



UNIVERSITY OF KWAZULU-NATAL

**Mapping strategies to overcome employment equity barriers at Durban
University of Technology (DUT)**

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ABSTRACT

The Employment Equity (EE) Act seeks to achieve equity in the workplace by ensuring fair treatment and equal opportunities for all employees. This is to be achieved through eliminating unfair workplace discrimination and implementation of affirmative action to ensure equal representation in all occupational levels to redress the imbalances of the past. The Durban University of Technology is an organisation with a diverse workforce, as reported in DUT (2016a). Like many other organisations in South Africa, the University's progress towards achieving its employment equity target is very slow. This can be attributed to possible barriers in the implementation of the EE Act. There is a need to identify these obstructions and devise strategies to fast-track compliance. The purpose of the study was to identify effective strategies that can be used to eliminate the barriers of an efficient implementation of the employment equity act, 55 of 1998 at Durban University of Technology. The study used a quantitative research approach. A simple random probability sampling technique was used to draw a representative sample (220) from a population of 490 employees. The results of the study conducted revealed that DUT has most strategies in place, but some are not properly implemented to eliminate EE barriers. Lack of black skilled women in general was identified as the main barrier to EE progression at DUT. Engagement of relevant EE stakeholders like an EE committee and forum to monitor the progress of the EE was identified as the most effective strategy. The study recommends that retention, succession planning and career pathing strategies be crafted and properly executed to further fast-track efficient implementation of EE at DUT.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANC	African National Congress
CEE	Commission for Employment Equity
DUT	Durban University of Technology
EAP	Economically Active Population
EE	Employment Equity
EEA	Employment Equity Act, 55 of 1998
SA	South Africa
SAICA	South African Institute for Chartered Accountants

CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION

This chapter introduces the background knowledge that is associated with the study. Further, the chapter highlights the focus of the study and present the motivation behind the study. This will be done through describing the intended beneficiaries of the research findings. The problem statement, research questions, research objections and limitations of the study will also be presented.

1.2. BACKGROUND OF THE STUDY

Economic inequality between racial groups in South Africa (SA) remains one of the biggest challenges approaching the third decade in the post-apartheid government. According to Mohautse (2014), SA is counted amongst the countries with the most unequal societies in the world. This is a legacy created by the apartheid administration that formulated racial base policies and legislation ensuring economic and political advantage to white minority group. The ruling party African National Congress (ANC) has always believed that change is necessary to fast-track black people's access to the South African economy. This has been emphasised over the last two decades of democratic government as it became clearer that the economic exclusion remains a reality. Reforms in the form of polies and legislations were implemented with the aim of redressing the imbalances of the past.

The Employment Equity (EE) Act applies to all designated employers (universities are no exception). Universities identity is not different from other organisations, and their management styles, functions and products are not distinctive from other forms of enterprise. The main business of institutions of higher learning demands for excessive ranges of skills and abilities, most roles requires specialists and credentials to perform administration, research and academic roles. Like many universities in South Africa, Durban University of Technology (DUT) has been facing slow progress in implementation of the EE Act over the years. According to DUT's (2016a) yearly report, the institutions is faced with a challenge of sluggish progress in terms of accomplishing its equity targets for fulfilling the objective to provide equal opportunities in accordance with the national demographics profile. The report shows the current workforce

statistics as 42% black African, 40% Indians, 13% whites, 3% coloureds and 2% other groups.

This challenge can be attributed to some unidentified barriers and lack of effective strategies to deal with these barriers which hinder the implementation of EE within the institution. There is a need come up with strategies to eradicate these barriers so as to fast track implementation of the EE act. Much literature is available about the Employment Equity and implementation in South Africa with limited ideas on strategies to deal with the hindrances that cause sluggish progress in fulfilling transformation goals. It important for the Institution to find radical solutions to the challenge to avoid penalties that come with noncompliance which can cripple the organisation's sustainability. This paper seeks to contribute by increasing knowledge in this area through suggesting strategies to counter barriers of successful implementation of the EE Act.

1.3. MOTIVATION OF THE STUDY

The purpose of conducting the study was to test the effectiveness of the existing strategies and explore other strategies that can be used to eliminate the barriers of an efficient implementation of the Employment Equity Act, 55 of 1998 at Durban University of Technology. This contribution would equip the institution with the insight on how to effectively overcome employment equity barriers by using the existing strategies and other strategies that the study aimed to establish. This will ensure that DUT complies with South African EE requirements as all racial groups will be fairly represented. DUT (2016a) reported the alarming findings in terms of slow progress of employment equity. The breakdown report shows the lack of improvement in appointing and balancing designated groups employees in terms of South African demographics, as reported by the Department of Labour (DoL, 2017). The report also states that DUT is not doing enough to support and accommodate employees with disabilities. The DUT (2016b) transformation plan reveals that there is a growing concern over lack of retaining black academics within the institution. This negatively affect progress in compliance with employment equity requirements. The DUT (2016b) transformation plan further highlights the growing number of aging academic staff without succession plans in place. If this is not addressed, there is a high risk of

compromising quality academic standards due to lack of a properly planned handover process at retirement.

1.4. FOCUS OF THE STUDY

The Durban University of Technology has five campuses in Durban and two campuses in Pietermaritzburg, located as follows: Durban: City, Steve Biko, ML Sultan, Brickfield and Ritson. Midlands: Indumiso, (on the outskirts of Pietermaritzburg) and Riverside. Due to time constraints, the study population selected could only cover all permanent and fixed term contract employees at Durban Steve Biko Campus. Random sampling method, using survey as an instrument, was used for the study which provided equal probability of each employee being selected.

1.5. PROBLEM STATEMENT AND JUSTIFICATION

The importance of achieving workplace equality is not only to ensure fairness but it also plays a vital role in the organisational and national productivity where all racial groups, women and people with disability are afforded an equal chance to participate in the economy. For the past 21 years there seems to be slow progress in implementation of the Employment Equity Act, 55 of 1998 across all sectors in South Africa (DUT, 2016a).

DUT acknowledge various employment impediments that are confronted by the designated group employees which results in sluggish advancement towards uplifting African female employees into leadership roles. DUT has not done enough in uplifting people with disability within the institution. There seem to be barriers associated with the physical working settings with is not designed for the needs of employees with disability. There also lack of sufficient planning and urgency in the matters relating to specific needs of employees with disability. It was also identified that there is a shortage of African and coloured academics which requires considerable transformation in order to attract these racial groups to the University. It is in the best interest of the institution to comply with the EE legislation in order to avoid penalties and maintain a good reputation in order to maintain the status of being one of the best institutions in the country (Leonard & Grobler, 2006)

This study has sought to select the most effective of the existing strategies that will be able to eliminate the barriers of efficient implementation of EE at the Durban University

of Technology. This will assist managers in mastering the implementation of the Act and to accelerate compliance.

1.6. RESEARCH SUB-QUESTIONS

- Are there any barriers affecting successful realisation of EE at DUT?
- Which existing strategies can be effectively implemented to achieve EE?
- How effective are these tactics in eradicating the identified barriers?

1.7. SPECIFIC OBJECTIVES OF THE STUDY

- To identify the possible barriers to the EE Act implementation at DUT.
- To investigate possible strategies to be used to eradicate barriers of EE at DUT.
- To determine the effectiveness of the strategies identified.

1.8. METHODOLOGY

The researcher used a quantitative research method because the study aimed to test the most effective EE strategies. A survey was conducted, consisting of questionnaires with closed-ended questions to collect data. This allowed the researcher to gauge and conduct proper analysis of data. For the researcher to be unbiased about the research findings, the relationship among dependent and independent variable was contemplated in detail.

1.9. STUDY OUTLINE

Chapter 1 presents a synopsis of the research study and introduces the research process. The motivation for doing the study is envisioned and the focus of the study explained. The problem statement and research questions are stated as well as the research objectives and methodology used to answer the research questions.

Chapter 2 considers literature that the study was based on and includes the literature relating to employment equity legislation in South Africa. This chapter also highlights issues relating to barriers of implementing employment equity, and possible strategies that can be employed in implementation.

Chapter 3 outlines the research methodology applied in this study. In addition, the description of the research design and rationale of the study, location of the study,

techniques used in sampling, and the targeted population are included. The chapter also presents different research instruments applied in collection of data. Reliability and validity of data collected as well as ethical consideration are presented.

Chapter 4 presents the findings of the study and the analysis of data gathered through questionnaires. The analytical discussions of the findings are also presented in this chapter linking the findings with the literature and research question.

Chapter 5 is a summary of the research objectives, findings and recommendations to the Durban University of Technology relating to implementation, and recommendations for future research are made.

1.10. SUMMARY

This chapter covered the background of the study which deals with the challenges of inequality in South Africa. Slow progress in implementation of employment equity and transformation in both higher education and the corporate world was also deliberated in this chapter. The rationale of the study, research objectives and the research question were outlined. The next chapter considers literature on which the study is based and includes the literature relating to employment equity legislation in South Africa. This chapter also highlights issues relating to barriers of implementing EE, and possible strategies that can be used in implementation.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

According to Mohautse (2014), South Africa is viewed across the world as one of the countries with the most unequal societies. This massive racial based inequalities was inherited from apartheid government which focused on ensuring the economic exclusion of black people. To some degree, there has been a positive change in political and economic direction over the last 20 years which somewhat changed the nature and composition of this kind of inequality but the status of inequality is still the same. The rising inequality within the black community is becoming a cause for concern for the continuation of the present developmental trajectory. The South African constitution provides creative remedies that promote transformation such as anti-discrimination and employment equity (affirmative action) which also advance the interest of women and people with disability, at the workplace. (Holness, 2016).

2.2. EMPLOYMENT EQUITY IN SOUTH AFRICA

Bytenski and Fatoki (2014) noted that the primary attempt to redress the social injustices of the past and eradicate unfairness in the labour market occurred through the Labour Relations Act of 1995, the basic conditions of Employment Act of 1997 and the Employment Equity (EE) Act 55 of 1998. Transformation at the workplace was one of the focus areas that needed radical interventions. The EE Act and measures such as affirmative action were introduced with the intention of dealing with workplace discrimination of black people, women, and people with disability. The goal of this act was to reach an equitable and inclusive workplace profile reflective of the country's demographics. These legislative reforms which aimed at eradicating discrimination and advancing equal opportunities are amongst the many remedial measures implemented by SA government to advance historically disadvantaged groups, such as blacks and female workers, to correct the imbalances experienced under the apartheid rule. However, these measures are undermined by slow progress attributed to barriers that seem to have replaced the apartheid laws.

The Employment Equity Act, No 55 of 1998 seeks to accomplish workplace equity through encouraging equal opportunity and fair treatment at workplace by eradication

of unfair treatment and affirmative action measures which ensures protection of designated groups against any disadvantages at workplace. This will assist in ensuring equal representation in all occupational levels and categories (South African Institute of Chartered Accountants (SAICA), 2016). This purpose of the act was to eliminate unfair labour practices and achieve workplace equity through promotion of equal opportunity for everyone and deal with unfair discrimination in employment. This was also to ensure equal representation in all levels and categories of occupation in organisations by implementation of the affirmative action measures to redress the imbalances of the past which affected designated groups. The EE Act helps develop the previously disadvantaged and contribute towards bridging the gap of inequality using the national and regional demographics profiles of an economically active population (Olckers & Van Zyl, 2016).

Roman and Mason (2015) stated that organisations in South Africa are familiar with the concept of employment equity but still struggle in terms of accomplishing practical equality on their staffing and this might be because some people still view the EE Act as a reverse discrimination and that it only favours black people. Employers also do not favour the EE Act in South Africa since they feel it has less bearing to performance in an organization. Organisations often complain about the cost of implementation, but generally these costs are low and include reviewing employment policies and practices as well as workforce surveys.

According to Bytenski and Fatoki (2014), the Employment Equity Act, 55 of 1998 has been met with different responses. Some business people acknowledge the need for the legislation and believe that it would bring fresh perspectives from different cultural backgrounds into their organisations. However, others believe that the legislation would force firms to hire individuals who lack the appropriate knowledge, skills and experience into crucial positions which would affect overall performance of an organisation. EE policies should bring positive developments at the workplace because they are corrective in nature but these policies at times are negatively viewed by employees and employers. Past research has acknowledged that groups that are non-beneficiaries are most likely to resist EE policies and this results in hindrance of implementation (Hideg, Michela & Ferris, 2013).

Falkenberg and Boland (1997) noted that debates of employment equity are polarised between those individuals who believe that equity should be accomplished at any cost and those who claim that employment equity activities are unduly imposed on the rights of employers and white males. Falkenberg and Boland (1997) further stated that media, academia and business groups have spent a significant time and effort in criticising and fighting employment equity programmes with the belief that they are against the principle of individual rights in favour of progression of women and other racial groups.

2.2.1. Employment Equity status in South Africa

Blacks, in particular Africans and Coloureds continue to be under represented at the executive level of companies in South Africa in spite of introduction of various constitutional measures to enforce affirmative action (Shrivastava, Selvarajah, Meyer, & Dorasamy, 2014). The Commission for Employment Equity (CEE 2016-2017) report shows that in big companies with more than 150 employees, there is 68.5% and 58.1% of white people in the top and senior management roles, respectively. On the other hand, the number of blacks are 28.2% and 40.4% in top and senior management roles. If public sector were to be excluded from the figures, the statistics would be extremely worse. The Equity Commission reveal that the four year trend illustrate that white people at management levels consistently enjoy 60% recruitment and promotion rate and skills development opportunities. The status quo is not likely to change in the near future, since senior managerial roles act as a channel to top management roles. The suggestion is that those who are already at management or executives must serve as role models and mentor of workers from the designated groups in order to keep the dream of a rainbow nation alive.

Jain, Horwitz and Wilkin (2012) noted that although there has been progress in enhancing racial and gender representation in the country, the progress has not been transformational but rather incremental. The data shows that the upward mobility of black managers and women has been limited. The current status is counterproductive to transformation as it allows same people to serve on boards of directors in many companies and thereby blocking opportunities for other underrepresented groups. South Africa's competitiveness to in the global market has increased the awareness in sectors such as service and manufacturing. The employment equity and diversity of

the organisations feature in the government tender requirements. Booyesen and Nkomo (2014) argued that EE legislation in itself is certainly not enough to drive transformation. There is a need for more severe consequences to deal with non-compliance.

The economically active population, according to Statistics South Africa in the 2016 Quarterly Labour Survey, comprises of employed individuals and those looking for employment who are between the ages of 15 to 54. This is published to help designated employers align, set targets and measure their workforce against the national and regional demographics.

2.2.1.1. National economically active population by population group/race and gender.

The economically active population listed in Table 2.1 serves as guide of the available labour pool for employers to use in the implementation of employment equity.

Table 2.1: EAP by population group/race and gender

Racial group	Male	Female	Total
African	42.1%	35.3%	78.0%
Coloured	5.3%	4.5%	9.8%
Indian	1.8%	1.0%	2.8%
White	5.3%	4.2%	9.5%
Total	54.8%	45.2%	100%

Source: Watkins, G. 2016. *National and regional economically active populations profiles – CEE Report 2017*. [Online]. Available WWW: www.workinfo.org/index.php/articles/item/1803-national-and-regional-economically-active-populations-profiles-cee-report-2017 [Accessed 05 January 2018].

2.2.1.2. Workforce profile at top management level by province

Table 2.2: Workforce profile at top management level by province

Provinces	Male				Female				Foreign Nationals	
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female
Eastern Cape	11.9%	4.3%	2.3%	58.7%	4.9%	2.1%	0.6%	13.3%	1.7%	0.1%
Free State	17.3%	1.7%	1.1%	60.1%	6.8%	0.3%	0.2%	12.0%	0.3%	0.2%
Gauteng	9.7%	1.9%	6.0%	55.2%	5.4%	1.2%	2.4%	13.5%	4.0%	0.7%
KwaZulu Natal	10.7%	1.4%	18.4%	46.5%	4.6%	0.6%	6.1%	9.5%	2.0%	0.2%
Limpopo	18.0%	0.4%	4.2%	55.5%	6.8%	0.4%	1.1%	12.7%	0.9%	0.2%
Mpumalanga	20.1%	1.8%	3.4%	54.7%	5.5%	0.5%	0.7%	12.1%	1.0%	0.2%
Northern Cape	12.0%	11.6%	1.4%	55.5%	5.2%	3.0%	0.6%	9.7%	1.0%	0.10%
North West	22.1%	1.1%	3.4%	53.1%	6.2%	0.4%	1.1%	12.0%	0.6%	0.2%
Western Cape	3.4%	8.3%	2.4%	62.4%	1.2%	4.5%	0.9%	14.2%	2.1%	0.6%

Source: Department of Labour (DoL). 2017. *Real transformation makes business sense*. Department of Labour, South Africa.

Table 2.2 above shows that the province with the highest number of white representation in top management positions is the Western Cape province with 76.6% of both males and females. The statistics also reveal that white females in top management positions are more than all female designated groups combined in South Africa.

2.2.1.3. Workforce profile at top management level by province

Table 2.3: Workforce profile at senior management level by province

Provinces	Male				Female				Foreign Nationals	
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female
Eastern Cape	17.3%	5.7%	2.0%	41.3%	10.7%	3.0%	0.9%	17.1%	1.8%	0.4%
Free State	22.4%	3.3%	0.9%	42.8%	10.4%	1.6%	0.4%	17.2%	0.9%	0.2%
Gauteng	14.4%	3.2%	6.5%	39.3%	8.7%	2.0%	3.6%	18.9%	2.7%	0.9%
KwaZulu Natal	13.3%	2.7%	20.3%	30.7%	6.6%	1.7%	9.2%	13.5%	1.5%	0.4%
Limpopo	32.7%	0.7%	1.7%	30.1%	17.6%	0.2%	1.0%	13.6%	2.1%	0.3%
Mpumalanga	31.7%	1.5%	2.1%	37.1%	10.0%	0.5%	0.5%	15.1%	1.3%	0.2%
Northern Cape	17.2%	11.5%	0.8%	40.6%	6.9%	6.2%	0.2%	15.6%	1.0%	0.2%
North West	25.2%	1.8%	2.0%	41.2%	11.2%	1.2%	1.0%	15.4%	0.7%	0.1%
Western Cape	4.8%	12.2%	2.9%	43.8%	2.8%	8.1%	1.6%	21.3%	1.8%	0.7%

Source: Department of Labour (DoL). 2017. *Real transformation makes business sense*. Department of Labour, South Africa.

Table 2.3 shows that in all provinces other than Limpopo Province, white groups have the highest representation in senior management positions. The statistics also reveal that in provinces like the Western Cape and Kwazulu natal, Indians and coloured groups rank second in terms of representation and Africans are ranked second in all other provinces.

2.2.2. Employment Equity status at Durban University of Technology

According to DUT (2007), there is a perception that although Durban University of Technology is making more progress now than in the past regarding the implementation of the Employment Equity Act, 55 of 1998, it is clear that the progress is very slow. DUT (2016a) revealed the following barriers which affect the designated groups in achieving fair and equal representation:

- Promotion of women into executive management roles is very slow
- Progress in promoting African employees into executive management roles is slow.
- There is a limited number of people with disabilities available for promotion.
- DUT has failed to concentrate in advancing representation of disabled people. The physical working environment is also a barrier to employees with disability. The University has not sufficiently focused on people with specific needs and has not adequately considered any changes needed to ensure that needs of disabled people are accommodated.

DUT's (2016b) transformation plan confirms that the University has an Employment Equity Consultative Forum in place that is tasked with providing oversight of developing and implementing the employment equity plans. These plans clearly outline the progress of the University in realising equity targets. The Forum also ensures design of recruitment, selection and appointment policies and processes to ensure change in line with employment equity requirements. The Employment Equity Consultative Forum and Employment Equity Manager focus on ensuring accomplishment of the recommended actions and targets through regular and continuous evaluation and monitoring. Furthermore, the current approved policies on recruitment, selection and appointment were designed with retention of support,

research and academic staff in mind. The University has a high staff retention rate yet will require concentrated consideration on retention of young black employees.

2.2.2.1. Staff headcount for 2016 by gender and race

Table 2.4: Staff headcount for 2016 according to gender and race

Gender	African	Coloured	Indian	White	Other	Total	%
Female	283	28	294	105	4	714	49
Male	322	18	288	78	24	730	51
Grand Total	605	46	582	183	28	1444	100
%	42	3	40	13	2		

Source: Durban University of Technology (DUT). 2016b. *Transformation report and plan*. DUT, Durban.

Table 2.4 shows that the DUT is still lagging in terms of achieving employment equity. Africans are the highest represented group at 42%, followed by Indians with a 40% representation. Even though designated groups are highly represented, there seems to be imbalances which is not in line with the national demographics.

2.3. EE AND MACRO-ENVIRONMENTAL FACTORS

Bloom and Lues (2013) argued that there is nothing wrong with the concept of addressing past inequalities in principle, but it is wrong when employment equity ignores economic realities in favour of vote-winning social tinkering. The author argues that it is an insult to hard fought democracy that incompetent candidates are employed based on balancing the South African demographics. There is a need to put procedures in place that ensures only suitably qualified candidates from historical disadvantaged groups are appointed.

According to Alexander (2013), the Employment Equity Act, 55 of 1998 is central to government's strategy of economic and social redress, and relies in part on a concept of racialised groups' identity that is never problematised. The author explains purpose of the act as government effort in pursuit of fair treatment and equal representation at workplace through eradicating discrimination of designated groups. Measures such as affirmative action are aimed to redress the imbalances

created in the past in order to ensure their workforce equitable representation in all levels. EE policies suggest that beneficiaries prospered less in the past not because of internal attributes such as a lack of competence, but rather because of external factors such as systematic biases favouring men and whites in employment systems (Hideg et al., 2013).

2.4. EE BENEFITS TO ORGANISATIONS

Hideg et al. (2013) are of the view that EE policies refer to practices that promote the entry to promotion, retention of women and previously disadvantaged groups. EE policies are thus designed to increase and diversify the pool of high quality candidates, which makes good business sense considering the today's globalisation and difficulty in recruiting top talent. In today's highly globalised business world, a major imperative for organisations worldwide is to find and hire the best employees. To increase the pool of qualified potential candidates, many organisations have started adopting the diversity policies. Diversity policies encourage employees that traditionally have been less represented in management and professional positions (such as women) to apply for positions in organisations. To improve the pool of qualified people many organisations thus implement employment equity policies (Hideg et al., 2013).

According to Roman and Mason (2015), South Africa has a diverse and culturally complex workforce. This has some multiple benefits to an organisation locally and internationally. Workforce diversity fosters innovation and spawns creativity in several ways. It helps people look at the same problem from different angles, thereby increasing their creativity. It creates connections between separate idea-spaces, thereby increasing the speed of diffusion of new ideas. Diversity also brings together people from different backgrounds and with diverse skill which allows them enabling them to come up with unique solutions for difficult problems in the organisation (Laroche, 2014).

2.5. IMPORTANCE OF MANAGEMENT SUPPORT ON POLICIES

Van der Heyden's (2013) research found that to drive an effective EE strategy, it is vital to ensure that there is appropriate management support and commitment. Moreover, for EE to be successfully implemented, the company top management

must treat it as a business strategy and not just as compliance issue. Bekwa (2013) agreed that lack of personal commitment by top management to invest sufficient time is detrimental to the progress of the programme. There is a need for top management to be actively involved in the programme as in that way EE will become everyone's responsibility other than carrying it out of necessity.

Booyesen and Nkomo (2014) pointed out that while there is indeed some progress towards substantive equality in the workplace, progress is at a snail's pace mainly due to low commitment to employment equity (EE) from top management, with lip service paid by leadership to the need for EE. This leads to ineffective consultation and engagement with all stakeholders and lack of shared understanding and communication about EE progress and implementation.

The EE Act requires employers to communicate and consult with their employees for all issues related to implementation in the organisations. This can be done through displaying on several platforms where employees will be able to access the information. Constant engagements with relevant stakeholders forms important part of organisational transformation process. This is necessary to create support of the EE activities. It is unlikely to effectively achieve transformation without engaging with all stakeholder (Van der Heyden, 2013).

2.6. FUNCTIONS AND COMPOSITION OF EE FORUM OR COMMITTEE

The University of Stellenbosch (2017) recommends that each faculty in the University must be represented in the EE forum or committee and also any other relevant stakeholder groups such employees associations and unions. This will ensure equal representation of all faculties through participation, partnership and cooperation. The primary function of the committee is to participate in any EE decision-making process in all departments in consultation with the faculty deans. These decisions include promotions, recruitment, succession planning, career pathing and other related matters.

It is proposed that the committee be constituted as follows:

- Vice Chancellor
- Senior Director: Human Resources

- EE Manager
- One representative from each faculty
- One representative from each recognised Union
- One representative from Disability Unit
- One representative from Gender Forum
- One representative from Skills Development Committee.

The scope of the EE committee or forum covers but is not limited to the following issues:

1. Conduct and identify employment barriers that negatively affect people from designated groups.
2. Preparation and implementation of an EE plan within the institution to fast-track progress.
3. Support the implementation of EE and the encouraging of diversity within the institution.
4. Accomplish a consultative and monitoring function within the institution in terms of EE progress and advice on policy amendments if required.
5. Maintain, develop and review policies and strategies that are related to EE.
6. Identify and eradicate any form of discrimination within the institution.
7. Evaluation the progress in terms of EE goals, plans, targets and make approvals that arise from reviews.
8. Recommend to Vice-Chancellor, senior University management and Senate on the tasks, roles and initiatives of the EE.
9. Represent the various groups in wide-ranging issues identified in the EE monitoring role.
10. Give feedback to different groups on the progress made with issues discussed at EE forum meetings.
11. Monitor and assess the EE plan in order to generate quarterly reports to be presented to the Vice Chancellor and Council.

2.7. BARRIERS IN EMPLOYMENT EQUITY IMPLEMENTATION

Roman and Mason (2015) identified barriers contributing to the gap between championed employment equity policy and practices as well as progress. Some of barriers acknowledged were:

- not enough attention, integration and coordination of current implementation procedures;
- absence of common understanding and communication with regards to employment equity matters;
- absence of commitment from leadership of the organisation when playing lip service about employment equity results in slow and inconsistent progress at management level and across divisions in the organisations;
- lack of consequences for non-compliance with the act;
- white people or non-beneficiaries worries concerning the implementation of the employment equity;
- external forces and organisational culture issues;
- ineffective communication and consultation in matters related to employment equity implementation and progress;
- nonexistence of organisational culture that promotes diversity and cultural awareness programmes;
- organisation culture that is dominated by white males continues to exclude black employees directly or indirectly by exclusionary system practices;
- black people selected as tokens and not being completely integrated into the organisation and not given real responsibility and authority to make decisions;
- black employees offered ineffective skills development and no talent management;
- not enough black mentors and role models to guide black employees with potential to climb corporate ladder.

Furthermore, it appeared that the current recruitment, development and retention policies and procedures which exist are disjointed and are not coordinated or

properly aligned. Lack of commitment from top management may be the reason behind failure to adopt a transformation in their organisations. This lack of commitment results in a trickledown effect which causes hindrance in compliance with the EE Act. Organisation culture and environment are also regarded as factors that contribute to losing black employees fast in the same way as the company hires them.

2.7.1. Skills shortage

Booyesen and Nkomo (2014) noted that despite the high unemployment rate, South Africa is experiencing a serious shortage of skilled workers at a national level, which severely affects socio-economic growth and development and reduces the country's capacity to develop a knowledge society. The skills gap is due to a limited pool of critical skills among designated groups, the historic exclusion of blacks from technical and professional jobs, and inferior education of black people. Bekwa (2013) pointed out that the skilled shortage might be because South Africa experienced the emigration of skilled workers which are needed by the country during the political tension period. The author also blamed the training methods that are continuously used even though they are obsolete and emphasised that there is a need for training that empowers and manages diversity

2.7.2. Barriers affecting women in higher education

Globally, research conducted by Yinhan, Kai and Qi (2014) shows that China has the smallest percentage of women in top level positions in higher education compared to other countries. Study results conducted by Hurst and Leberman (2015) revealed that in New Zealand, women have the same challenge of unrepresentativeness in higher education institutions. Awung (2015) argued that women representativeness in institutions of higher learning is a worldwide challenge and not only a South African phenomenon.

Awung (2015) stated that in most cases there has been more progress in lower positions and less progress at senior and top levels for women in higher education. The author further argued that this is due to improvement in recruitment procedures that have been amended to address EE in imbalances. There has been a shift in institutions of higher learning in terms of women representation in senior and top

positions. Policy-makers and scholars have pointed out that improving the representation of women across different institutions and levels of academia will help create a more all-encompassing and warm culture (Awung, 2015).

DUT (2017) highlighted that many more females are graduating each year than males, but women still lag behind in terms of career progress within the institution. Jha and Jha (2013) argued that women have high leadership capabilities, but are limited by economic, social and political injustices. Hofmeyr and Mzobe (2012) stated that although women have achieved specialised and administrative decision-making positions at the lower and middle levels of the organisational ladder, it's nevertheless far more challenging for them to get managerial positions in universities than for men to do so.

Awung (2015) described some of the reasons why women do not to take up senior positions. These include poor leadership commitment by women and inflexible time arrangements for women with families. Batool, Sajid, and Shaheen (2013) introduced the concept of the glass ceiling, which refers to those unseen yet unreachable barriers that keep competent and qualified women from climbing up the corporate ladder. Furthermore, stagnant cultures and traditions are still a challenge for academic females who are required by the profession to travel around the world.

Hofmeyr and Mzobe (2012) stated that in South Africa, most women are discouraged to take leadership roles due to lack of mentoring and coaching, discrimination, and lack of relevant development programmes. These barriers further create imbalances in various institutions (Morley, 2013). Boushey and Farrell (2013) argued that working women in higher education are disadvantaged by a lack of effective policies that address their challenges.

2.8. STRATEGIES TO ELIMINATE BARRIERS OF EMPLOYMENT EQUITY

This section seeks to find practical solutions that can be used to counter the challenges that organisations are faced with on implementation of EE at the workplace. Roman and Mason (2015) suggested that adoption of employment equity strategies varies from one country to the next and not all strategies have been successfully implemented. Various forms of affirmative action strategies to achieve

employment equity have been adopted by countries worldwide with different histories, ideologies and populations to advance social justice and full utilisation of the human capital represented by their citizens.

2.8.1. Talent management approach

According to Mathew (2015), organisations have growing pressure to perform better than before in today's challenging and competitive global business environment. Over the years, recruiting and retaining talented employees has become a strategic tool in enhancing competitiveness and organisational capabilities. This is done through adequately deploying employees' personalities and skills to enhance performance to manage market changes. Furthermore, identifying and developing employees who have potential in leadership is a challenging process similar to every other important strategic function. Companies nowadays are faced with societal developments like improvements in technology, globalisation, demographic changes and growing worldwide competition. These developments lead to shortage of skilled labour but also pose the risk of losing knowledge and experience. Many organisations are facing the talent management challenge and are struggling to fill key positions within their companies. Human resource specialists of various industries perceive the existence of a talent gap in their organisations and how they are aligning their talent management strategies with growth plans of their organisations.

2.8.2. Promotion, succession planning and career pathing

According to Griffith (2012), the previous literature suggests that there is a need for succession planning and benefits are largely recognised across organisations. Many businesses provide workers with skills development by offering education and training with the intention of developing managerial and leadership expertise. This works well if succession planning initiatives are not disjointed, inconsistently implemented and uncoordinated.

Sarboini (2016) explained that some employees are not motivated by remuneration they receive from their employers. There are many other factors that contribute to employee motivation at workplace. Promotion and performance appraisal are some of several factors that assist to improve staff morale. The author further described

promotion as an opportunity to develop and progress to encourage employees to perform better in their jobs within the organisation or company. When there is the prospect of promotion, employees will feel valued, cared for, and recognised for their capabilities needed to execute their duties in the company. This will lead to high productivity and an increase in staff loyalty to the company. Leaders must appreciate the importance of the promoting employees who perform well and have leadership potential to improve overall performance of the organisation.

Kossivi, Xu and Kalgora (2016) stated that career development is viewed as one of the crucial retention strategies associated with career success and organisation ability to retain employees in their jobs. Personal and professional progress is a determining factor of retention and promotion opportunities enhance employees' commitment to remain in the organisation. The author noted that there is a direct connection between retention and growth opportunities offered by organisations. Growth opportunities are identified as substantial reason behind leaving or remaining in an organisation.

2.8.3. Coaching and mentoring of black employees

According to Aruna and Anitha (2015), mentoring involves a relationship between the mentor, a senior staff member and the protégé, a junior staff member in which the mentor provides career guidance and counselling to the protégé. The benefits of mentoring are reaped through respect gained, recognition and satisfaction, while the protégé gains knowledge and experience from advice and guidance received from the mentor. The author affirms mentoring strategy as one of the best strategies in retention of young employees.

Carol (2016) identified fear, lack of self-confidence and the imposter syndrome as some of the reasons why women and black employees do not proactively act and push or challenge themselves to senior management positions within the organisation. It can also be discouraging if there is a lack of role models in senior positions that employees can associate with. Black employees may have the appropriate knowledge and skills to perform senior management roles but lack of confidence and desire to pursue managerial positions can fail them and as a result they are overlooked. Coaching can assist black employees to identify their potential and hindrances and devise techniques which will help eliminate the obstacles. This

will also assist them in identifying their true styles of leadership and high performers will easily develop their leadership potential. Coaching will also afford those who aspire leadership roles a clear career development plan comprising steps to follow in order to climb the organisational ladder. Mentoring advice and support from employees who has experience empowers aspiring leaders to gain knowledge on how to manoeuvre their way up to the top level positions in the organisation. The mentor also shares the experience and provides guidance so that the mentee can survive curves they might encounter in their professional journey. The mentee will gain confidence when the mentor clarifies and simplifies the process for them. The mentor can assist the mentee to identify the relevant skills that the mentee must develop for a particular position. Mentoring can be delivered using formal or informal programmes.

2.8.4. Employee retention strategies

Theron, Barkhuizen and Du Plessis (2014) stated that attracting a stream of new talented employees and retention of existing employees is a crucial growth factor in every organisation. Retention of skilled and knowledge employees is regarded as an important strategic issue of human resources. Recent literature around the issues of retention strategies shows that there is not much change in strategies used for retention over the years. The literature commends improved skills development initiatives that they seem to be becoming more crucial in retaining employees in the organisation. An appropriate remuneration level is also a great factor in retaining employees as well as providing decent career growth opportunities. The author believes that the reason many employees leave their jobs is because of better positions in other companies and superior working environments. While robust and aligned training programmes are crucial for the retention of employees, there is a need to consider other strategies. Deery and Jago (2015) agreed that retention of talented employees requires use of training to engage and reward employees and thus act as a motivator to improve job satisfaction.

2.8.5. Training and development

Career development is regarded as the process of empowerment provided by the company to improve the workers knowledge, skills and individual growth during their career path. Training and development is one of the important factors for the development of employees' careers and also a key retention strategy for the organisation (Aruna & Anitha, 2015).

According to Bashir and Jehanzeb (2013), creating a pool of employees that are properly skilled or trained assist in bridging the gaps when opportunities become available or in case they are offered a transfer or promotion within the company. Skills development also creates team spirit, as employees appreciate the challenges. Many organisations are guilty of overlooking talented employees and ignoring on promotion opportunities. Programmes such as training and development can be used to identify potential when sharing ideas with their managers. Lack of leadership development programmes prevents potential employees to take up leadership roles since there are no opportunities to showcase and develop their hidden ability and skills. If employees are given opportunity to participate in these developmental programmes, it will be easy for the organisation to identify leadership potential. These training programmes increase employee morale and job satisfaction which benefits the organisation. The confidence gained contribute to proper execution of duties. The sense of belonging to the organisation is improved and in return employees reward the company through high performance. A properly crafted training and development programme must include goal setting, a mixture of knowledge as well as career development. These approaches will benefit the programme to be more valuable for the employees and the employer.

2.9. SUMMARY

This section presented the current status in South Africa in terms of EE standing and the need to correct imbalances in the society. The significant clauses from the EE Act were highlighted and discussed. The DUT EE status was presented, showing the slow progress in terms of set targets that have not been reached. The chapter also mentioned macroeconomic factors that might have hindered achieving the EE goals. The literature related to the barriers in achieving EE and different strategies that can be used to breach the EE gaps were presented. The existing

DUT EE strategies together with other strategies that have been presented can be used to overcome current EE barriers.

The next chapter includes a description of the research methodology used during this study. The chapter also describes the research design, rationale, location of the study, techniques used in sampling and the targeted population. The chapter also presents research instruments utilized in data collection and explains how reliability and validity will be ensured and ethical considerations

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter includes a description of research methodology used during this study. The chapter also describes research design, rationale, location of the study, techniques used in sampling and the targeted population. The chapter also presents research instruments utilized in data collection and explains how reliability and validity will be ensured and ethical considerations.

3.2. RESEARCH DESIGN AND METHODS

According to Du Plooy-Cilliers (2014), research design involves procedures that the researcher selects when conducting a study. It is a blueprint or a plan that defines the study type, research question, hypotheses, data collection methods and provides a distinction between quantitative and qualitative methods (Boundless, 2016).

Kumar (2014) described research design as “a plan through which you decide for yourself and communicate to others your decisions regarding what study design you propose to use, how you will collect information from your respondents, how you will select your respondents, how the information you will collect is to be analysed and how you will communicate your findings. In addition, you detail your rationale and justification for each decision that shapes your answers to the ‘how’ of the research journey”.

According to Watson (2015), quantitative technique involves non-measurable data phase which deals with data that is quantifiable. It also deals with measurement and assumes that the phenomena under study can be measured by analysing trends and relationships for measurement verification. Creswell (2014) defined the quantitative approach as “one in which the investigator primarily uses post positivist claims for developing knowledge (i.e. cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data”.

According to Chambers (2009) when using the quantitative method Information generated is expressed mostly in numbers, is based on pre- determined questions and hypotheses, and on a school of thought that assumes a single objective reality, it largely answers the questions 'what', 'how many' and 'for whom', also looks at trends and prevalence within a population area (breadth of information) and separates and simplifies processes into variables for analytical purposes.

The researcher used a quantitative research method because the study aimed to test the most effective EE strategies. This will be done in a form of a survey consisting of closed-ended questions to collect data.

3.3. STUDY SETTING

The analysis procedure conducted by DUT with regards to EE act section 19 in year 2016. The University revealed many barriers that affect black people in achieving equal representation at workplace. This result in sluggish progress in advancement of female employees and Africans to leadership positions. To date, DUT has not concentrated on advancing representation of people with disabilities. The physical working environment is also a barrier to employees with disability. The University has not sufficiently focused on people with specific needs nor has it adequately considered what potential changes are required to ensure reasonable accommodation of people with disabilities. It was also identified that there is a shortage of African and coloured academics which requires considerable transformation in order to attract these racial groups to the University. The University requires radical strategies to deal with barriers so as to fast-track transformation.

3.4. POPULATION AND SAMPLE OF THE STUDY

Du Plooy-Cilliers (2014) defined population as the total group of people or entities from whom information is required. According to Ethgen and Standaert (2012), the target population depends on different types of heterogeneity and evolution dynamics and it of importance to correctly capture the population's effects on results. In this study, the target population comprised employees from the Durban University of Technology at all four Durban campuses. The study comprised 490 employees at Durban University of Technology, Steve Biko campus who are

employed on a permanent, and fixed term contract basis in both Academic and administrative support.

Due to time constraints, the researcher could not use the entire population of interest. Instead, a sample of the population was selected. However, the results obtained were used to generalise about the entire population. The Research Advisors (2006) website sample size table recommends that researchers employ the first column of the table. DUT has a population size of 490 and therefore according to the sample size table, at a confidence level of 95% and a margin of error of 5%, the sample size needed for this study was 217.

3.5. SAMPLING METHOD

Layder (2013) described sampling as criteria that is used in selecting a sample of people, observations and documents which make up a source of data collection for a research project. According to Kumar (2014), there are different kinds of sampling methods which are probability sampling design, random or non-random design and mixed design. When the sample is selected randomly, the probability of selecting each element is the same and that is choice of elements are independent of each other. Non-random is used when it is impossible to determine or access the entire population (Du Plooy-Cilliers, 2014). A mixed design is defined by Kumar (2014) as a “sampling method that has the features of both random and non-random sampling designs”. In this study, a random sample was used ensuring that the majority of the DUT employees were covered by the study and had an equal probability of being selected as the researcher is part of the group and has easy access to it.

Sample size is defined as the number of items to be selected from the universe to constitute a sample. The challenging part for researchers is that the sample size should not be too small or too large to fulfil the requirements of reliability and flexibility. The researcher must determine the required accuracy or quality as an acceptable confidence level of estimate when deciding on the sample size. When determining the sample size of the study, things like population size, budget requirement and parameters of interest must be considered (Kothari, 2004). Out of 1 450 employees across six faculties in seven campuses, the researcher intentionally selected one campus, namely Steve Biko Campus in Durban, with 490 employees for this study. This meant that more than 33% of employees at Durban

University of Technology could be represented. The reasons for this selection were based on time constraints and that this campus has the highest number of employees.

3.6. CONSTRUCTION OF RESEARCH INSTRUMENTS

Before starting the process of collecting data, the researcher needs to decide and design the research instrument to be used in the collection of data. A survey is defined as “a systematic method of gathering information from a target population, a survey makes use of statistical techniques mainly used in quantitative research. The following steps are included in the process of conducting a survey, as well as several questions to ask one's self during each step” (Sincero, 2012). According to Fellows and Liu (2015), the survey produces important information which is completed by the relevant or selected population, but sampling is usually employed when it is impossible to conduct a full population survey.

3.7. DATA COLLECTION

Fellows and Liu (2015) described collection of data as a communication process that does not only deal with transfer of data from the respondent to the researcher but also involves the provider of data in collection and assembling of data. Sincero (2012) explained that instrument such as questionnaire in survey research includes a set of questions to be posed at participants. In most cases questionnaires usually ask questions that interrogate ideas, behaviours, preferences, traits, attitudes and facts. Face to face, paper based and computerised questionnaires can be used in collection of data. The questionnaire for this study was developed based on both research questions and research objectives and was used as a data collection instrument. Closed-ended questions were used based on the predetermined responses which required respondents to answer either yes, or no, or unsure.

3.8. DATA ANALYSIS

Fellows and Liu (2015) noted that the intention of data analysis is to show the relationships and information about variables. The relationships and strengths are revealed by statistical evidence in a quantitative investigation. Due to the importance of statistics in determining directions of relationships when combined with theory and literature in a management context, data analysis is used to support decision

making. Johnson (2011) states that data analysis assists in arranging the findings from various data sources of putting together data like surveys and helps in simplifying a huge problem into smaller parts thus expressing a meaning from big data. Data gathered for this study was purely descriptive and the analysis was done based on closed-ended questions using a statistical t-test. Fellows and Liu (2015) explained that to determine similarity between the sample mean and population mean a t-test is used. The questions from the questionnaire were based on whether there are strategies in place at DUT for efficient implementation of employment equity and whether those strategies are effective enough to fast-track implementation.

3.9. RELIABILITY AND VALIDITY OF THE STUDY

Heale and Twycross (2015) defined validity “as the level to which instrument is accurately measured in a study. The second measure of quality is reliability, or the accuracy of an instrument. In other words, the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions. It’s important to consider validity and reliability of the data collection tools (instruments) when either conducting or critiquing research”.

In this study, a questionnaire was not pretested on the targeted group and as a result cannot be deemed to have passed the validity and reliability requirement. The same questions were used for all participants and data collected was used to measure what the researcher intended to measure.

3.10. BIAS

Pannucci and Wilkins (2010) defined bias as “any tendency which prevents unprejudiced consideration of a question in research, bias occurs when systematic error is introduced into sampling or testing by selecting or encouraging one outcome or answer over others. Bias can occur at any phase of research, including study design or data collection, as well as in the process of data analysis and publication. It is not a dichotomous variable. Interpretation of bias cannot be limited to a simple inquisition of whether bias is present or not but instead, reviewers of the literature must consider the degree to which bias was prevented by proper study design and implementation”. The instrument used for data collection in this study was

standardised and distributed randomly to participants from the sample to avoid any bias tendencies.

3.11. ETHICAL CONSIDERATIONS

Fellows and Liu (2015) explained that informed consent is directed at human subjects in research where participants are fully informed of all aspects of data collection, storage, use and disposal. Precautions must be taken to ensure that they understand the implications and consequences when agreeing to provide data. In some cases, people may agree to participate in the research and provide data even though they may place themselves at risk of some harm and in such instances the risk must be minimised and it is the researcher's duty to fully inform the participants thereof. Participants for this study were ensured that the information they provided would be kept confidential.

The researcher ensured that ethical standards were maintained for the duration of the study. Permission to conduct this study at DUT Campuses was granted by the Research Committee. Ethical clearance was obtained from the Research Ethical Committee at UKZN.

3.12. SUMMARY

This chapter discussed the research methodology. The research design used in this study was the quantitative method. The data collection method comprised of a questionnaire with closed-ended questions and was distributed randomly to the respondents. Ethical consideration was observed and issues of validity, reliability and limitations were explained. The following chapter deals with the findings of the study, as well as the analysis and presentation of data obtained through the questionnaires.

CHAPTER 4

ANALYSIS AND DISCUSSION OF RESULTS

4.1. INTRODUCTION

This chapter presents the results of data collected using a questionnaire which was administered to respondents. The results are presented in the form of tables and graphs which are followed by explanations. The data collected is based purely on opinions and personal views of the respondents from DUT. The survey results acquired are presented in two sections. The first section examines the demographic profile of the participants in the study. The second section analyses the findings in relation to the study.

As highlighted in the previous chapter, simple random sampling was chosen for the sampling design. This means that the findings from the study can be generalised to the entire DUT population. The total number of DUT employees that received the survey questionnaire was 490, of which 220 responded. This resulted in a response rate of 45%. The possible reasons for the low response rate are discussed in Chapter 5.

4.2. TREATMENT OF DATA

Data is presented in a form of tables and diagrammatical format to ensure easy interpretation and understanding of information.

4.3. RELIABILITY OF THE QUESTIONNAIRE

The internal consistency (reliability) of the questionnaire was evaluated by calculating Cronbach's Alpha using the Statistical Analysis Package for Social Sciences, SPSS. The revised data was extracted from QuestionPro. Reliability and validity analyses were conducted for the employee engagement and the results are presented. A total of 220 participants completed the questionnaire. The reliability analysis showed that the data were reliable as the Cronbach's Alpha value was 0.746. According to Bonett and Wright (2015), to assess the reliability, or internal consistency Cronbach's Alpha is used. It is one way of measuring the strength of that consistency. The Cronbach's Alpha for all the items is 0.746, indicating a relatively high consistency among the variables undertaken in this study. To

determine which items might be soliciting identical variables, it was necessary to obtain an average inter-item correlation. The inter-item correlation highlighted that the correlations were found within the recommended range of 0.15 to 0.50. Hence, the result of the study shows that there is evidence of convergence among the variables and these are correlated.

4.4. DEMOGRAPHIC INFORMATION

The profile of the respondents' demography by race, gender, age, disability, level of education and occupational level is listed in Table 4.1.

Table 4.1: Demographic information

Demographics		Percentage (n)
Gender	Male	62
	Female	38
Race	Black	70
	Coloured	3
	Indian	23
	White	3
	Other	1
Age	20-29	18
	30-39	39
	40-49	14
	50-59	28
	60 and more	1
Disability	Yes	1
	No	99
Level of education	Matric/Grade 12 or Less	3
	Diploma	11

Demographics		Percentage (n)
	Degree	63
	Masters	20
	Phd	3
Level of occupation	Lower level staff	44
	Supervisor level	46
	Mid management staff	10
	Top management staff	0

The evidence from Table 4.1 is that most respondents were male (62%). This contrasts with the demographic profile of South Africa which, according to Stats SA (2016), which presents that males make up 49% of the total population and females 51%. The results of this study reveal that 70% of respondents were black, 23% were Indians, 3% were coloured, 3% were whites and 1% represented other. The majority of respondents were in the 30–39 age group (39%) followed by the 50–59 age group (28%). The results also reveal that 99% of respondents did not have any disability. The majority of respondents held a degree qualification (63%). The majority of respondents occupy supervisory level positions (46%) followed by 44% lower level staff members.

4.5. DATA ANALYSIS

The revised data that was collected from the survey was analysed as per objectives of the study. Simple visual representation is used to present data which is followed by brief discussion from the theory presented in Chapter 2. This section also presents conclusion based on interpreted data.

4.5.1. Demographic data analysis

The Kruskal-Wallis test was performed to compare the overall mean score for employment equity among the different age groups of the participants. It was found that the overall mean rank was higher among the age group of 50-59 years followed

by 40-49 years. Similarly, the mean ranks were significantly different among the different age groups ($p=0.000$).

Table 4.2: Kruskal-Wallis test output

	Age	N	Mean rank	Chi-square	p-value
EE	20-29 years	34	77.74	38.029	0.000
	30-39 years	79	30.33		
	40-49 years	42	39.54		
	50-59 years	42	62.13		
	60 years or more	23	26.50		
	Total	220			

Results highlighted that the mean ranks for employment equity were significantly different among the different race groups of the participants ($p<0.05$). This indicates that race was a significant variable for employment equity.

Table 4.3: Kruskal-Wallis test output

	Race	N	Mean rank	Chi-square	p-value
EE	African	96	50.83	19.207	0.004
	Coloured	17	21.29		
	Indian	103	68.77		
	White	4	4.50		
	Total	220			

Gender was found to have an impact on the employment equity as their mean ranks were similar ($p<0.05$).

Table 4.4: Mann-Whitney test output

	Gender	N	Mean rank	Mann-Whitney U	p-value
EE	Male	158	61.26	737.000	0.001
	Female	62	39.06		
	Total	220			

Education level was not found to have any impact on the employment equity as the participants' mean ranks were similar ($p > 0.05$).

Table 4.5: Kruskal-Wallis test output

	Education level	N	Mean rank	Chi-square	p-value
Construct 1	Matric/Grade 12 or less	23	45.50	5.539	0.236
	Diploma	40	40.25		
	Degree	64	55.92		
	Masters	83	59.00		
	PhD	10	4.50		
	Total	220			

4.5.2. Objective 1: To identify the possible barriers to the EE Act that exist at Durban University of Technology

4.5.2.1. Availability of EE policy at DUT

This question was posed to respondents in order to investigate their knowledge of availability of the EE policy at DUT. These findings are presented in Figure 4.1.

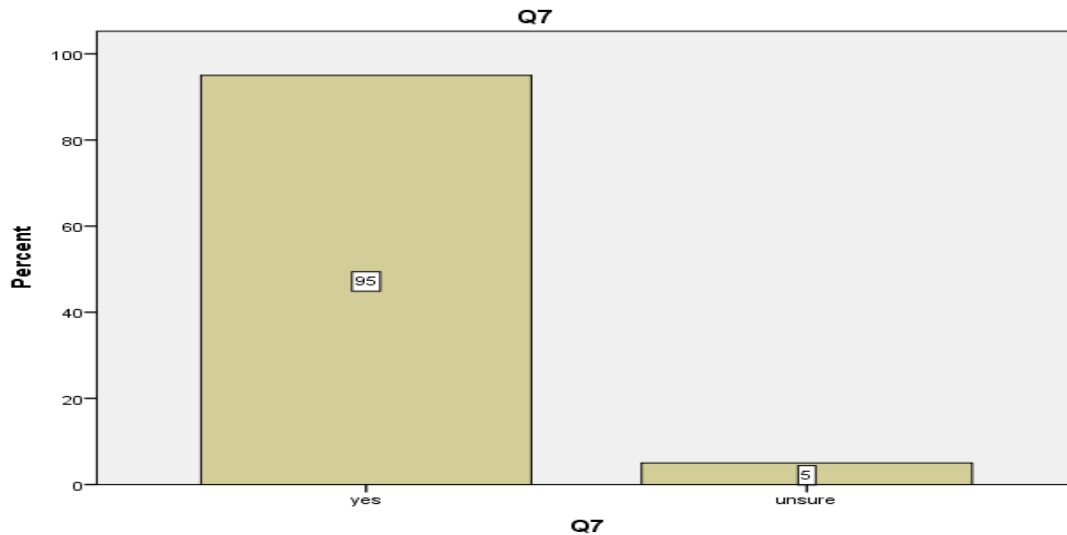


Figure 4.1: Employees’ knowledge of availability of EE policy

According to Figure 4.1, the majority of respondents (95%) indicated they have knowledge of the availability of the EE policy of DUT. The results highlight that the majority of respondents were aware of the DUT EE policy. These findings are in line with the DUT EE policy that was presented in Chapter 2. DUT (2007) stated that the policy has to be communicated and made available to all employees within their respective faculties, sectors or departments.

4.5.2.2. Availability of Employment Equity Plan

This question was to establish respondents’ knowledge on the availability of the EE plan at DUT. These findings are highlighted in Figure 4.2.

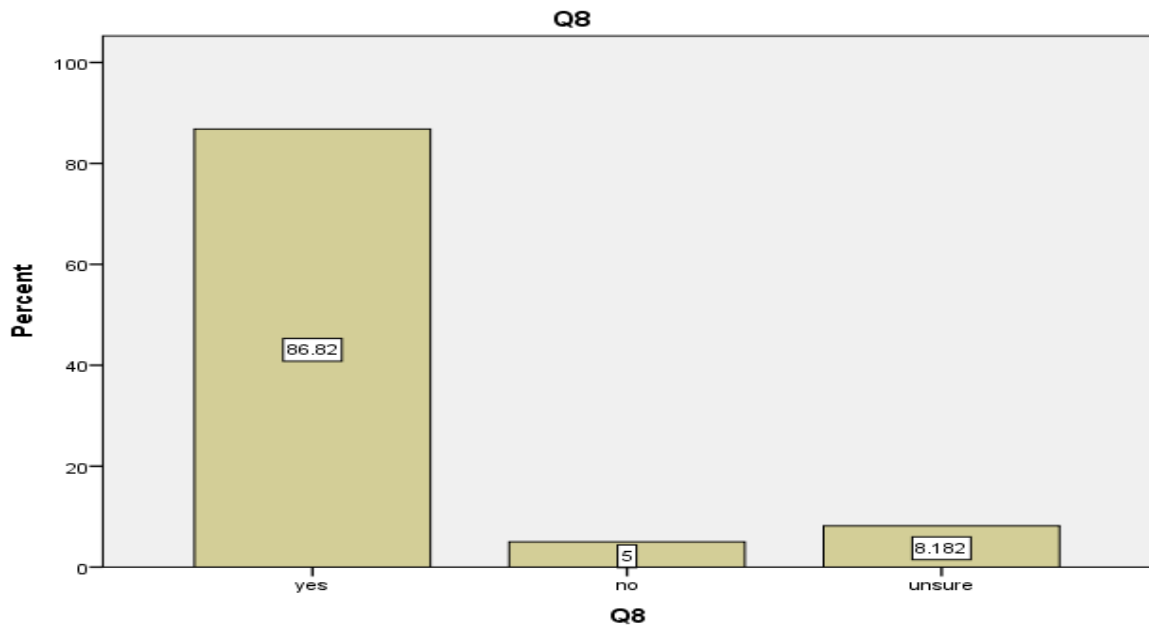


Figure 4.2: Employees’ knowledge of availability of EE plan

The results show that the majority of respondents (87%) stated they are aware of the DUT EE plan. It shows that respondents are aware of the intention of the plan to address the employment equity gaps within DUT. The results are in agreement with the transformation plan of 2016 presented in Chapter 2. The Transformation report and plan (DUT, 2016b) state that it has to be made available to all affected employees.

4.5.2.3. EE management support

This question was posed to assess respondents’ views on management support of the EE policy at DUT. The findings are shown in Figure 4.3.

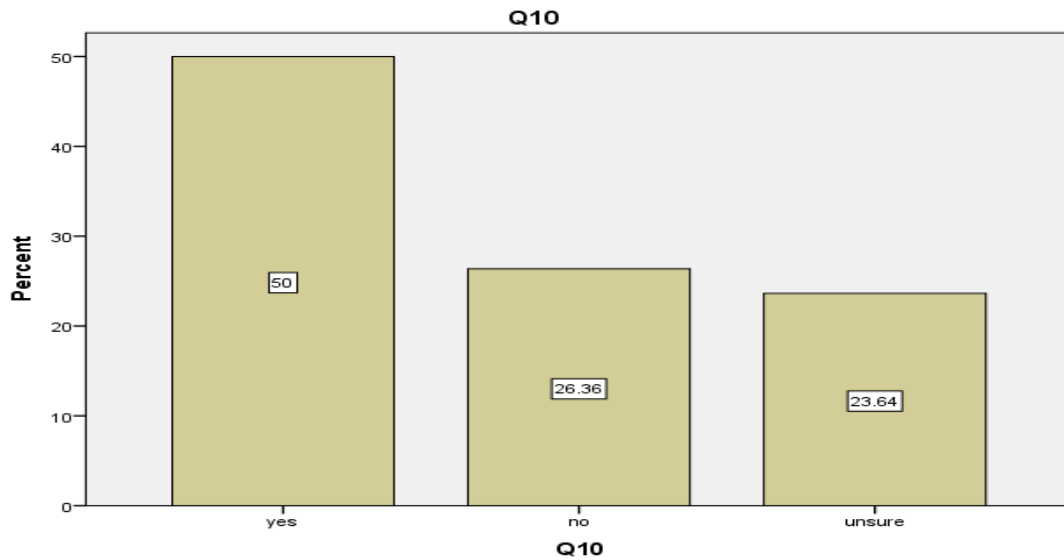


Figure 4.3: Employees' view on management support

Figure 4.3 indicates that the half of respondents stated they feel that there is EE management support at DUT, while 26% of respondents indicated that they do not agree with the view. This shows that there is a gap that must be bridged in terms of management support in order to successfully implement EE. Cioca (2015) agreed that top management involvement increases the success of the project.

4.5.2.4. Relationship of shortage of black skilled staff and the implementation of EE

This question was to establish whether there is a relationship between the shortage of black skilled staff in South Africa in achieving a successful implementation of EE at DUT. The results are presented in Figure 4.4.

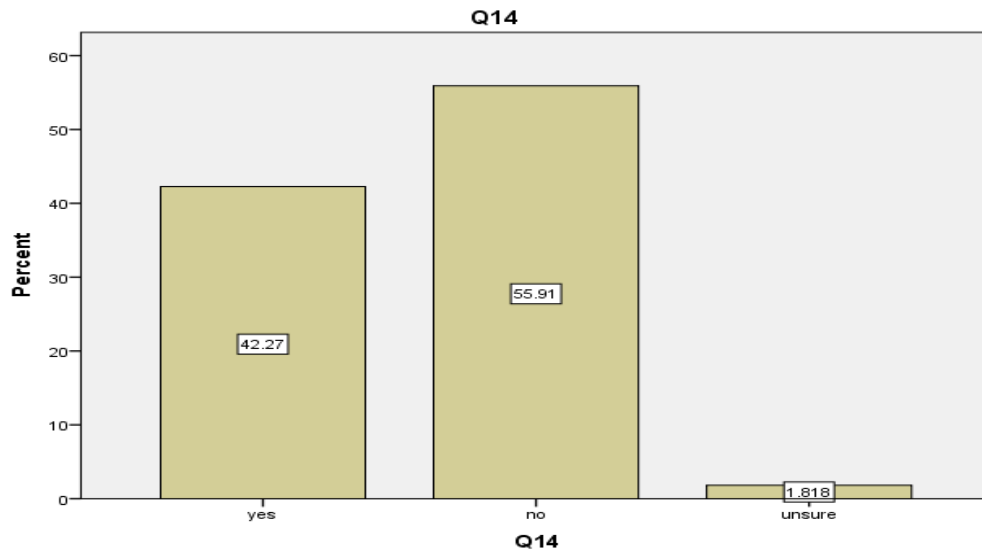


Figure 4.4: Relationship between shortage of skilled blacks and EE

It is shown in Figure 4.4 that most respondents (56%) believed that the shortage of skilled black staff is not a barrier at DUT. This means that the respondents believe that there are enough skilled black staff to fill relevant positions at DUT.

4.5.2.5. Relationship between black skilled women and EE

This question focused on the demand for black skilled women in general and how they affect EE progress at DUT. The findings are presented in Figure 4.5.

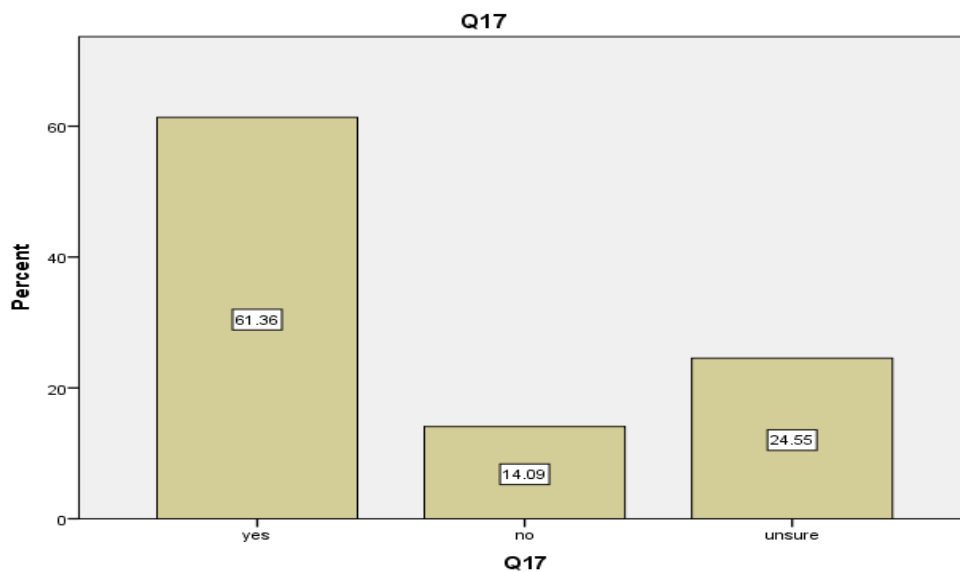


Figure 4.5: Relationship between black skilled women demand and EE progress

It is illustrated in Figure 4.5 that most respondents (61%) believe that the demand for black skilled women affects the implementation of EE at DUT. Hills (2015) agreed that it is difficult to retain black skilled women because of many opportunities available to them. There is currently a limited pool of women with the essential skills and talents required to operate in the corporate environment. This challenge could be addressed through ensuring the correct strategies are in place to identify and upskill women in line with industry needs.

To determine the possible factors that can be used to eliminate barriers of EE implementation at DUT, three statements (Level of education, question 14 and question 17) were made to which respondents had to respond. Results show that more participants answered NO – that the shortage of skilled black staff is a contributing factor in achieving a better implementation and this represents about 56%, as presented in Section 4.5.2.4

The responses of all the statements were added to get the overall score for the constructs. The overall scores were then tested for normality, as presented in Table 4.6.

Table 4.6: Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Employment equity	.115	220	.003	.983	220	.009

The results in Table 4.6 show that the overall scores were not normally distributed. It can be concluded that there is no significance difference between the mean values as ($p < 0.05$).

a. Lilliefors significance correction

The spearman correlation analysis was used to evaluate the relationship between education level and question 14, as presented in Table 4.7.

Table 4.7: Spearman's correlation test output

		Education	Q14	Q17
Education	Correlation coefficient	1	.031	-.164*
	Sig. (2-tailed)		.648	.015
	N	220	220	220
Q14	Correlation coefficient	.031	1	.500**
	Sig. (2-tailed)	.648		.000
	N	220	220	220
Q17	Correlation coefficient	-.164*	.500**	1
	Sig. (2-tailed)	.015	.000	
	N	220	220	220

** . Correlation is significant at the 0.05 level (2-tailed).

* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.7 indicates that there is no strong positive correlation between educational level and Q14 based on the correlation coefficient, $r=0.031$.

4.5.2.6. The relationship between lack of career growth and retention of skilled black staff, including women

This question sought to establish respondents' view on whether lack of career growth has any effect on lack of retention of skilled black staff at DUT. Figure 4.6 illustrates the results.

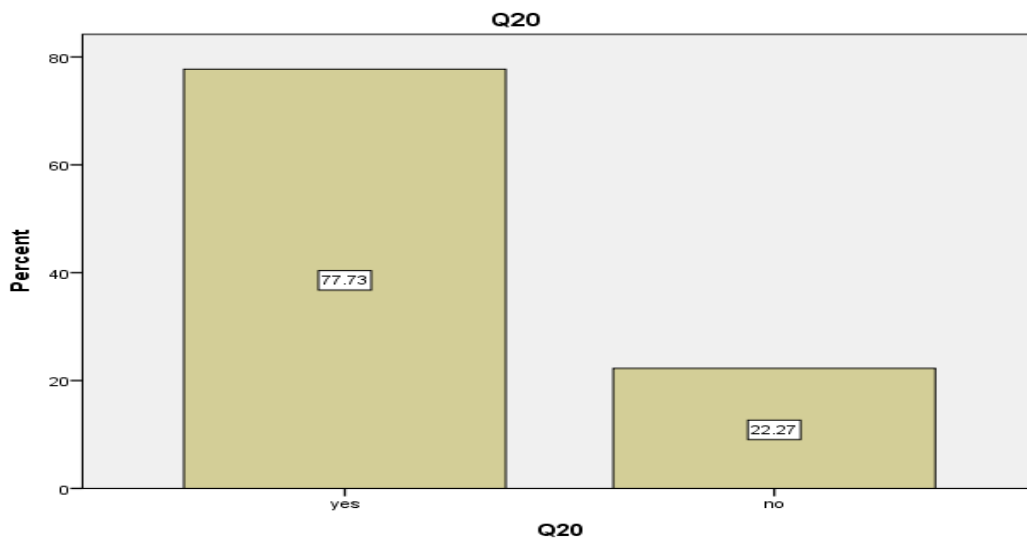


Figure 4.6: The relationship between lack of career growth and retention of skilled black staff, including women

The results indicate that the majority of respondents (78%) stated they believe that the lack of career growth has an effect on lack of retention of skilled black employees, including women, at DUT. This means that DUT should consider internal staff members first when there are job opportunities. Kossivi et al. (2016) agreed to increase employee loyalty to the organisation, factors such as personal growth opportunities are crucial to improve retention.

4.5.3. Objective 2: To investigate the possible strategies that can be used to eliminate barriers of EE implementation at Durban University of Technology

4.5.3.1. Can a stakeholder monitoring strategy eradicate barriers of EE?

This question was to establish if the respondents believe that stakeholder monitoring can be used to eliminate barriers of EE at DUT. This question was only replied to by respondents (26%) who had answered NO for question 10, as they believe that there is not enough management support. The results are presented in Figure 4.7.

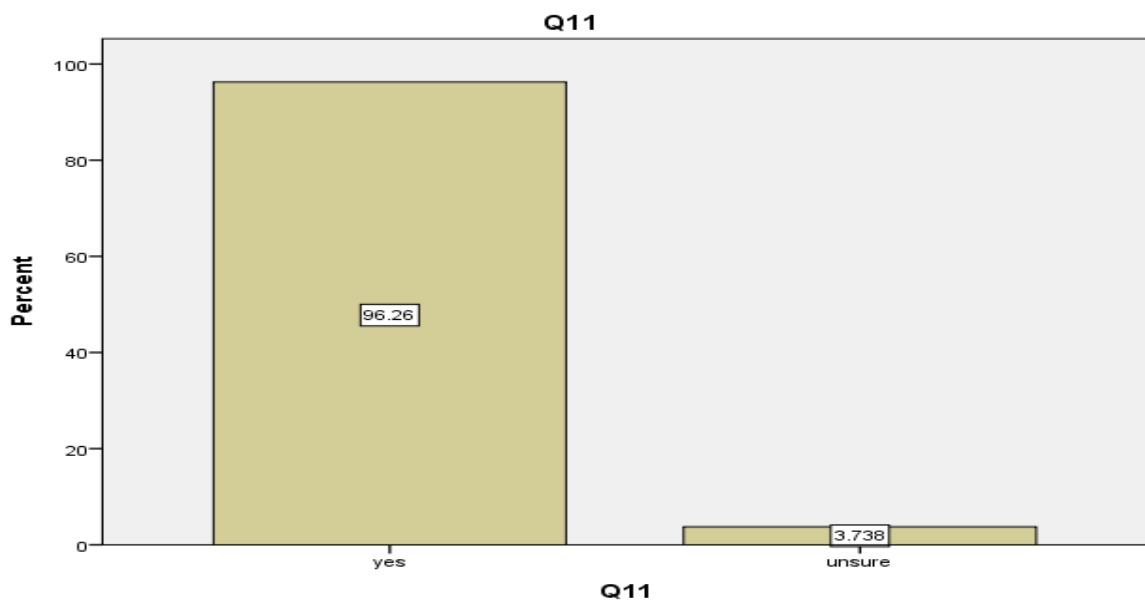


Figure 4.7: Effectiveness of stakeholder monitoring in EE

The results indicate that the majority of respondents (96%) stated they believe that there is a need for stakeholder monitoring at DUT to eliminate EE barriers. This means there is a need for stakeholder intervention in ensuring that EE is properly

implemented at DUT. These findings are in line with the Transformation report and plan (2016) which states that stakeholders should be involved in ensuring that EE is correctly developed and implemented.

4.5.3.2. Existence of EE committee and forum at DUT

This question aimed to establish if respondents are aware of the existence of the EE committee and forum. The results are illustrated in Figure 4.8.

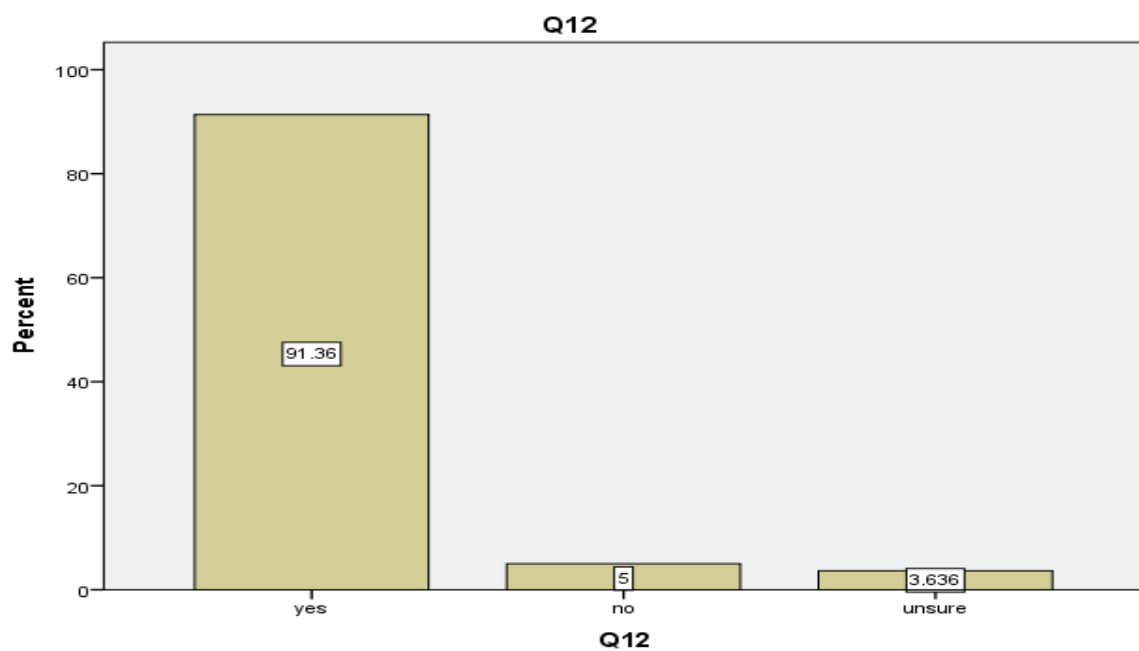


Figure 4.8: Existence of EE committee and forum at DUT

The result indicates that the majority of respondents said they are aware of the existence of the EE committee and forum at DUT. This means that there are measures in place to address EE issues at DUT. DUT (2016b) outlines that the EE committee and forum are required to ensure achievement of the recommended actions and targets through regular and continuous monitoring and evaluation.

4.5.3.3. Use of strategic skills development plan to eliminate shortage of skilled black employees

This question evaluated the view of respondents in terms of a properly aligned skills development plan in addressing shortage of black skilled employees in DUT. The results are presented in Figure 4.9.

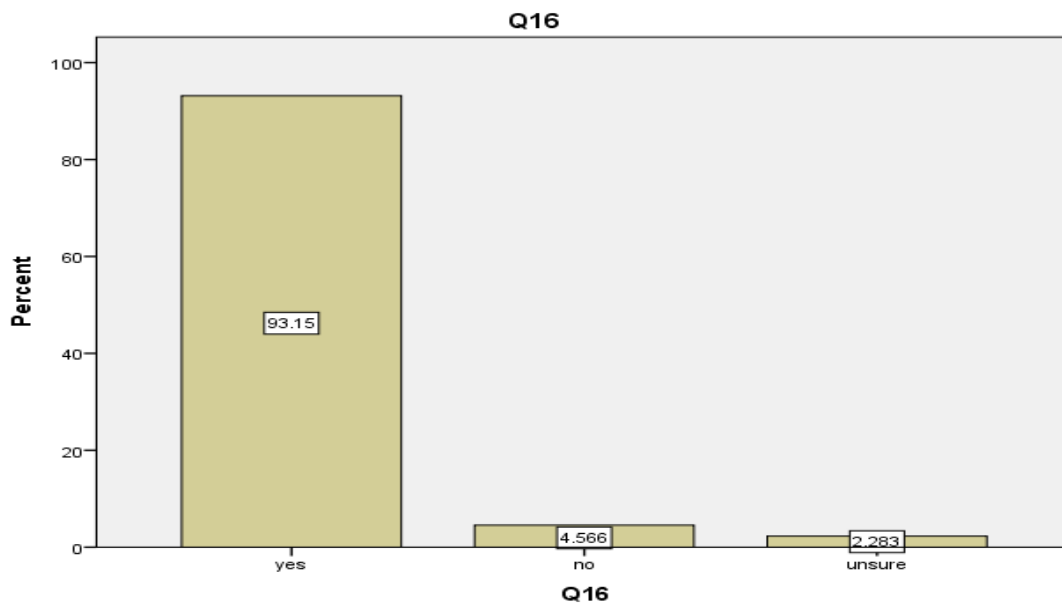


Figure 4.9: Use of strategic skills development plan to eliminate shortage of skilled black employees

The results from Figure 4.9 indicates that most respondents (93%) stated they believe that a robust and properly aligned training and development plan can eliminate the shortage of black skilled employees at DUT. This indicate that there is misalignment in training provided by the University. Training and development must respond to training needs to ensure that it eradicate the skills shortage of black employees. According to Bashir and Jehanzeb (2013), training leads to important benefits for individuals and organisations such as creating a pool of skilled employees that are ready to take on promotional opportunities in future.

4.5.3.4. Availability of retention strategy

This question was to establish if employees are aware of the DUT retention strategy. The results are illustrated in Figure 4.10.

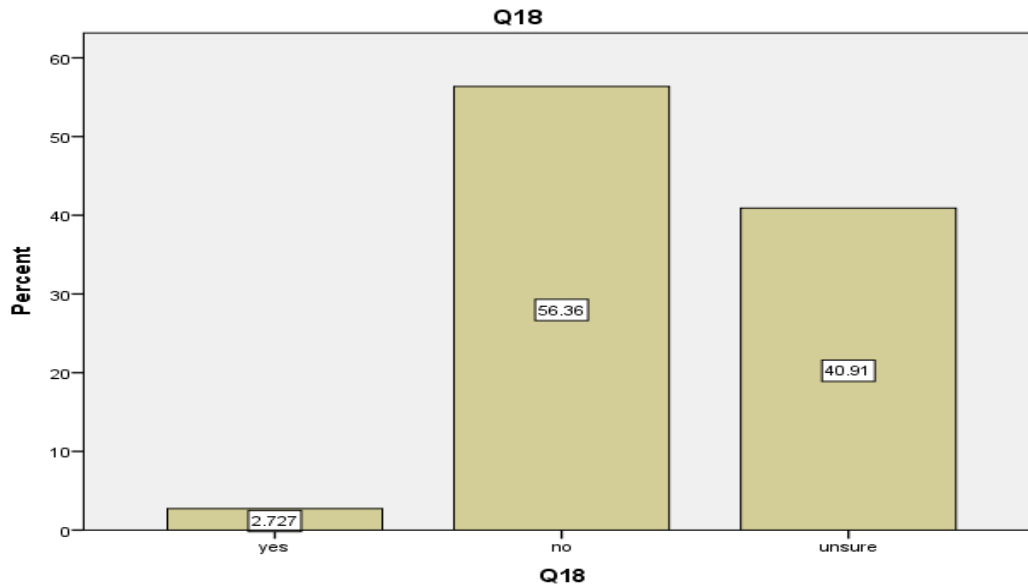


Figure 4.10: Availability of retention strategy

It is shown in Figure 4.10 that most respondents (56%) are not aware of the existence of DUT retention strategy. Some respondents (41%) are unsure of the availability of a retention strategy at DUT. This means that if DUT has a retention strategy a very small proportion of respondents are aware of such strategy. This finding is confirmed by this study as the researcher could not find any documents within DUT that present the retention strategy. Theron et al. (2014) stated that employees retention and the organisations ability to attract new talented employees is a competitive advantage for the organisation. Training and development is one of the significant factors for the development employees' careers and also a retention tool for the organisation (Aruna & Anitha, 2015).

4.5.3.5. Presence of promotion, succession and career pathing plan

This question was to establish if respondents were aware of the existence of a promotion, succession and career pathing plan for DUT. Figure 4.11 illustrates these findings.

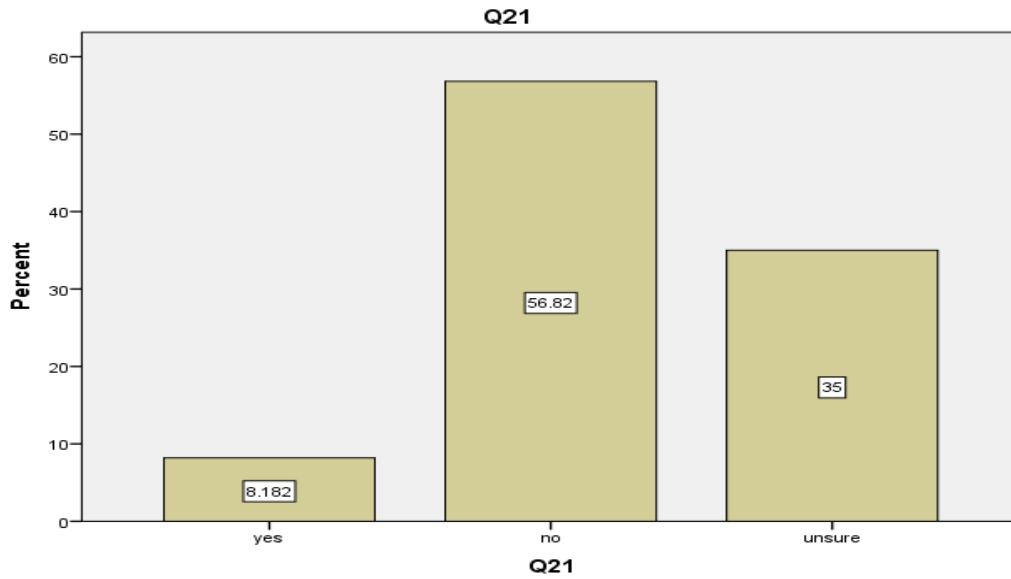


Figure 4.11: Presence of promotion, succession and career pathing plan at DUT

It is evident from Figure 4.11 that most respondents (57%) stated they are not aware of the existence of a promotion, succession and career pathing plan at DUT. This means that respondents feel that DUT does not have a plan in place to promote or replace and channel career growth within the organisation. Hejase, Hejase, Mikdashi, and Bazeih (2016) stated that in today's competitive business environment, demand and shortage of highly skilled and talented employees makes finding and retaining talented employees an organizational priority.

4.5.4. Objective 3: To determine the effectiveness of the strategies identified

4.5.4.1. DUT's progress in achieving EE

This question sought to determine the view of respondents in terms of DUT's progress in achieving EE. Figure 4.12 illustrates the results.

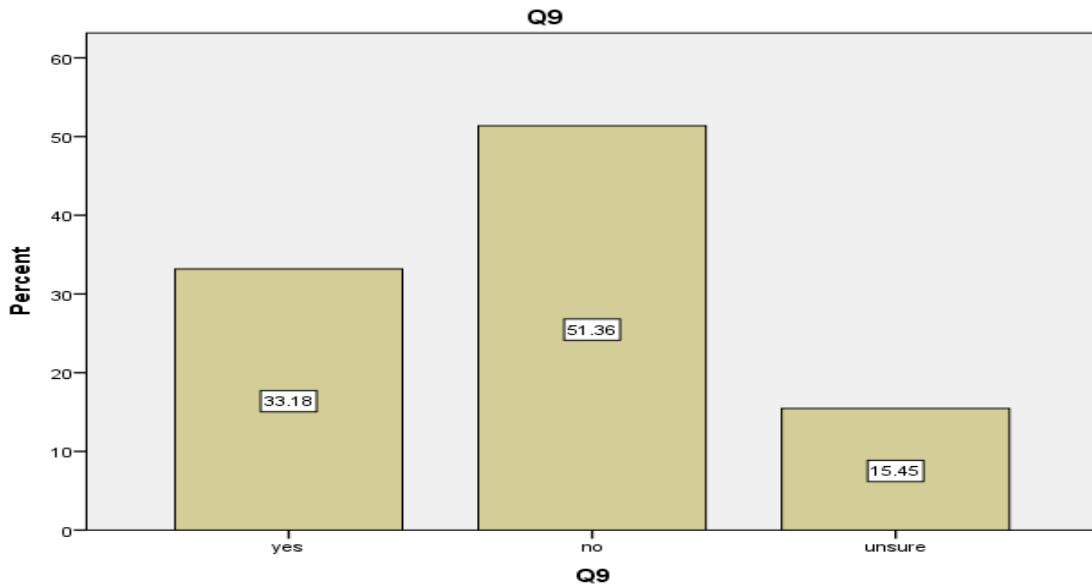


Figure 4.12: DUT's progress in achieving EE

Figure 4.12 indicates that most respondents (51%) believe there is no progress at DUT in achieving EE. This means that respondents feel that DUT is not doing enough to address the imbalances. DUT (2007) admitted there is a slow progress by the institution in implementing EE. DUT (2016a) revealed that there are several barriers that affect employees from designated groups in achieving equal representation.

4.5.4.2. Effectiveness of EE committee and forum to monitor implementation

This question sought to evaluate the effectiveness of the EE committee and forum to monitor EE implementation at DUT. Figure 4.13 illustrates the findings.

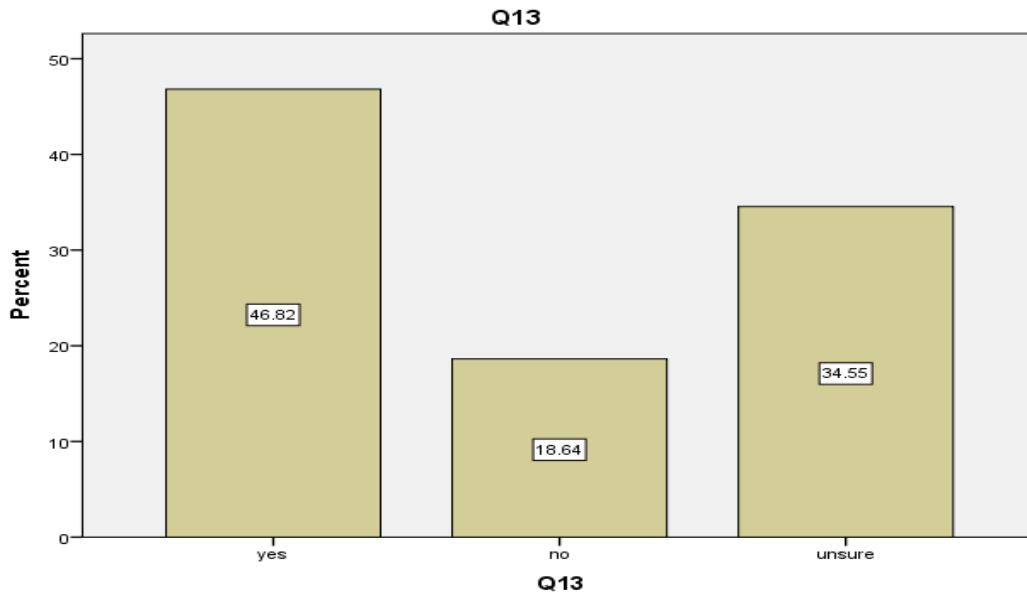


Figure 4.13: Effectiveness of EE committee and forum to monitor implementation

It is evident that the majority of respondents (47%) indicated they feel that having an EE committee and forum can help monitor the implementation and provide necessary support. Some respondents (34%) were unsure if the committee and the forum can assist in monitoring implementation. This means that they believe that DUT should use the EE committee and forum as one of the drivers of EE implementation. DUT (2016b) gives guidelines on the involvement of the forum in delivering EE through recruitment, selection and appointment policies and processes that are designed to ensure transformation.

4.5.4.3. Efficiency of the existing training and development plan at DUT

This question sought to evaluate respondents' view on the efficiency of the existing training and development plan provided by DUT. Figure 4.14 illustrates the findings.

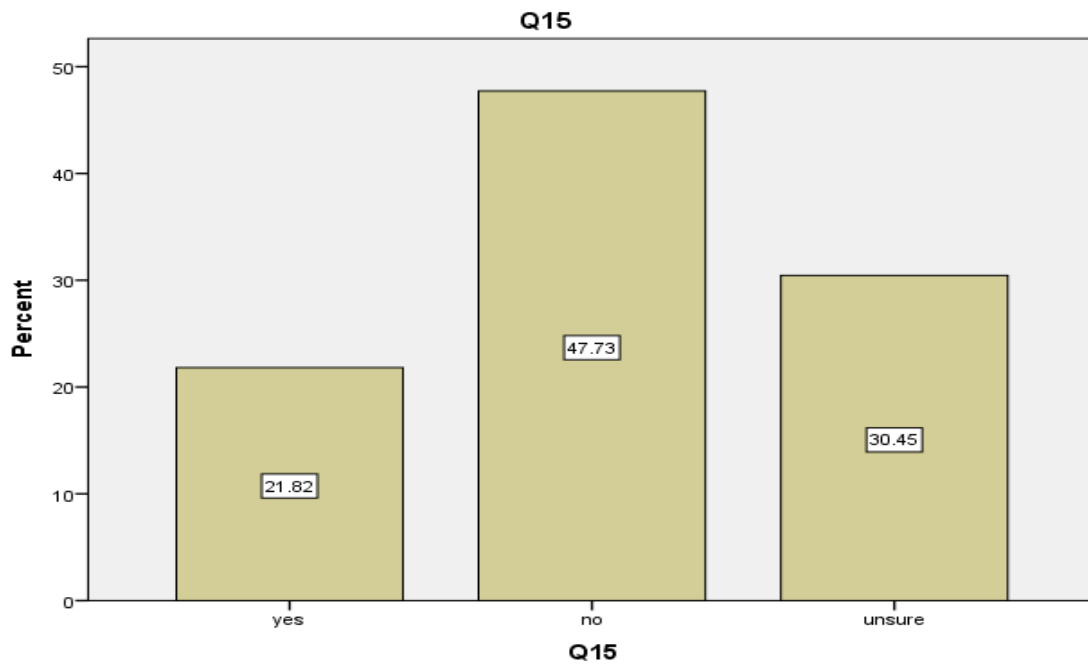


Figure 4.14: Efficiency of the existing training and development plan at DUT

It is illustrated in Figure 4.14 that most respondents (48%) stated they do not believe that DUT's training and development is efficient enough to deal with the skill shortage of black employees. Some respondents (30%) were unsure of the efficiency of the training and development plan provided by DUT in addressing the skill shortage of black staff. This means that DUT should make an effort to align the existing training and development plan to the needs of the employees. Bashir and Jehanzeb (2013) agreed that many organisations ignore talented employees for career growth opportunities. It is only through training and development where employees can have a platform to share their ideas with management. The company can identify those employees that have leadership capabilities through these programmes.

4.5.4.4. Effectiveness of a properly crafted and executed retention strategy at DUT

This question sought to get a view from the respondents on the properly crafted and executed use of a retention strategy to help in retaining black talent at DUT. Figure 4.15 illustrates these findings.

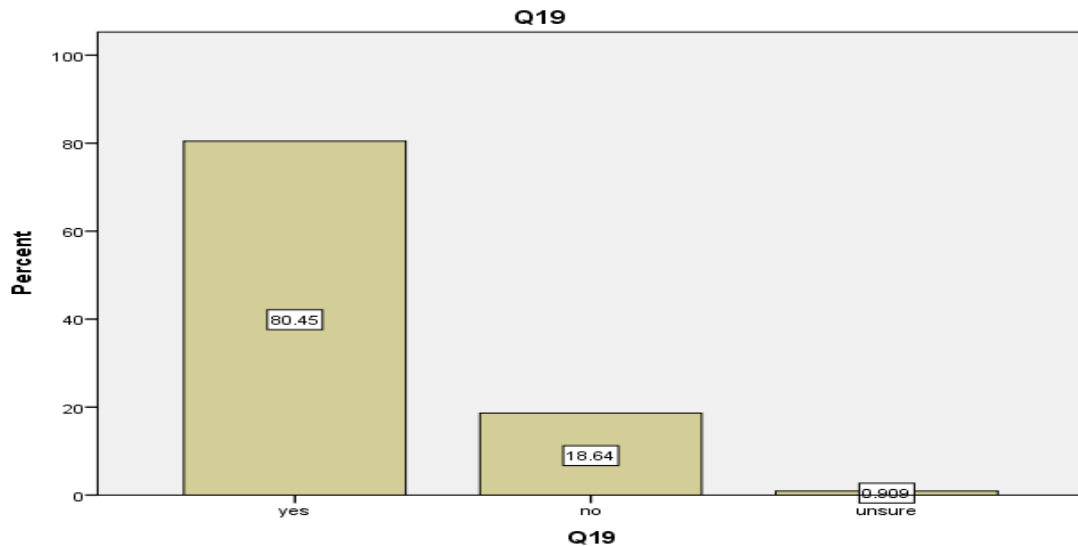


Figure 4.15: Effectiveness of a properly crafted and executed retention strategy at DUT

The results indicate that the majority of respondents (80%) stated they believe that a properly crafted and executed retention strategy can assist in retaining black talent within the institution. This means DUT should consider the use of a retention strategy to help in retaining black skilled employees to improve EE progress. The findings conducted by Deery and Jago (2015) concluded that many employees who quit their jobs to join other companies were motivated by career growth or advancement and some left because they were offered better conditions of employment.

4.5.4.5. Effectiveness of implementation promotion, succession and career pathing plan

This question sought respondents' view on the effectiveness of implementation of a promotion, succession and career pathing plan in dealing with retaining black employees. Figure 4.16 presents these findings.

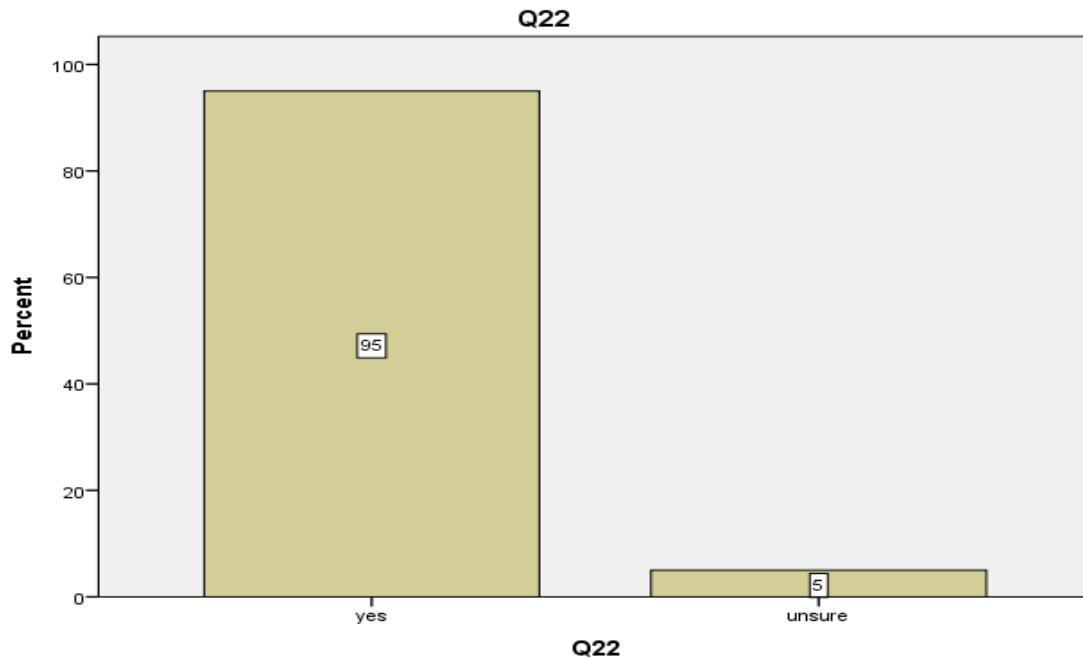


Figure 4.16: Effectiveness of implementation of a promotion, succession, and career pathing plan

Figure 4.16 shows that most respondents (95%) are of the view that implementation of a promotion, succession and career pathing plan would eliminate the problem of scarce skills and improve retention of black employees. This means DUT should consider implementing promotion, succession, and career pathing as a way to bridge EE gaps within the institution. Rothwell, Jackson, Ressler, Jones and Brower (2015) agreed that there is a great need in today’s business environment to integrate succession planning and career planning programmes. This helps ensure the continuity of talent in an organisation and also assists employees to determine their career goals.

4.6. SUMMARY

This chapter provided the results obtained through collection of data by using a questionnaire which was administered to respondents. The results were presented in the form of tables and graphs followed by explanations. Participants in the study identified possible barriers to the EE Act that exist at Durban University of Technology. They also identified possible strategies that can be used to eliminate barriers of EE implementation and the effectiveness of the strategies identified was determined.

Chapter 5 presents a summary of the research objectives, findings and recommendation to Durban University of Technology relating to implementation. Recommendations for further research are also made in this chapter.

CHAPTER 5

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter presented and analysed the results obtained from the survey. This chapter presents a summary of the conclusions based on this study, identified limitations of the study, recommendations for future research based on findings of this study.

5.2. KEY FINDINGS

The analysis of survey data presented in Chapter 4 documented the key findings of the study. Constructed from the key findings, a conclusion and recommendations for each objective set for the study, are drawn and presented below.

5.2.1. To identify the possible barriers to the EE Act that exist at Durban University of Technology

The findings of this research indicate that the majority of respondents (95%) have a knowledge of the availability of the EE policy and are aware of the EE plan. Half of respondents indicated that they feel there is management support in implementation of EE. A high proportion of respondents stated that they feel there is no relationship between the shortage of skilled black employees and EE progress at DUT. Lack of black skilled women in general was identified by respondents as one of the main barriers to EE progression at DUT.

It can be concluded that DUT has measures in place in terms of EE requirements. The respondents agreed that there is availability and accessibility in terms of policies and plans. However, they had different views in terms of the support that is expected from management to support the EE implementation. Shortage of black skilled employees which is the main barrier in implementing EE is not the reason for slow implementation of the EE. Shortage of skilled black women is to be looked into as a main barrier to implementing EE in the institution.

It is recommended that DUT continues to make sure that there is easy accessibility and availability of the policy and plan to all employees. DUT top management need

show their support of the plan and policy by personally getting involved in EE activities like presenting the plan and creating question and answer platforms to engage with the employees. This should be done on an ongoing basis and would show their support for the plan and policy. This would further assist the employees to uninterruptedly understand top management intentions and plans about the EE at DUT. DUT (2007) supported this view that the responsibility of the Vice-Chancellor together with executive management to consult and communicate the EE policy to the University community. Issues such as staffing plans, Employment Equity plans and other programmes meant to fast-track advance and develop the selected historical disadvantaged groups must be communicated to all employees in all sections of the University.

It is also recommended that DUT top management have to put black women retention strategies in place to ensure that they do not lose talent and are able to attract high performing black women. Theron et al. (2014) agreed that retention talented employees is perceived as an important strategic human resources matter. Respondents also identified retention of black women as a critical barrier in successful implementation of EE.

5.2.2. To investigate the possible strategies that can be used to eliminate barriers of EE implementation at Durban University of Technology

The results indicate that the majority of respondents who stated they believe that there is not enough support from management, said they felt that there is a need for stakeholder monitoring of the EE at DUT. The majority of respondents indicated they are aware of the existence of the EE committee and forum and believe that the strategic skills development plan can be used to eliminate shortage of skilled black employees. Most respondents were not aware of the DUT retention strategy, and the existence of a promotion, succession, and career pathing plan.

It can be concluded that DUT should engage relevant EE stakeholders to monitor the progress of the EE and continue supporting the EE committee and forum. DUT must align a skills development plan to the needs of the employees for effective and efficient realisation of EE. The institution needs to improve or develop their retention strategy, and the promotion, succession, and career pathing plan strategy.

It can be recommended that DUT should make use of the available EE committee and forum as one of the platforms to get information from employees. This information should be used to establish relevant strategies which will assist in implementing EE. This information should also be used to proactively address issues which might hinder the progress of the EE within the institution like the use of the retention strategy, and promotion, succession and career pathing plan. Hideg et al. (2013) agreed that EE policies encourage promotion and retention of previously disadvantaged groups, including women. These policies are designed to increase and diversify the pool of high quality candidates.

5.2.3. To determine the effectiveness of the strategies identified

Findings of this study indicate that the majority of the respondents believe that there is no progress at DUT in achieving EE and also feel the EE committee and forum can be used to monitor implementation and provide support. Most respondents stated they do not believe that DUT's training and development is efficient in dealing with skills shortage of black employees. The result also shows that most respondents believe that a properly crafted and executed retention strategy can assist in retaining black talent within the institution. It is also the view of the majority of respondents that the implementation of a promotion, succession and career pathing plan would eliminate the problem of scarce skills and improve retention of black employees.

It can be concluded that DUT needs to put relevant strategies in place to fast-track EE progression by using the EE committee and forum as a support and monitoring structure. Misalignment of the skills development plan provided by DUT does assist employees to progress in their careers. DUT needs to craft and properly execute the strategy that will retain and attract black talent. There is also a need for a mutually beneficial promotion, succession and career pathing plan to retain black employees.

As stated in Section 5.2.2 above, it is recommended that the institution uses the EE committee and forum as a source of information to fast-track EE. The skills development plan must involve both the employees and employer in selecting the best training needs. This will ensure that there is clear career planning and management which will benefit both parties. This will also save the institution from

unnecessary training costs, since training will be based on individual needs. Aligning training needs will also ensure efficient delivery of individual training which result in empowerment and upskilling black employees. This will result in an increased pool of skilled black employees that can used for future succession planning and promotion in the institution. Bashir and Jehanzeb (2013) agreed that training and development programmes assist management in succession planning and employee retention. This creates efficiency and effectiveness in the organisation and generates a pool of employees who are well trained for different roles assist the organisation to bridge gaps in case opportunities become available within the organisation.

5.3. LIMITATION OF THIS STUDY

The limitation and constraints that arose during this study are discussed below.

- Some information could not be obtained due to confidentiality. This information could have assisted in explaining some of the issues that needed clarity.
- The majority of respondents did not want to reveal their identity which was required in the questionnaire. This led to the response rate being lower than expected. Those that responded to the questionnaire did not reveal their identity.
- There was no response from top management, thus the study does not have views of top management.
- A paper-based survey which had to be manually distributed to respondents was another barrier to the response rate. Due to the high number of questionnaires that had to be distributed, some were put into pigeonholes and some given to secretaries or administrators.
- The timing of distribution of the study questionnaire to the respondents was not ideal. Questionnaires were distributed at the end of the year when some of the employees were already to go on leave.
- At the time of distribution of questionnaires, the University was going through radical restructuring which could have led to some responding with emotions and some not willing to participate.

- Disabled employees' response rate was poor.

5.4. FUTURE RESEARCH RECOMMENDATIONS

The study was unable to examine a number of focus areas and as a result there various topics that could be used for future research. These include studies to focus on the following:

- Senior management as the main drivers of EE policy.
- Designated groups of employees.
- Other stakeholders like unions and students.
- EE committee and forum functions to ensure proper implementation of EE, as well as on other DUT campuses which were excluded in the current study.

5.5. SUMMARY

The purpose of the study was to identify effective strategies that can be used to eliminate the barriers of efficient implementation of the EE Act at DUT. Results of the study identified those strategies that can be used to eliminate barriers. This objective was successfully fulfilled. The results of the study also revealed that DUT has most strategies in place but some are not properly implemented to eliminate EE barriers. Lack of black skilled women in general was identified as the main barrier to EE progression at DUT. Engagement of relevant EE stakeholders like the EE committee and forum to monitor the progress of the EE was identified as the most effective strategy. The study recommends that retention, succession planning and career pathing strategies be crafted and properly executed to further fast-track efficient implementation of EE at DUT.

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**APPENDIX 1:
INTRODUCTORY AND CONSENT LETTER**

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Master's in business administration (MBA)

Researcher: Madletshonke Alex Mdletshe (0834441023)

Supervisor: Mr Christopher Chikandiwa (031 2608882)

Dear Respondent

I, **Madletshonke Alex Mdletshe** a Master's in business administration (MBA) student at University of KwaZulu Natal, Graduate School of Business and Leadership hereby invite you to participate in a research project entitled: "Mapping strategies to overcome barriers of employment equity at Durban University of Technology"

The aim of the study is to identify strategies that can be used to overcome or eliminate barriers of employment equity at Durban University of Technology. This study will also evaluate the effectiveness of the identified barriers. The results of the survey will contribute to increasing knowledge that will assist managers and organisations to master the implementation of employment equity. Your participation in the study is voluntary and you may refuse to participate or withdraw at any time from the project with no consequence.

There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained. If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. The questionnaire will require a maximum of 15 minutes to complete. Please take the time to complete the questionnaire.

Sincerely

M.A. Mdletshe

Signature _____ Date _____

UNIVERSITY OF KWAZULU-NATAL

Graduate School of Business and Leadership

Master in Business Administration (MBA)

Researcher: Madletshonke Alex Mdletshe (0834441023)

Supervisor: Mr Christopher Chikadiwa (031 2608882)

CONSENT

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 2: QUESTIONNAIRE

Questionnaire

By responding to this study you are contributing to finding the best strategies the University and other organisations can use for an efficient implementation of Employment equity act.

Please tick the appropriate box

1. Gender

Male

Female

2. Race

African

Coloured

Indian

White

Other

3. Age

20-29

30-39

40-49

50-59

60 and more

4. Disability

Yes

No

5. Level of education

Matric/Grade 12 or Less

Diploma

Degree

Masters

PhD

6. Level of occupation

Lower level staff

Supervisor level staff

Mid Management staff

Top Management staff

Please give answer to the following questions by ticking the appropriate box

7. Does your company have employment equity policy in place?

Yes	No	Unsure
-----	----	--------

8. Does your company have an employment equity plan?

Yes	No	Unsure
-----	----	--------

9. Do you think there is adequate progress in achieving employment equity?

Yes	No	Unsure
-----	----	--------

10. In your view do you think the implementation has enough support from management?

Yes	No	Unsure
-----	----	--------

11. If No to the above question, are you of the belief that efficient monitoring strategy by all stakeholders including government can eliminate this barrier?

Yes	No	Unsure
-----	----	--------

12. Does your institution have employment equity committee and forum?

Yes	No	Unsure
-----	----	--------

13. Do you think having the equity committee or forum can help monitor the implementation and provide necessary support?

Yes	No	Unsure
-----	----	--------

14. In your view, is the shortage of skilled black staff a contributing barrier to achieving a successful implementation?

Yes	No	Unsure
-----	----	--------

15. Does your institution have an efficient training and development plan aiming at eliminate skill shortage of black employees?

Yes	No	Unsure
-----	----	--------

16. Do you think a robust and properly aligned training and development plan can eliminate shortage of skilled black employees?

Yes	No	Unsure
-----	----	--------

17. In your view, is the demand for black skilled employees and managers especially women affect the progress of equity in the organisation as more on employment equity?

Yes	No	Unsure
-----	----	--------

18. Does the institution have a retention strategy in place?

Yes	No	Unsure
-----	----	--------

19. In your view do you think a properly crafted and executed retention plan will be able to help retain black talent within the institution?

Yes	No	Unsure
-----	----	--------

20. In your view do you think lack of career growth within the institution is a contributing factor to lack of retention of skilled black employees including women?

Yes	No	Unsure
-----	----	--------

21. Does the institution have a promotion, succession and career pathing plan in place?

Yes	No	Unsure
-----	----	--------

22. Do you think implementation of promotion, succession and career pathing plan would eliminate the problem of scarce skills and improve retention of black employees?

Yes	No	Unsure
-----	----	--------

Thank you for taking time to participating on this research. A copy of the dissertation will be made available to you on request.

APPENDIX 3: GATEKEEPERS LETTERS



Directorate for Research and Postgraduate Support
Durban University of Technology
Tomaso Annasa, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7
Fax: 031-3732948
E-mail: moyo@dut.ac.za

7th November 2018

Mr Madletshonke Alex Mdletshe
c/o Graduate School of Business and Leadership
College of Management Sciences
University of Kwa-Zulu Natal

Dear Mr Mdletshe

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted provisional permission for you to conduct your research "Mapping Strategies to Overcome Barriers of Employment Equity" at the Durban University of Technology.

Kindly note, that the committee requires you to provide proof of full ethical clearance prior to you commencing with your research at the DUT.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards,
Yours sincerely

A handwritten signature in black ink, which has been partially obscured by a black redaction mark.

PROF. S. MOYO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT

APPENDIX 4: CERTIFICATE OF PROOF OF EDITING

PROOF OF EDITING CERTIFICATE

TO WHOM IT MAY CONCERN

Language editing

I, Jeanne Enslin, acknowledge that I did the language editing of Madletshonke Alex Mdlletsho's dissertation submitted in partial fulfillment of the requirements for the degree of Master of Business Administration.

The title of the dissertation is:

Mapping strategies to overcome employment equity barriers at Durban University of Technology.

If any significant text changes are made to the electronic document that I sent to Madletshonke Alex Mdlletsho on 25 February 2018, I cannot be held responsible for any errors that are made. The quality of the final document, in terms of language, formatting and references, remains the student's responsibility.

Detailed feedback of all the language editing done has been provided to Madletshonke in writing and is evident in the dissertation in track changes with comments.



Jeanne Enslin
Language editor
082-6961224.

Technical editing

I, Ronel Gallie, acknowledge that I did all aspects of the technical formatting, checking of reference list and cross-referencing of Madletshonke Alex Mdlletsho's dissertation submitted in partial fulfillment of the requirements for the degree of Master of Business Administration. Detailed feedback about the work done has been provided to Madletshonke.



Ronel Gallie
Technical editor
084 7780 292

JH Enslin BA (US); STD (US); Hon: Translation Studies (UNISA)

APPENDIX 5: ETHICAL CLEARANCE



05 December 2016

Mr Madatchombe Alex Moleleke (214571420)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Moleleke,

Protocol reference number: HSS/LR78/016M
Project title: Mapping strategies to overcome employment equity barriers at Durban University of Technology (DUT)

Full Approval – Expedited Application

In response to your application received on 11 November 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have 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 3 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Resertification 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 Shrusika Singh (Chair)

/ms

Cc Supervisor: Mr Christopher Chikandira
Cc Academic Leader Research: Dr Muhammad Haque
Cc School Administrator: Ms Zarina Bullyra

Humanities & Social Sciences Research Ethics Committee
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