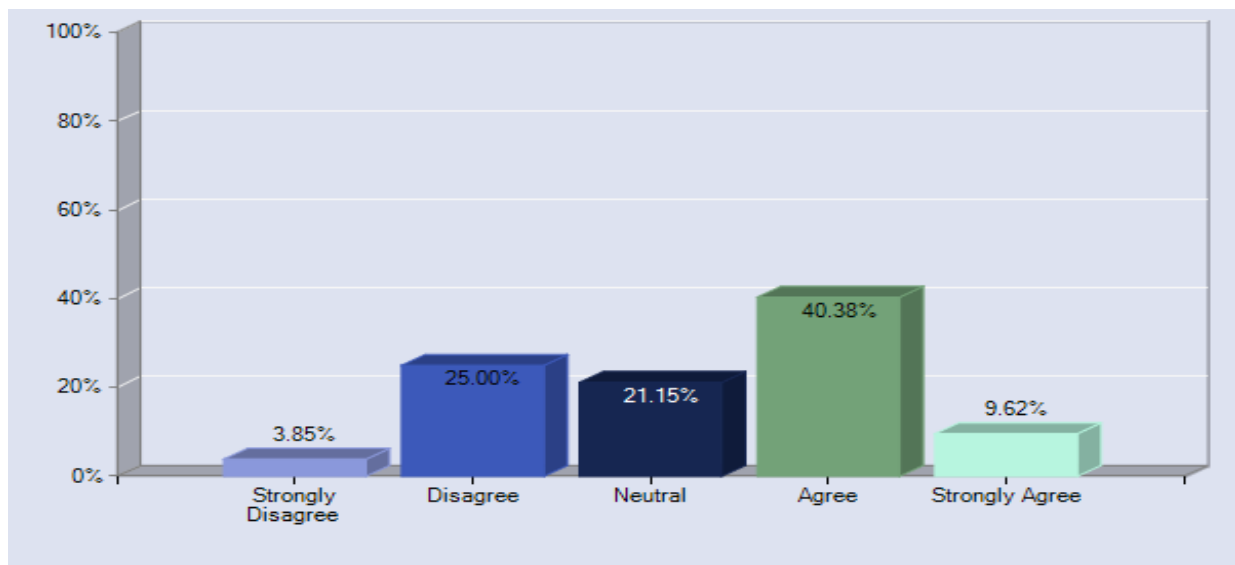
The question aimed at establishing whether or not there are training programmes in place to facilitate skills enhancement for employees from the designated groups. Figure 4.24 indicates that 40.38 percent agreed while 9.62 percent strongly agreed that there are training programmes in place to facilitate skills enhancement for employees from within the designated groups. The other 3.85 percent strongly disagreed and 25.00 percent of the respondents disagreed to the Impendle municipality having training programmes facilitating the enhancement of skills in employees. 21.15 percent of the respondents took a neutral position. Since the number of respondents who agreed is greater than those who disagreed, it is, therefore, concluded that Impendle municipality has, to a significant extent, training programmes in place to facilitate skills enhancement for employees from designated groups.

Figure 4.25: **Employees promotion as per their performance development plans once the relevant training has been obtained- Question 25.**
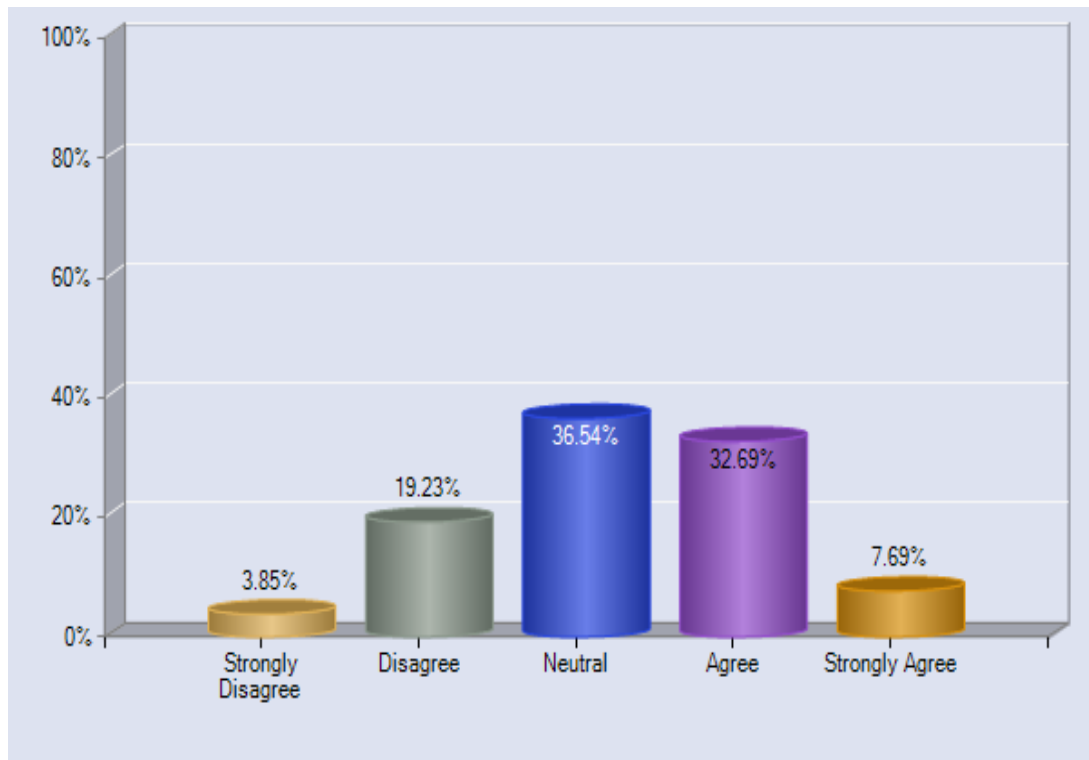
This part of the questionnaire sought to investigate whether or not employees are promoted based on their performance development plans once the relevant training has been obtained. Figure 4.25 above indicates that 19.23 percent of the participants disagreed that employees get promoted based on their performance development plans once the relevant training has been obtained. 36.54 percent were neutral in response with 32.69 percent and 7.69 percent agreeing and strongly agreeing respectively to the assertion that employees are promoted based on their performance development plans once the relevant training has been obtained. This again leads to the conclusion that Impendle municipality promotes its employees based on their performance development plans once the relevant training has been obtained.

Figure 4.26: **Training and development programmes are in line with job requirements-Question 26.**
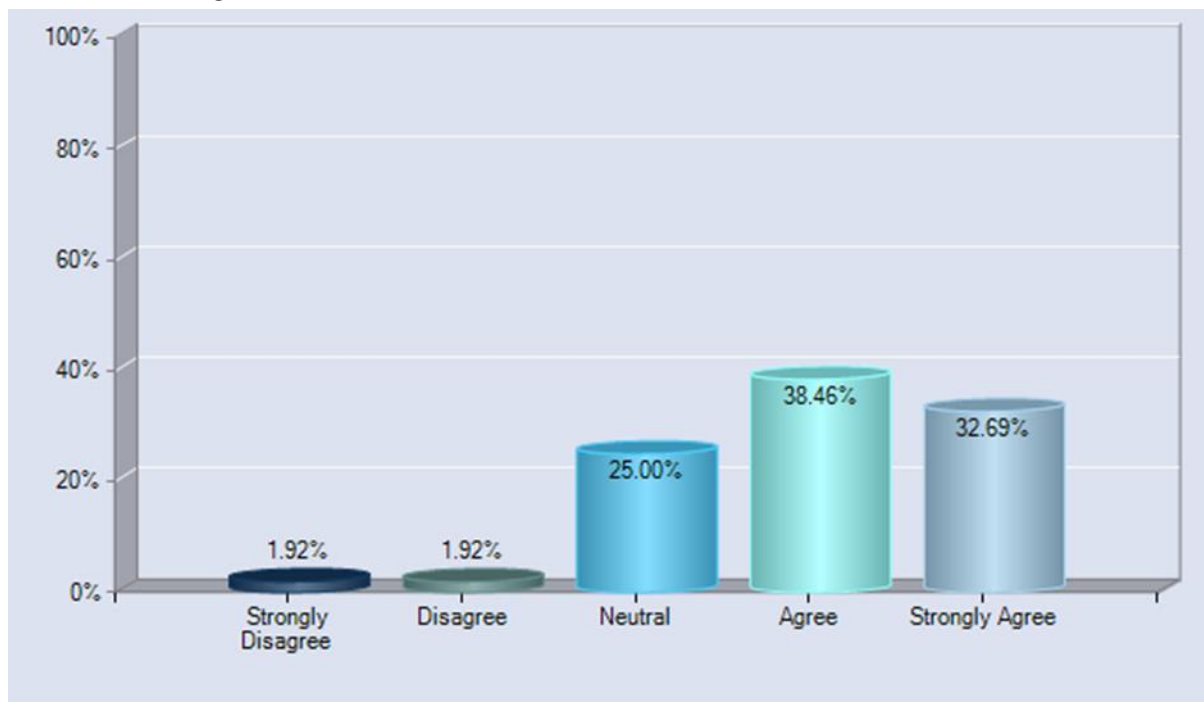
Regarding whether or not training and development programmes are in line with job requirements, the findings are as shown in figure 4.26 above. Most of the respondents agreed that development programmes are in line with job requirements, 38 percent and 32.69 percent of those agreed and strongly agreed. Only 1.92 percent disagreed that development programmes are aligned to the requirements of the job and another 1.92% percent strongly disagreed. A quarter of the respondents (25 percent) did not agree. Neither did they disagree.

4.9.2 Interpretation of the results for questions 22 to 26:

Training and development is incorporated into performance development plans of the Impendle municipality. This is confirmed by 76.92 percent of respondents who agree that training and development is incorporated into the performance development plan. Only 7.69 percent of the respondents disagreed. In addition, the findings show that the municipal training and development facilitates skills development in the municipality (53.84 percent).

The survey also established that training programmes are in place to facilitate skills enhancement for employees from designated groups in the municipal policies, as affirmed by 50 percent of respondents with 28.85 percent respondents taking an opposing stance. Regarding whether or not training and development programmes are in line with job requirements, the findings showed that most participants (71.15 percent) are in agreement.

Only 3.84 percent disagreed that the development programmes are aligned with the requirements of the job.

4.10   Chapter summary

This chapter presented and discussed the findings of the fieldwork that was done. The data collected from the research was analysed and interpreted as per the questionnaire. The following chapter draws conclusions and recommendations based on the findings of the research.

The aim of the study was to evaluate the effectiveness of employment equity implementation in Impendle Municipality. This includes investigation into the challenges facing the organisation concerning the implementation of the employment equity policy and to determine the impact of these challenges to provide probable practical recommendations on ways in which effectiveness of human resource practises can be accomplished.

Concerning the need for increased fairness and transparency of targeted recruitment and selection being applied in the municipality, the participants raised concerns that they are not satisfied with the issues of transparency and fairness. It can be concluded that the communication regarding the processes and procedures was said to be weak, haphazard and inconsistent. Regarding the perceptions about the programme, a majority of Impendle municipal workers rate the programme as good. Hence, it can be concluded that Employment Equity programmes are good, but the way in which they are implemented requires some close attention to avoid personal influences, which twists the true meaning and intentions of the policy document.

Regarding training and development, it can also be concluded that the municipality has a good training and development policy in place. The 76.92 percent confirmation from the research findings is evidence of this. In addition, it can also safely be concluded that the municipal training and development curriculum is well aligned to skills development of employees in the municipality (53.84 percent).

Results from the research about diversity management leads to the conclusion that Impendle municipality has a weak stance on employee diversity conflict management as 34.62 percent

of respondents affirmed the non-existence of diversity tolerance intervention programmes within the municipality. This could mean that the organisation is quite dormant on any organisational intervention on diversity-based conflict management education.

Rather, the majority (59.61 percent) confirmed the alignment of diversity-related programmes management with employment equity. Again, this may suggest policy compliance by the municipality, but at the same time, could be taken as rigidity on individual needs of employees. Employee inclusion is a crucial component in the health of any organisation. This supports the beliefs of Ulrich and Ingham (2016) who highlight that getting the right talent is not enough without steering organisations towards unity.

About the retention strategy, the conclusion is that Impendle local municipality has a retention strategy both in financial and non-financial packages as confirmed by the 59.62 percent remuneration and 65.38 percent special market allowances in addition to base pay. It is also concluded that the municipality has a well-defined retention policy for employment equity candidates as confirmed by 71.15 percent of respondents.

This chapter presented and discussed the findings of the field work that was reported on in Chapter Three.The data collected from the research was analysed and interpreted as per the questionnaire. The following chapter draws conclusions and recommendations based on the findings of the research.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter summarises the research findings. The chapter also discusses the conclusions, which will be based on the problem statement, the aim of the research, the research objectives and questions. The chapter will also outline recommendation on how strategies can be considered and adopted for the effectiveness of employment equity implementation at Impendle Municipality.

5.2   Summary

The study comprised five chapters where the first chapter covered the introduction to the study, the background to the problem, problem statement, aim and objectives of the study as well as the research questions that the study aimed to answer. The second chapter focussed on the literature review, exploring the various objectives identified for the study. Work by other researchers on the topic were reviewed with the aim of identifying gaps and possibly improving on existing strategies as well as on effective and efficient employment equity implementation. The third chapter outlined the research methodology adopted by the study. Various aspects were covered and these included research design, research approaches, sampling strategies, data collection and analysis as well as ethical considerations and study limitations. The fourth chapter presented and interpreted the research findings and the last chapter ended by presenting the conclusion and recommendations, before suggesting areas for further research.

Research Questions:

Does targeted recruitment and selection of employees from within the designated group achieve employment equity?

The findings from the research indicate that targeted recruitment and selection of employees from within the designated group does achieve employment equity. This was confirmed as 38.46 percent agreed and 5.77 percent (Figure 4.7) who strongly agreed that targeted recruitment and selection process conforms to employment equity requirements. This is further supported by the fact that Impendle municipality observes the employment equity policy when it comes to considering designated groups for specific projects. As Figure 4.8 above shows

38.46 percent of the respondents agreed and 28.85 percent strongly agreed that the employees from within the designated groups are favourably considered for jobs. Figure 4.9 above illustrates that about 60 percent of the respondents agreed that the transformation committee is effective in driving employment equity in the recruitment and selection process. However, concern was raised on lack of transparency at the Impendle municipality, as confirmed by 36.54 percent of the respondents who disagreed to fairness and transparency of targeted recruitment and selection whilst 5.77 percent strongly disagreed.

What is the impact of retention strategy in fulfilling employment equity?

The impact of retention strategy in fulfilling the employment equity was weighed against the remuneration and benefits, special market allowances in addition to base pay, retention policy for employment equity candidates, integration of retention strategy for Employment Equity and the overall transformation strategy, and the link between succession planning and retention of employment equity candidates.

The general conclusion is that the retention strategy has a positive impact in fulfilling employment equity. 32.62 percent agreeing and 25% strongly agreeing that the remuneration and benefits of identified employment equity candidates promote retention strategy is testimony that Impendle municipality's strategy of remunerating and awarding benefits to the candidates of employment equity does promote the retention strategy.

Impendle municipality provides special market allowances over and above the base pay in order to maintain its workforce. 26.92 percent of the respondents agreed and 38.46 percent strongly agreed that the municipality provides special market allowances in addition to base pay to retain targeted employment equity candidates. The municipality also has a well-defined retention policy for employment equity candidates.

Nevertheless, the Impendle municipality retention strategy for employment equity candidates is not integrated with the overall transformation strategy in the Impendle municipality. The 7.69 percent who strongly disagreed and 38.46 percent who disagreed, figure 4.15, confirms this position.

What is the role of diversity management in fulfilling employment equity?

It can also be concluded that diversity management is not working towards the attainment of employment equity within the Impendle municipality. The percentage of those who disagreed is greater than those who agreed. Therefore, the Impendle municipality is found wanting on the issue of unity in diversity. In addition, based on statistics of the findings in Figure 4.18 in Chapter Four, it can be concluded that the management of diversity is not a priority to the Impendle municipality.

Is the training and development of employees promoting employment equity?

The research findings confirm that the training and development of employees does promote employment equity as 46.15 percent agreed while 30.77 percent strongly agreed that training and development is incorporated into the performance development plan. This was supported by the stance that 38.46 percent who agreed whilst another 15.38% percent strongly agreed (Figure 4.23 above) that the training and development facilitates skills development in the municipality.

5.4   Recommendations

In order to deal with the problem of high turnover, as shown in the demographic statistics, Impendle municipality should consider hiring mature workers who value stability at work more than the younger employees who prefer to change jobs regularly. Mature workers' have unique skills and values and can potentially save a company time and money.

Senior management and heads of departments or supervisors need to be fully aware of the programme and they need to support it consistently. Without the support from the top, the employment equity implementation will be a failure. The management may support the programme by formulating a vision of the programme from the employees' inputs, by communicating ideas about the programme and in other ways.

Furthermore, the success of the programme can be achieved by developing mechanisms to monitor and evaluate it regularly. This is done in order to identify areas of excellence, identify challenges and address them to keep the programme on track and identify factors that affect employee participation in it.

Another strategy for the intervention where the programme is inactive would be to establish a committee that will be proactive and dedicated to oversee its implementation. This committee will comprise of the employees and members from management at all levels to promote buy-in from employees and to create an opportunity for the members to serve as ambassadors for the promotion of the employment equity implementation policy.

Regarding training and development, Impendle municipality is recommended to keep up the standard since the research findings confirmed training and development as incorporated into performance development plan of the local authority. However, another strategy would be to assess the needs of the employees more closely rather than just to provide training focused on productivity alone. This can be done through a survey that can ask the employees about the programme and what they are interested in.

Another important strategy to encourage diversity is team-building activities and communication that will be extensive, continuous and targeted to the employees. Information can be communicated through memos, meetings, phone calls and social media. Employees sharing their success stories can also be a powerful motivator for unity. In addition, Impendle municipality can also introduce compulsory and employee-inclusive programmes such as health and wellness in the workplace. Employees can share amongst each other the experiences and benefits they have gained from the Wellness Programme, thereby promoting oneness of action and purpose.

Should the Impendle municipality buy into the recommendation of wellness programmes for employee retention and unity in diversity, it should provide incentives to the employees. The incentives can be used to encourage employees to participate in the wellness programme and these incentives must be offered at regular intervals through the programme. This may include incentives like small gifts and promotional items. The rewards or incentives can be tied to a certain wellness activity.

There is also need to create a wellness culture amongst the employees. The management of the facilities should make their support for the programme visible to all employees by attending meetings and seminars of the programme. Furthermore, the wellness programme should be made convenient by offering onsite meetings or seminars about the health issues. In addition, the facilities can provide methods in which the employees can include their families in the

programme such as hosting family days where family members can participate in the wellness activities and acquire health education on many issues.

5.5   Areas for further research

More time should be allocated for further studies in order to collect data within a reasonable time and to give respondents sufficient time to answer the questionnaires. For future studies, it would be important to conduct a study that will cover a number of municipalities to obtain a more accurate representation since employment equity is a national issue.

Again, the globalization of product markets and enhanced multinational activity of business organizations has encouraged a greater degree of interest in human resource management (HRM) and its cultural relativism and transferability. In the academic literature, most well-known analytical HRM models and strategic HRM have been developed by either American or Western researchers. Examples of such include the Matching Model (Tichy et al., 1982), the Harvard model (Beer et al., 1984), Guest's model (1989a), Hendry and Pettigrew's model (1990), the European model of HRM (Brewster and Bournois, 1991), the Storey model (1992) and the 5-P model of strategic HRM (Schuler, 1992).

Many of these models reflect the particular cultural characteristics of their country of origin and this raises questions about the applicability of these Western-oriented models in a different cultural and contextual environment (in this case SA). The framework of this study may then be used as a base for a more comprehensive study of HRM in South Africa and for further international and comparative studies.

5.6   Conclusion

The data collected for this research, together with the analysis and discussion using the literature review, has addressed the research objectives set and answered the research questions.

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APPENDIX A: Questionnaire

SURVEY TRACKING NUMBER:

RESEARCH QUESTIONNAIRE

The survey aims at evaluating the effectiveness of employment equity at Impendle municipality.

The questionnaire consists of 25 questions and it will take approximately 20 minutes to complete. The information provided will be treated with confidentiality.

SECTION A – DEMOGRAPHIC INFORMATION

This section of the questionnaire requires you to provide demographic information about yourself.

Please place a cross (X) in the appropriate box for each question.

Question 1: What is your age?

18 - 24	25 – 35	35 – 45	45 – 60	Above 60

Question 2: What is your highest education level?

Less than Matric	Matric	Diploma	University degree/ Honours	Masters	Doctorate

Question 3: What is your gender?

Female	Male

Question 4: What is your current job level?

Unskilled staff	Junior staff/ Interns	Middle management	Senior management	Top management

Question 5: Indicate how many years you have worked in the municipality.

Less than 1 year	1 – 5 years	6 – 10 years	11 – 15 years	16 – 20 years	Over 20 years

SECTION B: TARGETED RECRUITMENT AND SELECTION

Instructions:

- Kindly highlight your response to the questions below by placing an (X) on the number that represents your view.

- You may only cross one answer per statement.

Question 6.   Targeted recruitment and selection is a fair and transparent process.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 7.   Targeted recruitment and selection process is in line with employment equity requirements.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 8.   Employees from within the designated groups are favourably considered for jobs.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 9.   Internal employees are favourably considered for jobs.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 10.   The transformation committee is effective in driving employment equity in the recruitment and selection process.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 11.   Targeted recruitment and selection of employees from within the designated group achieve employment equity.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

SECTION C: RETENTION STRATEGY

Instructions:

- Kindly highlight your response to the questions below by placing an (X) on the number that represents your view.

- You may only cross one answer per statement.

Question 12.   The remuneration and benefits of identified EE candidates promotes retention strategy

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 13.   The municipality provides special market allowances in addition to base pay to retain targeted EE candidates.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 14.   The municipality has a well-defined retention policy for EE candidates.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 15.   The retention strategy for EE candidates is integrated with the overall transformation strategy.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 16.   The succession planning promotes the retention of EE candidates.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

SECTION D: DIVERSITY MANAGEMENT

Instructions:

- Kindly highlight your response to the questions below by placing an (X) on the number that represents your view.

- You may only cross one answer per statement.

Question 17. Employees are educated on diversity to avoid conflict.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 18. Diversity management is important to the municipality.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 19. Programmes related to diversity management are in line with employment equity.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 20. Management plays an important role in facilitating gender diversity awareness.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 21. Diversity management initiatives are sufficient to facilitate inclusion of employees from designated groups (as they were discriminated in the past).

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

SECTION E: TRAINING AND DEVELOPMENT

Instructions:

- Kindly highlight your response to the questions below by placing an (X) on the number that represents your view.
- You may only cross one answer per statement.

Question 22. Training and development is incorporated in performance development plan.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 23. Training and development facilitates skills development in the municipality.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 24. There are training programmes in place to facilitate skills enhancement for employees from designated groups.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 25.   Employees are promoted as per their performance development plans once the
relevant training has been obtained.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Question 26.   Training and development programmes are in line with job requirements.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

END OF QUESTIONNAIRE

THANK YOU

APPENDIX B: Informed Consent Form

INFORMED CONSENT FORM

<u>CONSENT</u>

I……………………………………………………………………… (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT: _____

DATE: _____

APPENDIX C: Information sheet

UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF MANAGEMENT, IT AND GOVERNANCE

Dear Respondent,

I am **Nontobeko Shabalala,** Student no. **991237897** at the School of Management, IT and Governance, of the University of KwaZulu-Natal. I am studying towards a Masters in Commerce: Industrial Relations.

You are invited to participate in a research project entitled: **The evaluation of effectiveness of employment equity implementation at Impendle Municipality.**

The aim of the study is to evaluate the effectiveness of employment equity implementation by assessing if the human resource activities are in line and just.

Through your participation, I hope to understand the perceptions and challenges in the effectiveness of employment equity implementation at Impendle Municipality. Your participation is voluntary and you may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey.

Your anonymity will be maintained by the researcher and the School of Management, IT and Governance and your responses will not be used for any purpose outside of this study.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor on the numbers provided below.

RESEARCHER	**SUPERVISOR**
Full Name: Nontobeko Shabalala	Full Name of Supervisor: Rowena Bernard
School: Law & Mng	School: Law
College: Management	College: Law
Campus: Westville	Campus: Howard college
Proposed Qualification: MComm	Contact details: (031) 260 1534
Contact: 074 822 9474	Email: bernardr@ukzn.ac.za
Email: nontobekontombelaa@gmail.com	

Humanities and Social Science Research (HSSREC) Office

Full Name   : Mrs Mariette Snyman

Department : Humanities and Social Science Ethics Research (HSSREC) Office

Address : Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000

Contact   : 031 260 8350

Email address : Snymanm@ukzn.ac.za

Kind regards,

Nontobeko Shabalala

APPENDIX D: Ethical clearance letter

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

06 July 2017

Mrs Nontobeko Amanda Shabalala (991237897)
School of Management, IT & Governance
Westville Campus

Dear Mrs Shabalala,

Protocol reference number: HSS/0784/017M
Project title: An evaluation of effectiveness of employment equity implementation at Impendle Municipality

Approval Notification – Expedited Application

In response to your application received on 14 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Ms Rowena Bernard
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
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Website: www.ukzn.ac.za

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APPENDIX E: Permission to conduct research

UNIVERSITY OF KWAZULU-NATAL

INYUVESI YAKWAZULU-NATALI

March 20, 2017

To Whom It May Concern

PERMISSION TO CONDUCT RESEARCH AS PART OF THE POST GRADUATE PROGRAMME

It is a requirement that all of our postgraduate students undertake a **research project/dissertation/thesis**. In the case of **MCOMM** students, the Project/Research provides an opportunity to link the theoretical aspects of the programme to the practical issues facing organisations in real life settings. Typically, most **Project/Research** necessitate data gathering by means of questionnaires or personal interviews.

Nontobeko Shabalala, student number: 991237897 has chosen to do a research titled: The evaluation of effectiveness of employment equity implementation at Impendle Municipality. Your assistance in permitting access to your organization for purposes of this research is most appreciated.

Please be assured that all information gained from the research will be treated with the utmost circumspection and the student will strictly adhere to confidentiality and anonymity. The university also has an ethical clearance policy to which the student needs to adhere, which assures confidentiality.

Should you have any queries regarding the request, please do not hesitate to contact us. Thank you for your assistance in this regard.

Yours sincerely

Rowena Bernard

Lecturer

APPENDIX F:

UMKHANDLU WASEKHAYA IMPENDLE

Private Bag X 512
Impendle
3227

Tel: 033/9960771
Fax: 033/9960852
http://impendle.local.gov.za

IMPENDLE LOCAL MUNICIPALITY

Reference: (1/1/13)
Enquires: O.V Kunene

Date: 27/03/2017

University Of KwaZulu Natal (UKZN)

To whom it may concern

This letter serves to confirm that Impendle municipality is supporting Nontobeko Shabalala to undertake research entitled: The evaluation of effectiveness of employment equity implementation at Impendle Municipality for her MComm dissertation at UKZN.

The findings of the research will add value to the municipality and may be used to review the employment equity strategy and in turn assist the municipality towards achievement of clean audits.

Impendle municipality will provide full support for Mrs Shabalala to successfully complete her dissertation.

Kind Regards

Mr O V Kunene
Acting Municipal Manager Impendle Municipality