



MANAGING DIVERSITY IN THE NORTH WEST

DEPARTMENT OF HEALTH

D M Tshobotlwane

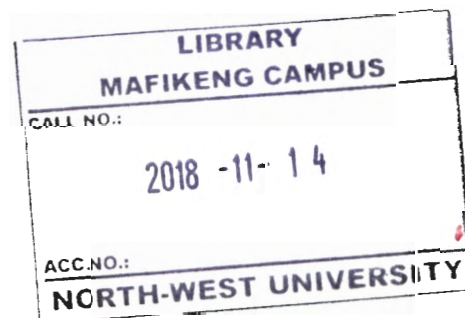
 **orcid.org/0000-0003-3287-7571**

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Supervisor: Professor David Mello

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Student number: 23144270



DECLARATION

I, David Modisaotsile Tshobotlwane, hereby declare that this dissertation is the result of my investigation and research and that this has not been submitted in part or full for any degree at any other University.

D.M Tshobotlwane

Date

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The completion of this research project would not have been possible if it were not for the support and assistance some individuals. I would like to dedicate this research project to all of you. I would like to thank the heavenly Father for his love, grace and strength. He makes all things possible. Gratitude goes to my supervisor, Professor David Mello who allowed me his time and knowledge to research this topic.

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ABSTRACT

The study established the extent to which diversity is being effectively managed in the North West Department of Health. The study will assist in identifying and discussing the main factors contributing to employment equity, and managing diversity in the North West Department of Health. The study will further assist the North West Department of Health to evaluate the extent to which its workforce is diverse. The population of this study comprised of approximately 495 employees at the Head office. A structured questionnaire was used to collect the data. The researcher chose a stratified random sampling because of its relevance to the study. A total of 100 respondents were sampled from the North West Department of Health employees. This was twenty percent of the 495 employees forming the population of the head office staff.

The results revealed that the North West Department of Health ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of gender. The staff were comfortable working with diverse race groups, and that they have benefitted from diversity management. Management of the North West Department of Health is appropriately intervening to deal with challenges pertaining to diversity management. The North West Department of Health ensures that minorities (people with disability including women) are included in applicant pools and consults with employees on government policies relating to diversity management and its application. The North West Department of Health adopted policies and practices that protect the rights and dignity of all persons and which provide equal access to resources. The staff at the North West Department of Health are not confusing diversity for promotion opportunities, they believe there is a clear distinction between the two. The staff is not disturbed by working in a department with predominantly Setswana speaking employees.

The study recommends that the North West Department of Health must ensure that consistent training of employees on diversity management and all the processes involved in its application are adhered to. Workshops, awareness campaigns, training and continuous education should be encouraged within the department of Health to emphasize the development and growth of employees on the subject matter. The North West Department of Health employees further recommend that the department must ensure relevant policies and legislations are implemented consistently and monitored throughout by relevant officials

designated. The accounting officer must direct the Department Management Committee to have diversity as a standing agenda item in their monthly management meetings to report on progress made at different intervals.

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ACRONYMS

AA	Affirmative Action
BBBEE	Broad Black-Based Employment Equity
EAP	Economically Active Population
EEA	Employment Equity Act
EEO	Equal Employment Opportunity
IDP	Integrated Development Plans
SDG	Sustainable Development Goals
NWDoH	North West Department of Health
SAQAA	South African Qualifications Authority Act
SAHR	South African Health Review
SDA	Skills Development Act

CHAPTER ONE

INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

In this study the focus was to establish the extent to which diversity is being effectively managed in the North West Department of Health (NWDoH). The chapter presents the following areas for discussion: background of the study, the problem statement, objectives of the study, research questions, significance of the study, preliminary literature, and the brief methodology of the study.

1.2 BACKGROUND

After the 1994 national elections in South Africa, a democratic era was ushered in to replace the apartheid regime. The country faced a mammoth task that had both to be proactive and reactive restorative process in alignment with the precincts of a democratic constitution. The workforce of the country that had been racially demarcated for decades, for one, had to be diversified and made representative of the new era. As emphasised by Wissink, Schwella and Fox (2004:325), “South Africa, has undergone economic, political and social changes after 1994. This increased diversity in national populations and in the workforce employed to deliver service to these populations had to rise to inherent challenges and fears of change even when the said change is for the betterment of all”. Current managers are evidenced to be challenged by this diversity. This is because diversity can be double-edged: it can have either positive or negative effects for the person working and the company depending on the manner it is managed. It is therefore crucial that diversity of work force be managed in both public and private institutions. In order to promote diversity, Miller (2005:75) recognises that the Republic of South Africa had to introduce pieces of legislation to scaffold the public service and ensure equity as has been in the past.

The legislative imperatives call for the public service to prioritise diversity management. In order for diversity in the workplace to succeed, managers need to be equipped with the right skills. Despite the legislation, some government departments have not succeeded in implementing all the guidelines and the laws to promote diversity. This can be said to be true for the Department of Health in the North West Province in a number of ways. There is therefore a need to study how the Department of Health in the North West Province manages

diversity and interrogate this phenomenon in situ for future best practices that can also be replicated in other similar settings in the country.

The Republic of South Africa after 1994 promulgated laws which were intended to increase employee diversity in terms of gender and race in both the public and the private spheres. The promulgation of these laws was aimed at counteracting the effects of apartheid laws, which were discriminatory and did not encourage diversity in the workplace (South African Health Review, 2012:7). Specific legislation apart from the Constitution of the Republic of South Africa, 1996, include the Employment Equity Act (EEA) No. 55 of 1998, the Skills Development Act No. 97 of 1998, and the Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000 (Thomas, 2003:246). As Cilliers (2007:38) states, “the implementation of these labour laws was aimed at promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination, implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, and ensuring their equitable representation in all occupational categories and levels in the work force.” The implementation of these laws therefore meant that the workforce in South Africa would diversify.

The word ‘diversity’ can be defined, among others, “as a number of individual differences that make people different from and similar to each other” (Kreitner & Kinicki, 2007:47). In the workplace diversity refers to “the characteristics which make people different from one another ranging from their physical appearance to domains which affect the running of a department such as technical orientation, management style or educational level” (Knudson, 2008:49). Kreitner (2001:37) states that diversity “represents the multitude of individual differences and similarities that exist among people.” Kreitner’s definition emphasises three important issues about managing diversity:

- “Diversity applies to all employees and does not only encompass certain arbitrary differences but the entire spectrum of individual differences that make people unique. Therefore, diversity cannot be viewed as only racial or religious differentiation, but as all differences combined.
- The concept of diversity describes differences among people as well as similarities. The discipline of managing diversity requires that these two facets are managed simultaneously.

- Managers are expected to integrate the collective mixture of similarities and differences between workers into the organisation.”

As such, diversity can be described as manifesting through four layers (Kreitner, 2001:38):

- “Personality: This describes the stable set of characteristics that establishes a person’s identity.
- Internal dimensions: These are characteristics that strongly influence people’s attitudes, perceptions and expectations of others. These include factors such as age, race, gender, sexual orientation, ethnicity and physical ability.
- External dimensions: These dimensions are personal traits that we can assert a certain amount of control or influence over. They are factors such as income, personal and recreational habits, religion, education, work experience, appearance, marital status, and geographic location.
- Organisational dimensions: These dimensions pertain to the organisation itself and include factors such as work field, division or unit, seniority, union affiliation, management status and functional level.”

From the above definitions and parameters, it becomes clear that diversity is inclusive of both personality, gender, skills and any other aspect that affects performance in a group of people. For the purposes of this investigation, the management of diversity will be defined as “the understanding of the diverse nature of the manpower and he focus on the skills, policies and competence needed to optimise individuals’ contributions to the organisation” (Uys, 2003:33). Diversity management, therefore, in this study explores current disparities in respect of race and gender in the NWDoH. Despite that the majority of employees in the NWDoH are female, the management structure does not reflect this as it is made largely of males.

The following table, to start with, indicates the management workforce of the NWDoH in terms of gender and race representation

Table 1.1 Management workforce of the NWDoH

Row Labels	AFRICAN	COLOURED	INDIAN	WHITE	Grand Total
LOWER MANAGEMENT	148	1		1	150
FEMALE	86	1			87
MALE	62			1	63
MIDDLE MANAGEMENT	81	1	2	4	88
FEMALE	45	1	1		47
MALE	36		1	4	41
SENIOR MANAGEMENT	28	1		5	34
FEMALE	9				9
MALE	19	1		5	25
Grand Total	257	3	2	10	272

Source: North West Department of Health (2014:15)

Table 1.1 shows the number of managers at different levels in terms of both gender and race in the NWDoH. This has resulted to the Department comprising a workforce that reflects an over representation of one race and skewed male over representation in the senior management level despite females being more in the lower and middle management levels. As table 1.1 indicates, among senior management employees, out of a total of twenty eight (28) only nine (9) are female. In addition, there is no coloured female manager. The table also shows that there is no single Indian senior manager. Lastly, white women are also not represented in the senior management team. The senior management team of the department thus raises questions on diversity in terms of gender representation. It can also be concluded, at a glance, that the EEA has not been fully implemented.

According to the NWDoH Employment Equity plan (2011-2015:3), women of all races are underrepresented at senior management level. The plan also stipulates that the department will commit to allocating sufficient budget and resources for Employment Equity implementation and the Departmental Equity Plan to promote diversity. However, the department has not budgeted for that since the implementation of the plan. On the other hand, the NWDoH Human Resources Plan (2013-15) does not mention the aim of achieving

diversity at senior management level. There was therefore a need to determine why the department is not following, or cannot, on what has been prescribed in the departmental Employment Equity Plan.

Currently, no study has been conducted thus far to investigate how diversity is managed in the Department. In addition, neither has any investigated the implementation of the EEA in the NWDoH. Since the significance of diversity and how it is managed in the workplace is a topical issue and one that needs to be addressed as a matter of urgency, there is a need to investigate the management of diversity through utilising EEA in the NWDoH.

As the workplace becomes diverse, there is a need for proper diversity management, otherwise all good intentions and proclamations would fall flat. As Kreitner and Kinicki (2007:183) state, “people with diverse life experiences interpret diversity differently which thus affect their behaviour and perceptions.” This calls for proper management skills and styles for diversity to be promoted successfully. Effective management of diversity, as Roosevelt (2006:195) mentions, would result in the workplace taking advantage of the talents of the varied manpower, resulting in employees performing effectively and efficiently. On the other hand, improper management of a diverse workforce can be disastrous leading to conflict amongst staff members and working against good performance. In the Republic of South Africa, as Roosevelt (2006:198) states, diversity management has gone through a number of phases which are:

- Valuing diversity – where public organisations were restructured and multiple awareness sessions were held to sensitise people to diversity. It failed because the assumption was that people would automatically value their differences and find ways to work together
- Legislating diversity – promulgation of EEA and affirmative action aimed at forcing organisations to transform and become more diverse. Also failed because compliance does not equate to performance
- Managing diversity – in which diversity becomes a management competency and all public managers are held accountable through their performance management to ensure diversity and performance.

The focus of this study is on managing diversity in the workplace as legislated. With the EEA, 1998, employers are compelled by legal prescripts to satisfy the diversity regulations or face the penalties relevant. As Gildenhuis (2008:60) states, the workplace is a platform seen by many South Africans as one point of reference for diversity management. The workplace, therefore, is one environment intended by the promulgation of the EEA to promote diversity. Although EEA is not the only manner in which diversity can be managed, the study argues that it is through the proper implementation of the EEA that diversity can be best managed in the place of work. Kamoche, Debrah, Horwitz and Muuka (2004:11) also concur that the EEA can be successfully implemented if recruitment and selection are used as tools for its advancement.

According to Jackson, Joshi and Erhard (2003:803), efforts to deal with diversity related issues have been termed diversity management. Diversity management focuses on the interactions between managers and the employees they supervise. This would result in improved human relations which would culminate in an increased understanding and acceptance of those who are seen as different.

The Constitution of South Africa as amended up to 2009 provides the basis for the law and government of the Republic of South Africa and encourages diversity in the workplace through the enactment of various laws. Chapter two of this constitution is the Bill of rights alludes to diversity. The constitution, as Nel, Kirsten, Swanepoel, Erasmus and Poisat (2008:156) state, encourages the government to abide by the achievement of equity in Chapter 2 Section 1(a). In order to see the realisation of equality, legislative and other measures are designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination. The Constitution acknowledges the mistakes and reality of the past, and then focuses on developing a free and integrated society build on the new dispensation principles of democracy and all values related. Chapter 2 of the Constitution is the Bill of Rights with its intention being to build a society on the fundamental principles of equality, dignity and freedom. The Constitution enacted the Employment Equity Act (Act 75 of 1997), the Promotion of Equity and Prevention of Unfair Discrimination Act (Act 4 of 2000) and the Skills Development Act (Act. 97 of 1998) to deal with matters of equality. The White Paper on Human Resource Management in the Public Service (1997:27) also provides a clear illustration on how diversity in the workplace should be achieved.

The introduction of the Employment Equity Act No. 55 of 1998 is one way in which the South African government deals with workplace tension caused by racial and gender inequalities in order to promote and manage diversity. The EEA, 1998, was promulgated to address the inequalities that existed in the workplace. Twenty one years later, the NWDoH still needs to reach the target of its Employment Equity Plan to address the injustices of the past, specifically focusing on representation of women in management positions. Bendix (2001:419) argues that because of the history of discrimination in South Africa, the majority of its employees, especially black women, are still not regarded as equals in the workplace nor granted equal opportunity to employment. In addition, she argues that the attempts to address the discrimination on workplace through EEA are still not yet realised in South Africa. The EEA, 1998, was passed to address this discriminative legacy through the following two main objectives: (1) to ensure that workplaces are free of discrimination; and (2) to ensure that employers take active steps to promote employment equity. This study argues that the proper implementation of EEA will improve diversity even in the NWDoH.

The Skills Development Act (SDA) No. 97 of 1998, as amended by the SDA No. 31 of 2003, “aspires to create a base for skills among the South African manpower to enhance the quality of life, productivity, the delivery of social services, and to promote self-employment. The SDA, 1998 aspires to deal with the past underprivileged quality of education and the lack of investment.” The Act targets the upliftment of employment prospects for previously disadvantaged individuals through education and training, which it is anticipated will lead to diversity in the workplace (Van Dyk, Nel, Van Zyl Loedolff & Haasbroek, 2001:15).

The Promotion of Equity and Prevention of Unfair Discrimination Act 4 of 2000 was promulgated in terms of Section 9 of the Constitution of Republic of South Africa, 1996, which “allows for the implementation of national legislation to prevent or prohibit unfair discrimination and to promote equality. Its main purpose is to prevent and prohibit unfair discrimination or harassment, to promote equality and eliminate unfair discrimination, and to prevent and prohibit hate speech and other discriminating related matters.” Through this Act, inequalities in the workforce will be addressed and eradicated to create diverse workforce with equal opportunities.

The main purpose of the discussed legislative framework was to do away with all segregatory elements of the past and bring about equal access to jobs and fiscal opportunities for all (Nel

et al. 2008:156). Presently, there is still uneasiness that progress is still very slow towards achieving equity in the workplace. This study sought to explore how diversity is managed in the NWDoH. This is necessary as Bendix (2001:419) and Bezuidenhout, Bischoff, Buhlungu and Lewins (2008:35) argue that the attempts to address the discrimination and lack of diversity in the workplace through EEA are still not yet realised in South Africa.

Legislation may be the initiator of such programmes, but it is up to leadership to decide how policies can be formed to achieve organisational goals. Therefore, even with good legislation aimed at advancing diversity, without adequate leadership to implement it, the intended outcome may not be achieved. According to Hubbard (2004:147), from the workplace viewpoint, it is seen that leadership in diversity assist with the provision of strategic leadership direction or vision. The implementation of strategies to enhance diversity needs to originate from strong leadership in order to overcome potential resistance to such changes. A strong leadership will lead to appropriate planning, organising, leading and controlling of the process of advancing diversity. Hills (2005:444) believes that a centralised decision making model is well suited for this purpose as all changes can be coordinated and enforced if need be. One of the strategic leader's main responsibilities is to create an environment and organisational culture that enables the organisation to deal with the issue of diversity (Van der Colff, 2003:113). Therefore, leadership has to convert an organisational culture that was exclusive to being more inclusive and tolerant of diverse characteristics

1.3 PROBLEM STATEMENT

As it was alluded to in the background of the study, the majority of staff members in the NWDoH are female. However as Table 1.1 indicates, females are not in the majority in the senior management team. After the workforce was diversified following the abolishment of official segregation policies, diversity management has become imperative in South Africa. This strained diversity of the workforce through the various Acts sometimes creates conflict and uncertainty in the workplace as leadership is not always skilled in the discipline of diversity management and its principles (Kinyanjui, 2013:20). The problem may arise subsequent to a number of reasons which include the facts that there may be inadequate leadership skills to lead and drive the implementation of the Acts aimed at enhancing diversity in the workplace. In addition, managers may not know how to effectively practice diversity management because of lack of leadership resulting in poor planning, organising, leading and control of the process. The importance of diversity management skills in the

public sector is to assist managers to effectively manage the diverse workforce which resulted from enacting various laws.

1.4 RESEARCH AIM AND OBJECTIVES

The research aim of this study was to establish the extent to which diversity is being effectively managed in the NWDoH. To achieve this objective, the sub-objectives of the study include:

- To illustrate the perception of the NWDoH employees on diversity management with specific emphasis on gender and race;
- To determine the role of the NWDoH leadership in promoting diversity management;
- To assess the awareness of the NWDoH employees with regards to the Legislative framework on diversity management;
- To determine the challenges faced by the NWDoH in managing diversity; and
- To make recommendations to the NWDoH on how to better manage diversity in the department.

1.5 RESEARCH QUESTIONS

In order to achieve the purpose of the study, the main question to be answered was: To what the extent diversity is being effectively managed in the NWDoH?

- What is the perception of the NWDoH employees on diversity management with specific reference to gender and race diversity?
- What is the role of the NWDoH leadership in promoting diversity management?
- What is the level of awareness of the NWDoH employees with regards to the Legislative framework on diversity management?
- What are challenges faced by the NWDoH in managing diversity?
- What recommendations can be made to the NWDoH on how to better manage diversity?

1.6 RESEARCH METHODOLOGY

The following are the research methodologies to be discussed under the study.

1.6.1 RESEARCH APPROACH

The section discusses the research process the study wishes to employ. According to Mouton (2001:56), the methodology is based on the kind of tools and procedures used to gather information relevant to the study. Mouton (2001:121) further adds that a research methodology focuses on the individual steps in the research process and the most objective procedures to be employed. The processes and procedures included specific tasks such as data collection, sampling strategy, and data analysis. Within the context of this study, research methodology is the scientific process to obtain knowledge on the phenomenon under investigation and evaluating the appropriateness of research design to be utilised in addressing the problem statement (Mouton (2001:56).

Research methodology is a systematic investigation to answer phenomenon, problems statement, interpreting data sources and making scientific conclusions that will support or disprove the purpose of a study undertaken (Schurink, 2010:491). Therefore, research methodology refers to procedures or a step-by-step process that is followed when conducting research. This study utilised the qualitative research methodology. McNabb (2004:314) defines qualitative research as a collection of words, symbols, pictures or other non-numerical records that are collected for the purpose of answering a research question. Bryman (2004:266) refers to qualitative research as a strategy that usually emphasises words rather than quantification in the collection and analysis of data. Quantitative research is defined by Burns and Grove (2005:23) as “a formal, objective, systematic process in which numerical data are used to obtain information about the world.”

Mouton (2001:56) states that the qualitative research approach has both advantages and disadvantages. Some of the advantages of qualitative research are that data is based on the participants’ own categories of meaning; it is useful for studying a limited number of cases in depth; useful for describing complex phenomena; provides understanding and description of people’s personal experiences of phenomena; can describe in rich detail phenomena as they are situated and embedded in local contexts; and the researcher almost always identifies contextual and setting factors as they relate to the phenomenon of interest. The disadvantages of qualitative research that the knowledge produced might not generalize to other people or other settings (i.e., findings might be unique to the relatively few people included in the research study); it is difficult to make quantitative predictions; it is more difficult to test hypotheses and theories with large participant pools; it might have lower credibility with

some administrators and commissioners of programs; it generally takes more time to collect the data when compared to quantitative research; and data analysis is often time consuming; and the results are more easily influenced by the researcher's personal biases and idiosyncrasies. This study adopted the quantitative research method because of the stated advantages.

1.6.2 RESEARCH DESIGN

In describing research design, Leedy and Ormrod (2010:133) state that it is mainly a plan of gathering data to address issues raised by the study. The research design involves the visualisation of the data and the problems associated with the employment of those data in the entire project. Research design is a plan of action for the construction and monitoring the whole research process. The study utilised interview, questionnaire and document analysis for data collection.

1.6.3 INTERVIEWS

The interview is a planned conversation to collect data. This research used face-to-face interviews. Babbie and Mouton (2010:249) indicated that personal interviews are the most preferred method of collecting survey data even at national level in South Africa. This research also used semi-structured interview. Britten (1995:251) views a semi-structured interview as the one conducted on the basis of a loose structure consisting of open ended questions that define the area to be explored. With this type of interview, the researcher or interviewee might diverge in order to pursue an idea in more detail. According to Annette *et al.* (2006), face-to-face respondents are less likely to be engaged in other activities while answering survey questions. It is also typically carried out at a slower pace. Hiller and DiLuzio (2004) cited in Knox and Burkard (2009:4) asserted that face-to-face interviews, allow the observation not only of verbal but also nonverbal data.

Annette *et al.* (2006) pointed the advantages of trust built up in the face-to-face interview outweigh any disadvantages due to the lack of anonymity. Annette *et al.* (2006) argued that face-to-face surveys offer advantages in terms of data quality while the disadvantages are toward time consuming and budget constraint. Furthermore, face-to-face interviews are credited with obtaining better quality data. The researcher used semi-structured interviews. According to Margaret and Bradley (2009:58), semi structured interviewing allows a respondent the time and scope to talk about their opinions on a particular subject and the

focus of the interview is decided by the researcher and there may be areas the researcher is interested in exploring. For the purposes of this research, the researcher focused on the officials, government departments and academics experts in the field, as key informants to the research questions. The end result of this process is to obtain the accurate information in terms of opinions, views and comments from the interviewees and all other aspects related to the study that will be thrown up as the study progresses.

1.6.4 QUESTIONNAIRES

Questionnaires are utilized in many research designs in social research. As Leedy and Ormrod (2010:137) state, a questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire is most frequently a very concise, pre-planned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic. The research information is attained from respondents normally from a related interest area. This view is supported by Bulmer (2004) cited in Bird (2009:1307) asserting that questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation. According to Bajpai (2011), a questionnaire consists of formalized and pre-specified set of questions designed to obtain responses from potential respondents. The study used the questionnaire to collect the data used for the analysis and answering the research questions.

1.6.5 SECONDARY DATA SOURCE

Secondary data is the data that have already been collected by someone else before the current needs of a researcher (Bajpai 2011; Boslaugh, 2007). Bajpai argues that secondary data can be collected easily with time and cost efficiency. It is important to mention this advantage, as it informs the quality of the data. Secondary data is readily available and provides a base from which to tackle the research problem. Its disadvantage is that their selection and quality, and the methods of their collection cannot be controlled by the researcher and that it can sometimes impossible to validate (Bajpai, 2011). The secondary data is framed in literature review based on conceptual and theoretical frameworks which will form the main source of information for this research. The sources include bodies of

published printed sources, published electronic sources, general websites, weblogs, and unpublished records. In addition, documents from the public sector, records from government, and other private consultancies bureau companies also contributed to this section.

1.6.6 POPULATION AND SAMPLING

According to Bless and Higson-Smith (2000:85), a population is “the set of elements that the research focuses on and to which they obtained results should be generalised.” The population for this study comprises of employees in the NWDoH.

In the material provided by Brink (2001:133), a sample is defined as “part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research project. A sample consists of a selected group of the elements or units from a defined population”. Furthermore, Yount (2006:1) mentions that a sample is simply a subset of the population as a result of the inability of the researchers to test all the individuals in a given target population. As it is not always easy to gather data from every possible member in a population, sampling was applied in this study. Stratified random sampling is “obtained by taking samples from each stratum or sub-group of a population. A population is divided into ‘strata’ (groups or categories). Within each stratum, one member is selected. Stratified random sampling method is a preferred sampling strategy that will be used to identify and choose the unit of analysis.”

The sample which responded to the questionnaire included the senior management made up of directors up to the head of department based at head office. The second group is made up of middle management (deputy directors) based at head office. The third group is made up of administration staff (DPSA Level 3 up to level 9) also based at head office. A total of 100 respondents was sampled from the NWDoH head office employees. This is twenty percent of the 495 employees forming the population of the head office staff.

Table 1.2 Sampling from the Head office Staff

Population at Head Office				Sample			
LEVEL	MALE	FEMALE	Grand Total	LEVEL	MALE	FEMALE	Grand Total
LEVEL 1-10	113	268	381	LEVEL 1-10	22	53	75
MMS	38	39	77	MMS	8	8	16
SMS	27	10	37	SMS	6	4	10
Grand Total	178	317	495	Grand Total	36	65	101

1.6.7 DATA ANALYSIS

Primary data collected from the various sources including interviews and questionnaire surveys was analysed. Thematic analysis was the mode applied in identifying analyzing and reporting themes within qualitative data collected on the study area. According to Mohammed Ibrahim (2012), thematic analysis is a type of qualitative analysis. He argues that it is used to analysis classifications and present themes that relate to the data. Also, it is considered the most appropriate for any study that seeks to discover new facets using interpretations. From definition stand point, Braun and Clarke (2006:79) refer thematic analysis to identifying, analyzing and reporting patterns within data. However, thematic analyses go beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas within the data; it organizes and describes data set in rich detail. One of the benefits of thematic analysis is its flexibility, while its limitation is relatively viewed in terms of variability in how the method is applied within the research context (Braun & Clarke, 2006).

1.6.8 VALIDITY, RELIABILITY AND RIGOUR

Validity and uniqueness of qualitative research used in this research are embodied in its procedure. Three steps, namely, observation, interviews and questionnaires were used to provide differences in the case study. The emphasis was on the importance of considering all variables in situ. Interaction between variables is important. Detailed data is gathered through open ended questions that provide direct quotations. In this research, the validity of data was conferred to adequate reflections of the real meaning provided by the respondents. The extent of data collected and analysis in procedural manner revealed the rigorous nature of this research. Therefore, in this research, qualitative method was carefully selected for the

intention to acquire the greatest validity of information as was deemed most appropriate and quantitative data was sourced from the administered questionnaires. Data was collected within certain timeframes, resources and access to information. The collection of qualitative data is reliable as the aim of qualitative method is to derive opinions of experts or participants for deductions on the research objectives.

1.7 LIMITATIONS AND DELIMITATIONS

A limitation associated with qualitative study is related to validity and reliability. Joppe (2000:1) defines reliability as “the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.” Wiersma (2000:211) argues that because qualitative research occurs in the natural setting it is extremely difficult to replicate its studies. The study was confined to employees of the NWDoH. For data collection, senior management, middle management and administration staff were asked to complete the questionnaire. The limitation is that only the sampled administration staff were included in answering the tool. The results of the study apply only to the sampled data.

1.8 SIGNIFICANCE OF THE STUDY

The research will assist to identify and discuss the main factors contributing to employment equity, and managing diversity in the NWDoH. The study will assist the NWDoH to evaluate the extent to which its workforce is diverse. The study will assist the department to identify the challenges it is facing in managing diversity as well as in addressing those challenges. The study will also contribute to the literature on diversity management.

1.9 RESEARCH ETHICS

The study followed the ethical considerations as prescribed by the North-West University. Bless, Higson-Smith and Kagee (2006:146) state that research ethics helps to prevent research abuses and assists investigators in understanding their responsibilities. The permission to conduct the research in the NWDoH was sourced from the Head of Department prior to data collection after the study proposal was approved. Confidentiality and anonymity of participants was ensured by using the data only for this study. The confidentiality of the information obtained from the NWDoH was ensured. The participants were asked for their consent before being involved in the study. All the necessary information pertaining to the

study including the nature, purpose and usefulness, procedures, and confidentiality were related to the participants. All information collected from participants will only be used for the completion of this qualification

1.10 ORGANISATION OF THE STUDY

The study is organised as follows:

Chapter 1 presented introduction and orientation of the study. The chapter introduced the study, followed by the background to the study, research questions and objectives and also presented the problem the study intended to solve.

Chapter 2 presents the literature review. The chapter explores the theory on employment equity, including diversity management, the role of leadership in promoting diversity management.

Chapter 3 presents the research methodology of the study. The chapter discusses the research methodology and design adopted.

Chapter 4 presents the data analysis and interpretation of results.

Chapter 5 presents the discussion of results, conclusion and recommendations. This chapter provides summarised findings of the study. The findings are provided for in line with the study objectives as provided for in chapter 1. Relevant study recommendations and suggestions for further study were also covered.

1.11 CONCLUSION

In this chapter, the study overview was introduced to the reader. The following areas of the study were covered and this includes and not limited to: the problem statement; the background provided for to give guidance to the direction the study intends to follow; the significance of the study; and the research questions and objectives. The following chapter provides the literature as reviewed and other author's perspectives of diversity management and their different experiences is reviewed.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter gave an introduction and overview of the study. The advent of democracy in 1994 in South Africa not only brought South Africa back into the fold of global citizenry and acceptance, but also gave her the impetus to embark on restorative measures that would alleviate the legacy of apartheid regime. Diversity, which in general, can refer to the distribution of personal attributes amongst interdependent members of a work unit was in this country fossilized into race/colour and class as predetermining qualifiers thereof. Many countries in the world have undergone huge economic, political and social changes as when a moment for change has arrived, it will; and South Africa is no exception.

Diverse workforces that were previously classified by race only, did not become the government's problem of having to decree and promulgate new restorative laws to back up the new dispensation, but became managers' nightmare as well who had to ensure their effect on the new ground. The concept and practice of managing diversity not only became a topical issue, but also a very critical one in the baby steps of the rainbow nation. Different strides have been made by different strokes in various fields with varying degrees of challenges and success. This investigation seeks to specifically interrogate this reality in the Health Department and specifically in one of the provinces of South Africa, North West. This chapter commence by defining all related terms and concepts, review all related literature that helps to set parameters to the investigation and will be evidenced as the study progresses. Both national and international views to this topical issue will be briefly summed up.

2.2 DEFINITION OF CONCEPTS

The Back to Diversity Initiatives Homepage regards the concept of diversity as encompassing acceptance and respect. It means understanding that each individual is unique, and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity

contained within each individual. Correlated to that, diversity management exists as the strategy of using best practices with proven results to find and create a diverse and inclusive workplace. These successful strategies would then link progress directly to business results.

Diverse and diversity in the Oxford English Dictionary are interrelated concepts that encompass “difference in character or quality; not alike in nature or quality when the noun thereof refers to a quality of being different, varied, unlikeness and difference.”

Various scholars such as Carr-Ruffino (2005), De Anca and Vazquwez (2007), Clements and Jones (2002) have discoursed on diversity and its management from different premises. In the South African landscape, these definitions take off and find resonance in the apartheid reality that prevailed for hundreds of years where everything found meaning fossilized in ‘colour’. Colour discrimination underlay and scaffolded all diversity issues and practices. Globally, diversity and its management are two other human resource challenges that can take varied forms of difference between individuals and how they view the world other than that rooted in colour. All aspects influencing how the workforce performs are interrogated and they are not limited to race, ethnicity, nationality.

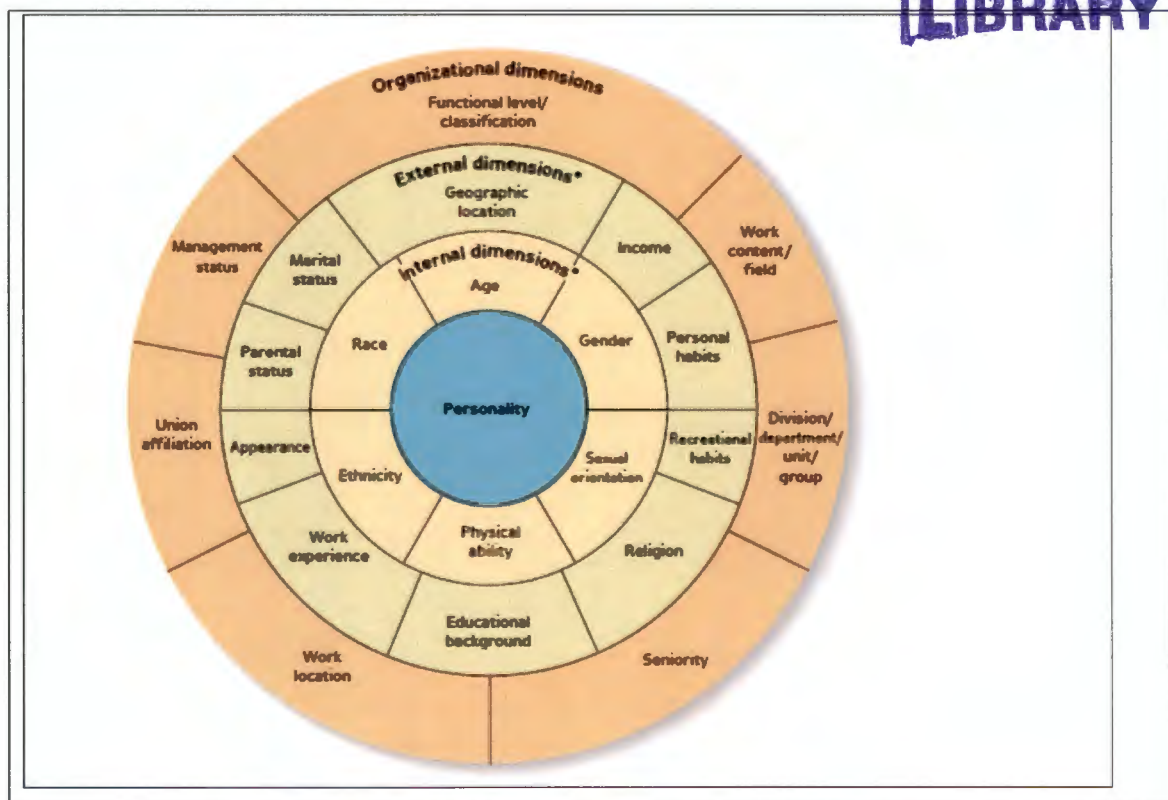
According to Hubbard (2004:8), diversity is “the differences, similarities and related tensions that exist in any mixture, not limited to issues of race and gender.” It is a term that has also been misused and distorted by critics who regard it as a strategy for promoting affirmative action and employment equity quotas. Affirmative actions are, however, usually tied to laws whereas diversity and its management can be informed by those laws but be a voluntary and non-confrontational process that focuses on the crucial outcomes of each organisation.

For De Anca and Vaquez (2007:7), diversity does not in any way imply putting dissimilar people in different positions hoping it will assure success, but it is a process of managing differences such that they are catalysts to success. Different backgrounds, perspectives, values and beliefs are transformed into assets to the organisation (Smit & Cronje, 2002). Diversity management in its totality thus becomes the procedure of planning for, organising, directing and supporting a collective combination of differences and similarities such that all add a quantifiable difference to organisational performance.

More recently, the definition of diversity has been ascribed by scholars to fall into a three dimensional categories (Grobler, 2003, Human, 2005 & Thornbury, 2003). The categories are the politically correct term for employment equity/affirmative action; the recruitment and selection of ethnic groups and women; the management of individuals sharing a broad range of common traits. All these dimensions are not exclusively independent, and their interrelatedness informs each other as one scrutinises them closely.

Kreitner and Kinicki (2007:47) define diversity as a host of individual dissimilarities that make people dissimilar from and similar to each other. It then affects the way they are perceived and the way they appreciate their surroundings. A four layered wheel reflected below, whose centre is personality, reveals what they saw as the different layers of diversity that are always at play in each context and reality.

Figure 2.1 Four Layers of Diversity



Source: Kreitner *et al.* (2007:49)

Social cognition thus becomes a “window through which observations, interpretations and responses to events and people are made in the world around a person” (Kreitner *et al.*, 2007:213).

Knudson (2008:49) further deems workplace diversity as that “characteristic which make people dissimilar from one another in the workstations, ranging from their physical appearance to domains which affect the running of the business, such as technical orientation, management style or educational level and skills, as well as biographical and demographic prior knowledge and effects also play a major role here.” Whiteford (2005:32) adds that diversity management is:

- A means of creating an organisational environment that promotes the sustainability of well-constructed programmes of affirmative action;
- Linked to individual and interpersonal interventions; and
- Linked to sound business reasons that ensure the achievement of organisational objectives.

Terms related to diversity will now be summed up in short subheadings in the following paragraphs:

2.2.1 EQUALITY

Equality is the process of granting all individuals the same chance to both access and treatment irrespective of personal attributes and circumstances. The study utilised this context of this term (Nel *et al.*, 2008:16). Equity is further defined and perceived by Neugebauer (2014) as the rights to have the same opportunities to find work that every one has. Neugebauer (2014) further describes equity to have the three ingredients of equal chance, equal access and equal share.

2.2.2 AFFIRMATIVE ACTION

Affirmative Action (AA) refers specifically to tools meant to assist the previously disadvantaged communities and to provide support. The disadvantage can manifest in a number of ways; it can be subsequent to lack of shelter, education, health disability and many more. It is further described in Section 8 (3) (a) of the Constitution as “measures to ensure the adequate protection and advancement of persons, groups and categories of persons

disadvantaged by unfair discrimination, in order to enable their full and equal enjoyment of all rights and freedoms”. Bendix (2001:435) refers to “AA as the purposeful placement or development of competent, or potentially competent, persons in, or to, positions from which they were previously excluded from in the past thus making the workforce more representative of the population.” It further advantage the previously designated groups previously marginalised by discrimination such that a diverse workforce is achieved.

2.2.3 EMPLOYMENT EQUITY

Employment equity prohibits unfair discrimination in the workplace. It further seeks to eradicate all forms of discrimination against the workforce on all grounds, including race, gender, sex, HIV status, pregnancy, culture, political opinion, sexual orientation, disability and many more ways in which people differ (EEA No. 55 of 1998).

2.2.4 BROAD BLACK-BASED EMPLOYMENT EQUITY (BBBEE)

BBBEE is a policy intervention driven from the economic and industrial complex in government. It is intended to deal with the imbalances in the economy as created by race and other related factors. The policy requires change in how selection, promotion and development of personnel are done. It is also seeking to address the supplier selection, enterprise development and social engagement. It is from this approach that BBBEE revolves around the following seven pillars which form the base for measuring the impact of the policy objectives across different sectors and entities within the economy: Ownership, Management Control, Employment Equity, Preferential Treatment Skills Development, Enterprise Development, and Socio-Economic Development. These concepts will manifest and be interrogated as the investigation progresses.

2.3 SIGNIFICANCE OF MANAGING DIVERSITY

Managing diversity has become a topical and strategically important issue in the past few years. Not only is it part of a democratic governance mandate to execute restorative measures that ensure equity and equality for all, but it is a necessary step for the survival and substance of the rainbow nation. Quiet clearly there is a need to form collaboration between the two spheres in the scholars versus the administrators which may result in increased researcher on-site observation of workplace reactions to diversity management initiatives, more informative and rigorous case studies; which this investigation seeks to contribute to. South Africa’s processes of socio-economic, social and political transition have been work in progress since

the advent of democracy in 1994 (Nel *et al.*, 2008:25). In the Culture and Diversity in the Workplace Handbook (2013:41), it is clear that there are a number of potential benefits for managing diversity at work and they are listed as: less conflict and disputes; increased productivity; better or enhanced performance; and innovation. Similarly, Patrick and Kumar (2012:2) also indicated that managing diversity will lead to increased creativity and innovation within the workplace.

Legislation and related proclamations have been the backbone of these management strategies but the application thereof needs to originate from strong leadership and centralised decisions as change always frightening even if for the good of the person. Employees can therefore only feel empowered by the organisations' vision, mission and direction. An organisation's corporate culture should reflect a link between major changes and enforceable legislation and pre-emptive diversity management programmes. It has been argued that South Africa's heterogeneous society would require different models of managing diversity; the bottom line however is that, all areas in the management of that cultural diversity need to be effectively supported for any best practices to be sustained.

2.4 THEORIES OF DIVERSITY MANAGEMENT

There are various theories on managing diversity that range from integrative model of effective diversity management to comparative pro-active and reaction based ones. Diversity has been conceptualized in drawing the similarities and areas of non-similarities in diversity management and affirmative action management linked to the strategic use of human resources. On the other hand, it is proactive reactive and based on law and focuses on building diverse teams will be grounded on moral imperatives and not linked in any formal manner to inclusive - race, ethnicity, age, religion, team building categories. Sexual orientation, physical limitations have also been made underlying theories when considered and focusing primarily on women and considering diversity of external people of colour. When emphasis is primarily with celebration and respect of differences in and not external constituents, values, customs, and norms, the bias of people toward to organizational customs, culture, norms, others who are different, and values and the law is then used to enforce discrimination against alleged and actual violators.

There is extensive hype and rhetoric that have kept on increasing relating to how to manage diversity in the 21st global village. The following opinion sums the different intervention

strategies adopted and applied to date, succinctly: “Diversity management has been separated into eight possible options for organizations: 1) exclusion; 2) denial or mitigation of differences — ‘we are all the same’; 3) assimilation — minorities conform to majority standards; 4) suppression of differences; 5) solution or compartmentalization of differences - a firm that permits the clustering of minorities in certain jobs or units; 6) tolerance - a ‘live and let live’ atmosphere promoting superficial interaction; 7) building relationships, which may encourage dialogue about differences; and 8) mutual adaptation, that is everyone accommodates changes. It is proposed that top administrators should require that the adoption of any of these eight options meet the tests of fairness, ethical standards, and added value in terms of the organization and legal requirements. In considering the use of any one of these options, administrators should be held accountable by their superiors” (Ivancevich & Gilbert, 2009:79).

2.4.1 DIVERSITY MANAGEMENT FRAMEWORK

Shen *et al.* (2009:246) state that managing diversity through human resource management is critical. Their investigation revealed that inequality and discrimination still widely exist and Human Resource Management has focused mainly on compliance with equal employment opportunity (EEO) and affirmative action (AA) legislation and paid less attention to valuing, developing and making use of diversity. They then provide a framework for diversity management that includes the following interrelated steps:

- Strategic level HR practice;
Organizational diversity culture (commitment of resources and leadership), vision, mission, business strategy and HR strategy that value diversity, formalized HR policies, measuring and auditing diversity
- Diversity Management issue;
EEO/AA, Appreciating and making use of diversity
- Operational level HR practice;
Overall balance of a complete employee and ensuring high standards or some level of education, being in the loop with current developments, networking, openness and ensuring a healthy and a balanced employees.
- Tactical level HR practice;
Staffing, training and development, appraisal, remuneration
- Line management involvement; and

- Diversity Management objectives.

Compliance with EEO and AA requirements, innovation/creativity, responsiveness, employee attraction and retention, turnover and absenteeism reduction, greater marketing capability, and high organizational performance.

Shen *et al.* (2009:246) argued in this model that diversity management should have an emphasis on the positive perspective of differences and not just recognise but value and harness workforce differences. This would be an active act of taking advantage of the growing 'cultural pluralism' and maximising the potential for all. The applicability of such a framework in managing diversity was also taken into consideration and appraised in this investigation.

As stated earlier, different studies have paved a way and supported the above points in terms of diversity management, one more will be summed up briefly in the following paragraphs. It has interactive qualities that have been applauded, including its criticism of hierarchical form of articulating public policies (Healey, 1998).

2.5 COMMUNICATIVE & COLLABORATIVE THEORY

This communicative rationality validated the important of language and 'the search for un-distorted communication as a basis for consensus and action' (Tewdwr, 1998:1976). It is an interaction between people seeking an understanding about a situation with a plan of action that coordinates their plans by way of agreement or consensus (Tewdwr *et al.*, 1998:1976). Implicit in the theory is the idea of pluralism: that the communicative discourse processes should be guided by multiple viewpoints and entities, rather than by the technical staff of a central planning agency, suggesting that, the theory endorsed democratization of the planning process. Healey (1997) adopted the term collaborative theory to describe it as a process where all stakeholders engage to arrive at a consensus on a process that manifest their mutual interest. The horizontal links and interactive qualities of this theory have been applauded, including its criticism of hierarchical form of articulating public policies (Healey, 1998). Tewdwr *et al.* (1998:1976) outline the key components and approached to communicative planning as:

- An interactive and interpretative procedure;
- A process embarked on among diverse and fluid discourse communities;
- A process, which requires mutual interpersonal and intercultural discussion;

- That there are diverse claims for different forms and types of policy development;
- Thoughtful capacity are developed that provokes participants to evaluate and reevaluate;
- Strategic discourse involving all interest groups, which in turns generate new planning discourse;
- Interest groups involved in the discourse transmit and gain knowledge from each other which in turn, becomes a breeding ground for a gain in new relations, values and understandings;
- Participants are able to collaborate to change the existing condition; and
- Participants are inspired to navigate and find ways to practically achieving their planning desire and not simply to agree and list their objective.

Though highly recognised for its consensus reaching and diversity, it tends to lose its effectiveness when the process circumvents criticism and becomes guided by manuals. In essence, it is not feasible to have all parties within a communicative discourse agreeing to similar values and interests (Healey, 1998; Healey, 2003). It is criticized for the prolonged procedure involved in its participatory and open processes. Collaborative discourse procedure is criticized for placing more emphasis on the process than the objectives (Tewdwr *et al.*, 1998). This theory lays the foundation to diversity management as, as such, it delineates processes that need to be borne in mind for any collaborative and communicative process, which is all central to diversity management.

2.6 LEGISLATIVE FRAMEWORK ENABLING DIVERSITY

The following are the legislative frameworks that are utilised to enable diversity management.

2.6.1 THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA

The Constitution of the Republic of South Africa of 1996, “as amended for the sixteenth time in 2009, currently forms the basis for all the law and government of RSA.” It has a central Bill of Rights that juxtaposes it to all the various government structures.

Its preamble is:

“We, the people of South Africa, recognise the injustice of our past, honour those who have worked to build and develop our country, and believe that South Africa belongs to all who live in it, united in our diversity. We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental rights. Universal suffrage achieved by the country in 1994, after the first elections, the apartheid laws were revoked, with acts and codes being amended to redress the inequalities and direct restorative measures in the rebuilding of a nation. It all commenced with a new constitution of the country whose preamble above was the basis for the laws selected below that inform and justify all practices relating to diversity in the new dispensation” (Constitution of Republic of South Africa of 1996). Diversity management was also noted as a key aspect for the transformation of the workplace equity.

2.6.2 EMPLOYMENT EQUITY

Employment Equity (Act No 55, 1998), which is encapsulated in its preamble: “recognising that as a result of apartheid and other discriminatory laws and practices, there are disparities in employment, occupation and income within the national labour market; and that those disparities create such pronounced disadvantages for certain categories of people that they cannot be redressed by simply repealing discriminatory law.” Therefore, it aims to, promote the constitutional rights of equality and exercise democracy; eliminate unfair discrimination in employment; ensure the implementation of equity to redress the effects of discrimination; achieve diverse workforce broadly representative of our people; promote economic development and efficiency in the workforce; and give effect to the obligations of Republic as a member of the International Labour Organisation.

Employment, subsequent to this promulgation, not only has to henceforth, reflect the national demographics of the Economically Active Population (EAP) but ensure that it exercises restorative measures therein. Section 20(1) of this act also states categorically that a designated employer must prepare and implement an employment equity plan which will achieve reasonable progress towards employment equity in that employer’s workforce. The Equity Act, sometimes used interchangeably with the affirmative action, is a different concept altogether: its objective is the creation of equal opportunities in the workplace for all and the elimination of unfair discrimination; whereas affirmative action can be a short term corrective strategy measure to systematically address past injustices.

2.6.3 BROAD-BASED BLACK ECONOMIC EMPOWERMENT

Broad-Based Black Economic Empowerment codes of Good Practice (Act No. 53, 2003), was configured to: “establish a legislative framework for the promotion of black economic empowerment; to empower the Minister to issue codes of good practice and to publish transformation charters; to establish the Black Economic Empowerment Advisory Council; and to provide for matters connected therewith.” Its preamble also states: “whereas under apartheid race was used to control access to South Africa’s productive resources and access to skills; whereas South Africa’s economy still excludes the vast majority of its people from ownership of productive assets and the possession of advanced skills; whereas South Africa’s economy performs below its potential because of the low level of income earned and generated by the majority of its people; and whereas, unless further steps are taken to increase the effective participation of the majority of South Africans in the economy, the stability and prosperity of the economy in the future may be undermined to the detriment of all South Africans. Irrespective of race; and in order to promote the achievement of the constitutional right to equality; increase broad-based and effective participation of black people in the economy and promote a higher growth rate; increased employment and more equitable income distribution; and establish a national policy on broad-based black economic empowerment so as to promote the economic unity of the nation; protect the common market and promote equal opportunity and equal access to government services.” This gives the determination of how well the designated groups at all levels of the employment are to be represented.

2.6.4 SKILLS DEVELOPMENT

Skills Development (Act No. 97, of 1998), is summed up as a tool “to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce; to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act (SAQAA), 1995; to provide for learnerships that lead to recognised occupational qualifications; to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund; to provide for and regulate employment services; and to provide for matters connected therewith.”

An expectation is thus created that in every sphere of employment there should be reasonable chances of reskilling which is promoted by training and development of skills in the workplace, and all the maximization of potential of a workforce. The quality of life of workers and their prospects of work can thus be improved and so will the productivity in the workplace and the competitiveness of employers and ultimately promote self-employment.

2.6.5 THE BASIC CONDITIONS OF EMPLOYMENT

The Basic Conditions of Employment (Act No. 75, of 1997) (Amended in Act 11 of 2002), was also promulgated to “give effect to the right to fair labour practices referred to in section 23(1) of the Constitution by establishing and making provision for the regulation of basic service conditions of employment; and thereby to comply with the conditions of the Republic as a member state of the International Labour Organisation; and to provide for matters connected therewith.”

The National Department of Health’s Strategic Plans for each three year cycle 2015-2019 are then configured and based on the proclamations of the Legislature on best democratic practices informed by the above laws. These also relate to the question of diversity and its management in the public service sphere and the manner thereof will be summed up in the following paragraphs. The Employment Equity Act (No.55 of 1998) (EEA), and the Employment Equity Plan (EEP) Section 20(1) states that “a designated employer should prepare and implement an employment equity plan which will achieve reasonable progress towards employment equity in that employer’s workforce. In terms of the Employment Equity Act, Section 2(a) and (b), Affirmative Action measures must be implemented to address the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workplace in the workforce.”

The White Paper on the Transformation of the Public Service published in 1995 stipulates clearly that “the managers of today needs to be skilled in handling the complex processes of change taking place around them and this requires continuous refreshing and updating in such management skills (Department of Public Service and Administration, 1998). One of the dimensions of change arising from the successful implementation of affirmative action programmes as prescribed on the Employment Equity Act; No.5 of 1998 concerns the question of diversity. Public institutions have become rainbow workplaces, representative of

the cultures and peoples of South Africa. Such diversity is and should become a major source of strength for the service, but in the short term, at least, it is also likely to pose problems. Conflict may arise over the infusion of new ideas and new ways of thinking, and due to misunderstandings of cultural nature between people at work. The increasing diversity of the public service therefore needs to be managed effectively, to maximise the benefits and minimise the problems. Training in the management of diversity is thus of utmost importance.”

According the White paper on Affirmative Action (Department of Public Service and Administration, 1998), one of the post-1994 government’s crucial tasks has been “to transform the Public Service into an efficient and effective instrument capable of delivering equitable services to all citizens and of driving the country’s economic and social development.” The White Paper, further stipulates, “on a new employment policy (Department of Public Service and Administration, 1997) the need to develop a culture of diversity that goes well beyond simply maintaining a representative work force.” Chapter 3 of the White Paper, on human resource management in the public service, elucidates “on the importance of developing a diverse management culture, not only in order to support broad representation and to achieve democratic legitimacy, but to also increase efficiency and effectiveness; improve service delivery; and develop more participatory management styles. It further designates the measures that national and provincial administrations should introduce in order to develop more genuinely diverse and inclusive management culture.”

Though there has been extensive hype and rhetoric from different proponents on the role and manner in which diversity should be embarked on and managed; the fact remains that there are stipulated guidelines and laws it needs to be based on. In all theories put forward, there is an evident need in all for collaboration between scholars and administrators as well as on site interventions and action research as this is an ongoing process. There is also an inherent paradox in diversity management, creativity and innovation that all organisations strive for, in that as much as diversity is a recognizable source of creativity and innovation that can provide a basis for competitive advantage; this can bring about conflict and misunderstanding, suspicion and conflict in the workplace that can result in absenteeism, poor quality, low morale and loss of competitiveness. Thus any diversity enabling framework has to take off from the recognition that diversity is not a problem to be solved a need for transformational leadership for managing a heterogeneous workforce.

2.7 STRATEGIES FOR DIVERSITY MANAGEMENT ENHANCEMENT

Varied literature and government proclamations have discoursed on diversity management and routes to be followed in the process both nationally and globally. Diversity management, as stated earlier, is both a pro-active and reactive restorative measure in the aftermath of apartheid and its embedded policies and practices. Government departments in each province have had to adapt Strategic plans from the national one and align them with the Integrated Development Plans thereof that seek to ensure that all citizens benefit from any new development in their area.

Globally, wide-ranging literature on Integrated Development Plans (IDP), that are the backbone of all local government management strategies, concur that it is a five-year plan in which local government is required to compile to determine the development needs of the municipality (Pycroft, 1998; Harrison & Todes, 2001; Cameron, 2001; Binns & Nel, 2002; Rogerson, 2010; Todes, 2004). It can only be evidence based process grounded in research and be location based as it is aimed at addressing problems and challenges in situ. It is a super plan for an area that gives an overall framework for development. It aims to co-ordinate the work of local and other spheres of government in a coherent plan to improve the quality of life for all the people living in an area. It should take into account the existing conditions and problems and resources available for development.

The plan should look at economic and social development for the area as a whole. It must set a framework for how land should be used, what infrastructure and services are needed and how the environment should be protected. All provinces and municipalities have to produce an Integrated Development Plan (IDP). The municipality is responsible for the co-ordination of the IDP and must draw in other stakeholders in the area who can impact on and/or benefit from development in the area. Once the IDP is drawn up all municipal planning and projects should happen in terms of the IDP. The annual council budget should be based on the IDP. Other government departments working in the area should take the IDP into account when making their own plans.

The Department of Health is at the heart of any IDP of any province and its management of diversity always has a snowball effect on the rest of the departments. Health, as stated by the Minister in his Strategic Plan Preamble (National Department of Health Strategic Plan 2010/11-2012/13), incorporates the 20 priority areas of the MTSF as well as the Sustainable

Development Goals (SDG). Aligned with national legislation, good governance in the health sector can only ensure the strengthening of goals towards the betterment of lives of all South Africans. Managing diversity successfully at micro-level then, such as the provincial level, can only lead to positive outcomes that can be replicated at national level, towards a change of lives for the better for all. Integral to these processes and spurring them forward is the issue of diversity management which this investigation seeks to explore.

The National Department of Health's Strategic Plans 2015/16-2019-20 consist of detailed sections on Administration and Human Resource Management based on the Promotion of Equality and the Prevention of Unfair Discrimination Act of 2000. This act provides for the further amplification of the constitutional principles of equality and elimination of unfair discrimination. The unfair practices embedded here are usually at the heart of diversity management. The Strategic plan also details the Employment Equity ACT, 55 OF 1998 that provides for measures that must be put into operation in the workplace in order to eliminate discrimination and promote affirmative action. Other related legislation in terms of which the department operates is also stipulated and contextualised in this document, like the Public Service Act, Proclamation 103 of 1994, Promotion of Administrative Justice Act, 3 of 2000, Labour Relations Act, 66 of 1996, Skills Development Act, 97 of 1998, and many more.

Dreachslin (1996), Dreachslin, Sprainer and Jimpson (2001), Dreachslin, Sprainer and Jimpson (2002), Moore (1999) and Weber (2000) in their report titled: Unequal Treatment: Confronting Racial and Ethnic Disparities in Healthcare (Institute of Medicine) highlights racial and ethnic inequalities in healthcare access, treatment, and outcome in the United States even when we account for differences in insurance status, age, income, and health status. They expose glaring disparities that persist despite four decades of legal and regulatory public policy initiatives designed to eliminate racial and ethnic disparities in access and health status. Though these disparities are well documented in the American society health sector, the underlying causes of health thereof still remain elusive (Brach & Fraser, 2000).

Data amassed on the healthcare workforce in the United States also reveal racial and ethnic disparities in career accomplishment and experiences. While people of colour do comprise a relatively high percentage of low-paid service workers in healthcare organizations (HCOs), the literature consistently documents the under-representation of people of colour in health

services management and reveals persistent gaps in both compensation and satisfaction between managers of colour and white managers (ACHE, AAHE, IFD & NAHSE, 1998; Bilchik, (2000); Dreachslin (1996); Dreachslin, Sprainer and Jimpson (2001) ; Dreachslin, Sprainer and Jimpson (2002); Moore (1999); Weber (2000)). These findings are in stark contradiction of the long-held view of America, the land of democracy and one where all dreams come true.

2.8 CHALLENGES FACING DIVERSITY MANAGEMENT

There are a diverse challenges facing diversity management. Shore, Chung-Herrera, Dean, Ehrhart, Jung, Randel and Singh (2009) highlighted language used in an area can be a barrier to effective communication and thereby giving false messages. Language is a challenge in managing a diverse employees and difficult to manage. Translation to different local/ethnic people can sometimes cause delays of work and may take a while longer in explaining certain issues. However, Nelson, Quick, Wright and Adams (2012) are of the view that challenges do not only arise because of different languages, they could arise because of misunderstandings between people who use the same language.

Culture could also be considered another challenge in managing diversity. Things appear different to people coming from different cultures, they perceive things differently and reacts differently. In cases where a foreign national is involved, the host culture could be a stumbling block for progress. The above notion is supported by the study by Dowling and Welch (2004) who believe that travelling abroad on business or leisure will bring one to experience cultural challenges in language, dress, attitude, and food among others. Difference in cultural believes and national diversity can bring about negative vibe, social classification, prejudice, discrimination and negative stereotypes. Diversity of values also plays a role in how people see and value things. The difference in how different people value things can be a challenge to diversity (Culture and Diversity Handbook, 2013:6).

Resistance to change is also regarded as a challenge to diversity management. Government prescripts as discussed in earlier section signal a need for change in the status quo. Roberson (2013) alludes to the fact that resistance to change could happen on the part of the senior managers fearing change as they may perceive it as eroding their status and power.

2.9 MANAGING DIVERSITY

The study by Hunt (2007) in managing equality and cultural diversity in the health workforce arrived at a conclusion that managing a racially and culturally diverse workforce is complex and challenging for managers. There are no ready-made tools to show them how to do so. Achieving effective management of a culturally diverse workforce comes from an intrinsic motivation to develop the cultural competence to engage with them. This investigation was with regards to health workers, specifically overseas trained nurses who encountered widespread discriminatory practices including an overuse of complaints and grievances against them. The researchers also found that the overseas trained nurses responded to their experiences by adopting various personal strategies to resist or re-negotiate and overcome such discriminatory practices. She further concluded that managers need to develop their own best practice for managing racial equality and cultural diversity in the health workforce.

Managing diversity through human resource management has also been explored extensively in an international platform related to its conceptual framework. The major issues and objectives discussed have been those of managing diversity and examining the state of human resource diversity management practices in organizations. Most of these reviews have indicated that inequality and discrimination still widely exist and Human Resource Management has focused mainly on compliance with either equal employment opportunity or affirmative action legislation. Less attention has been paid to valuing, developing and making use of diversity. Some reviews reveal that there is limited literature examining how diversity is managed in organizations through effective human resource management. They then go a step further and propose a development of a framework that presents strategies for Human Resource diversity management at the strategic, tactical and operational levels (Shen *et al.*, 2009).

Managing diversity, multiculturalism, affirmative action and equal employment opportunity are words in common currency in a newly democratic South Africa as they are in most democratic countries of the world. However, although these concepts are now being articulated by government, business and trade unions alike, for many years they were the sole preserve of those organizations subscribing to the various codes of conduct as well as enlightened employers resisting apartheid oppression. Thus, although the debate about these concepts is just beginning in earnest, it is only recently that managing diversity for, example, has become a topical issue that all realise is also a challenge to be risen to.

Human (2005) regards an organizational culture that supports people development to be characterized by the following: (1) positive expectations of individuals and their competence; (2) open, honest and constructive feedback on performance; and (3) evaluation of performance based on results achieved in terms of short and long term objectives. The following components had to be evident in it:

- no discrimination based on race, gender or disability;
- the development of people that is a key result area for managers and performance in this area is measured and rewarded/sanctioned in a meaningful way;
- managers understanding the process of development and their roles in this process;
- managers having the necessary skills to perform the role effectively; and
- on-the-job coaching that is an effective and primary means of people development.

These would not only be key to managing diversity, but also to ensure positive outcomes and outputs in any organisation or department.

Human (2005) further states that with respect to the question of cultural stereotypes, ideological contortionism in South Africa is now taking on almost bizarre proportions. A decade ago or so, African culture was seen as a major blockage to success in the business world. Nowadays, various new maximalist perspectives argue that certain African values are crucial to the long-term success of the capitalist enterprise (Beck and Linscott (1993); Koopman (1993); Lessem (1993).

Managing diversity training concerns the ability to manage individuals who are impacted by many social variables of which national culture is but one (Coetzee, 1990; Degenaar, 1993). Meaningful and effective intercultural, inter-ethnic, inter-gender and interclass situations require an ability to manage diversity in its broadest sense. Managing diversity, in turn, is said to require situational adaptability and communication skills which affirm the value of diverse people and which communicates positive expectancies. Such affirmation, in turn, can create the optimal conditions for effective co-operation and performance. The reviewed literature supports the existence of racial/ethnic differences in career outcomes including salary and hierarchical position. The relatively well-developed body of literature on

racial/ethnic diversity's impact on group performance unmistakably illustrates the complexity of the relationship.

Though diversity goes beyond the popular categories of race, gender and age and encompasses all the differences between people, including opinions, economic conditions, culture and loyalties. Booysen and Nkomo (2010) conducted a study on the effects of race and gender on the phenomenon of the role of gender stereotypes in the workplace which is also a major contributing factor to diversity management. Their findings confirmed the think manager, think male hypothesis for black and white men but not for black and white women. Black and white men are less likely to attribute successful managerial characteristics to women. The hypothesis was more robust among black men than among white men. For black women, the resemblance between the characteristics of women in general and successful managers was significantly higher than the resemblance of men in general and successful managers. White women perceived men and women to equally possess the requisite management characteristics. The practical implications thereof are that intersectionality is capable of revealing the ways in which race and gender simultaneously influence perceptions of managerial characteristics.

The other finding was that the black men in this study held the strongest belief in the manager-as-male stereotype is somewhat worrisome. As transformation unfolds and more black men assume top and senior management positions, their beliefs may not translate into improvement in the representation of women in management and gender equality in South Africa. Organizations and government policy makers, thus, have to pay attention to relational practices between men and women and leadership development that address gender diversity in the workplace to the extent that perceptions and attitudes influence actual behaviour, and limits upward mobility for women.

Whether this is a point in case in the North West Health Department in its diversity management exercise will also be evidenced and thrown up by this study data and findings as it progresses. Diversity thus becomes not just a problem to be solved but a web of structures and degenerative managerial values and assumptions promoted. This all points towards a need for a transformational leadership that makes it a priority to continually equip itself in managing a heterogeneous workforce. A truly well-managed diverse workforce can give any organisation the edge and make it highly competitive.

Nyambergera (2002) noted that ethnicity constitutes a primary dimension of diversity in sub-Saharan Africa. This reality was found in African organizations, where it has been observed that if diversity is well managed, it could enhance organizational harmony and effectiveness. Further, if organizations in Africa deliberately embrace approaches of 'inclusion' rather than 'exclusion' in managing their human resource and appreciate the inherent employee 'difference', it could improve the image and effectiveness of organizations operating here. At the same time, there is a need to adapt such approaches to the cultural specificity of local contexts. Nyambergera (2002) argues against the long held belief that ethnicity as an element of culture was hoped would gradually disappear as an organizational form.

Ethnicity, in most African countries, manifests itself in many forms. For example, Kamoche *et al.* (1994) observed that some of the forms are straight favouritism in recruitment and promotion or in the search for ethnic homogeneity. There is a need to mix the different ethnic groups well by making sure that those who qualify get jobs. Nevertheless, there is an ethical dimension to such ethnic issues and there is limited evidence for the use of ethnicity as a strategy. Further, ethnicity in sub-Saharan Africa is a very sensitive political issue. It has to be carefully managed and researched in order to build a strong case for its use or against it. Ethnicity, if not well managed, can be disastrous for an organization and even for the country as a whole. There is a need to mix the different ethnic groups well by making sure that those who qualify are the ones who get appointed.

The literature also confirms pervasive differences in professional managers' perceptions of the workplace by race and ethnicity across a broad range of industries including health services, with managers of colour reporting significantly more negative perceptions than do white managers. Diversity management and its relationship to racial and ethnic disparities in access, treatment, and outcomes remains a scarcely tapped area of study.

To start with, definitions of diversity in general, include spheres of cultural identity, lifestyles, background, communication styles, moral values, race, gender, ethics, values and individuality. The apartheid legacy in this country, however, has fossilized and equated the existence of adversity mainly in terms of race and gender. A nation which for decades was categorised according to colour in South Africa due to the apartheid precincts has to undergo an extreme rebuilding-redefinition make-over to actualise democratic ideals and new

constitutional guidelines. Proclamations and proclamations from national government and constitutional court have to be put into practice and action at micro level and grassroots. The NWDoH is one such grassroots arena where the actualisation of the management of these proclamations this study seeks to explore and formulate recommendations on.

This investigation thus seeks to utilise NWDoH as a place of study to interrogate the issue of managing diversity as evidenced in the department. The study also juxtaposes it to all the aforesaid assertions and data collected and arrive at conclusions of the existing status quo, recommendations for future best practises that can be adopted elsewhere in other provinces faced with a similar reality as inherited from the apartheid legacy.

2.10 CONCLUSION

The chapter has discussed different acts relating to diversity. The chapter looked at different interpretation of the different legislation that gave rise to diversity. It presented a discussion of the government initiatives to try and address the inequalities brought about by the past system. More importantly, an overview of all concepts and theories applied in the study was given in this chapter. Diversity and its management has been contextualised and room left for all the new facets that the case study data may throw up as it progresses on this topical issue. The next chapter presents the research methodology of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter two presented the literature review in the subject matter. This chapter describes the research methodology and the framework used to analyse the data in order to address the research questions stated in chapter one. The research design, which includes both the quantitative and qualitative approaches are also discussed. The chapter further discusses the inferential and descriptive statistics used to analyse data. The rest of the chapter is divided into the following sections: 3.2 discusses the research methodology, 3.3 discusses the population of the study, 3.4 discusses the sampling technique, 3.5 discusses the method of data collection, 3.6 is the discussion on data analysis procedure, 3.7 ethical considerations and 3.8 gives the conclusion of the chapter.

3.2 RESEARCH METHODOLOGY

Research methodology is defined by Daniel and Sam (2011:39) as a scientific and systematic process that is used by the researchers to design how the research should be undertaken in order to achieve the desired aim of the research. Daniel and Sam (2011:39) further state that methodology refers to “the discipline regarding the method and the form of enquiry chosen, as well as referring to the selection of research approaches used to explore the social world”. The following section discusses the research paradigm.

3.2.1 RESEARCH PARADIGM

Hennink, Hutter and Bailey (2011:9) state that there are two different methodological paradigms, namely, positivist and interpretive. The positivist paradigm deals with the experimental research that make use of quantitative research methods in which the data collection is not influenced by the researcher. Additionally, Wimmer and Dominick (2014:117) are of the view that the positivist paradigm is generally used by researchers in the natural sciences to test the concept of hypotheses, quantification and objective measures. In contrast, interpretive paradigm focuses more on exploring the lives of people, their experiences and perception by employing qualitative research approach (Hennink *et al.*, 2011:14). The current research used both positivist and interpretive in order to obtain a deep understanding from the participants of the study.

3.2.2 RESEARCH DESIGN

Research design is described by Leedy and Ormrod (2010:133) as a plan of gathering data to address issues raised by the study. Research design is defined by Polit and Beck (2012:741) as “the researcher’s overall strategy for answering the research question or testing the research hypothesis”. Welman, Kruger and Mitchell (2009:53) stated that research design describes an overall plan of what data to gather, where are you going to collect it, how and when to collect the data, and how will the obtained data be analysed. Furthermore, research design is described by Parahoo (2006:157) as “simply a map that explains when, where and how information will be collected and analysed”. Data can be gathered using the following approaches, quantitative, qualitative and mixed. The three methods are discussed in the following sections.

3.2.2.1 QUANTITATIVE APPROACH

Creswell (2014:200) indicated that “quantitative research is generally associated with the positivist/post positivist paradigm. It usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn”. The goal of quantitative research is stated by Moule and Goodman (2009:235) as being a way of generating research data that can be analysed using numerical or statistical techniques. Babooa (2008:138) indicated that “quantitative research considers symbols, numbers, measurements and statistics in outlining key variables for the collection, analysis and interpretation of data.” According to Polit and Beck (2012:745), quantitative research mainly focuses on the size, occurrence, frequency and quantifiable aspects of a phenomenon. Barbour (2008:19) states that the disadvantage of quantitative approach is that it is limited and cannot address the in depth meaning of life experiences. The study used the quantitative approach in gathering the data used.

3.2.2.2 QUALITATIVE APPROACH

Neuman (2011:165) states that “qualitative case study research is the approach usually associated with the social constructivist paradigm which emphasises the socially constructed nature of reality”. Burns and Grove (2011:73) indicate that “qualitative approaches are mainly appropriate for subjective views on a research problem”. According to Barbour (2008:21), the qualitative approach is more appropriate approach to research as it puts the respondents and their perception of the world at the centre of attention.

Mouton (2008:241) states that the qualitative research methodology has both advantages and disadvantages. Some of the advantages of qualitative research are that data is based on the participants' own categories of meaning; it is useful for studying a limited number of cases in depth; useful for describing complex phenomena; provides understanding and description of people's personal experiences of phenomena; can describe in rich detail phenomena as they are situated and embedded in local contexts; and the researcher almost always identifies contextual and setting factors as they relate to the phenomenon of interest. The disadvantages of qualitative research are that: knowledge produced might not be generalize to other people or other settings, it is difficult to make quantitative predictions; it is more difficult to test hypotheses and theories with large participant pools; it might have lower credibility with some administrators and commissioners of programs; it generally takes more time to collect the data when compared to quantitative research; data analysis is often time consuming; and the results are more easily influenced by the researcher's personal biases and idiosyncrasies.

3.2.2.3 MIXED APPROACH

The mixed method is defined by Tashakkori and Creswell (2007:207) as "research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches/methods in a single study". A mixed approach is a combination of the two methods namely qualitative and quantitative. The method deduces the best of both the above mentioned methods to form the combination.

3.3 POPULATION

According to Parahoo (2006:256), population refers to the total number of elements in which data can be gathered from. Polit and Beck (2012:585) defined a sample as a subset of a population selected to participate in a study. The first step in conducting research is to identification the target population in which data is to be gathered from. The target population of the current study is all the employees of the NWDoH. The population of this study comprises of approximately 495 respondents.

3.4 SAMPLING TECHNIQUE

According to Wegner (2013:5), "a sample must be representative of all the members of the target population if it is to produce valid and precise statistical inferences of the population parameters based on the sample evidence". Wegner (2013:5) indicates that "a sample is generally preferred to a population for the following reasons: cost, timeliness, destructive

testing, and accuracy; a sample is defined as a subset of all members of a target population and; it is not always easy to collect data from every possible member in a population, but where the size of the population permits it is advisable to include as many members as possible”. Once the study has been completed, then an inference is made to generalise to the entire population since the sample has the same characteristics as the population.

Parahoo (2006:259) indicates that there are two types of samples, namely, probability and non-probability sampling. Probability sampling will be adopted in the current study. According to Wegner (2016:215) there are “four probability sampling methods of randomly selecting observations. The probability sampling includes simple random sampling; systematic random sampling; stratified random sampling and cluster random sampling. Non-probability sampling technique comprises of snowball; judgmental; convenience; and quota.” This study chose a stratified random sampling because of its relevance to the study. Each observation in the entire population of the NWDoH employee will be allowed the same opportunity to be included in the study.

Sampling is defined by Polit and Beck (2010:307) as “a process of selecting a sample that is a representative portion of the target population.” Wegner (2016:161) also defined sampling as “a process of selecting a number of individuals from a study population in such a way that those selected are representatives of the larger group from which they are selected”. Polit and Beck (2012:195) further state that the two main elements of sampling are adequacy and appropriateness. Appropriateness is concerned about the sample that will provide adequate data and maximize understanding of the area of interest while adequacy means that the data is adequate enough to develop a full depiction of the phenomenon (Polit & Beck, 2012:195). A total of 101 respondents were sampled from the NWDoH employees. This is twenty percent of the 495 employees forming the population of the head office staff.

3.5 METHOD OF DATA COLLECTION/QUESTIONNAIRE

Wegner (2015:17) indicates that “the design of a questionnaire is critical to ensure that the correct research questions are addressed and that accurate and appropriate data for statistical analysis is collected.”

3.5.1 PILOT STUDY

Prior to administering the questionnaire on the general sample, the tool of the study must be tested on a small scale. The testing sample was those employees not included in the main research. A small sample from within the department other than those included in the study were allowed to respond to this tool. Adam and Lawrence (2015:594) describe a pilot study as “a preliminary study with a small sample to test measures and procedures”. The findings of the small sample will guide the improvement of the main study tool.

3.5.2 QUESTIONNAIRES

Questionnaires are utilized in many research designs in social research. Leedy and Ormrod state (2010:137) described a questionnaire as a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire is most frequently a very concise, pre-planned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic. The research information is attained from respondents normally from a related interest area. Bird (2009:1307) states that questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation.

The questionnaire of the study is divided into 6 sections, namely Section A, B, C, D, E and F. Section A collects the demographic data of the respondents consisting of elements such as age category, gender, marital status, race, level of education, position in an organization and working experience. Section B consists of 10 questions on to illustrate the perception of diversity management with specific emphasis on gender and race. Section C consists of 10 questions that talked about the role of NWDoH leadership in promoting diversity management. Section D consists of 10 questions that talked about to assess awareness of the NWDoH employees with regards to the Legislative framework on diversity management. Section E consists of 10 questions that talked about to determine the challenges faced by the NWDoH in managing diversity. Lastly, Section F requires the employees of the NWDoH to recommend better ways to manage diversity.

3.5.3 PROCEDURE OF DATA COLLECTION

The NWDoH was approached with the aim to obtain permission to utilise the target population. The data collection process was a mixed method based on the administration of self-report questionnaires.

3.5.4 RELIABILITY

Hair, Black, Babin and Anderson (2010:165) state that the reliability means the consistency and accuracy with which the instrument measures the concept in question. Johnson and Christensen (2008:149) state that “when using Likert-type scales it is imperative to calculate and report Cronbach’s alpha coefficient for internal consistency reliability for any scales or subscales one may be using”. The reliability of a questionnaire in a social research is computed using the Cronbach Coefficient Alpha. When the Cronbach Coefficient Alpha is at least 0.7, then the instrument is reliable and consistent.

3.5.5 VALIDITY

According to Cooper and Schindler (2008:289), validity is the extent to which differences found with a measuring tool reflect the true differences among respondents being used. Cooper and Schindler (2008:289) further state that there are three types of validity tests namely: content, construct and criterion-related validity tests. The following Table 3.1 by Cooper and Schindler (2008:289) summarises the validity estimates.

Table 3.1 Validity estimates

Type of validity	What is measured	Methods
Content	Degree to which the content of the items adequately represent the universe of all relevant items under study.	Judgemental or panel evaluation with content validity ratio
Criterion related	Degree to which the predictor is adequate in capturing the relevant aspects of the criterion.	Correlation
Construct	Identifies the underlying constructs being measured and determine how well the tests represents them.	Judgemental; correlation of proposed test with established one; Factor analysis; Multitrait-multi-method analysis and Convergent-discriminant techniques

Source: Adapted from Cooper & Schindler (2008:289)

According to Cooper and Schindler (2008:289), content validity is the extent to which the questionnaire provides adequate coverage of the investigative questions guiding the study. Therefore the current study focuses more on content/face validity.

3.6 DATA ANALYSIS PROCEDURE

The usage of the already coded data tools enhances the collection, capturing and analysis of data. However, the current study makes use of pre-coded questionnaire with a section on open ended questions. The data analysis follows both descriptive and inferential statistics. Descriptive statistics include the visual representation, graphical techniques and measurements for data analysis. The measures of central location and standard deviation are included in the descriptive statistics. The inferential statistics is concerned with generalising the obtained results to the entire population of the study and conclusions thereof.

Frequencies and percentages were used to transform the raw data into graphs and tables which helps in understanding the study better. The means gave the general picture of the data while the standard deviation indicates how far the raw scores are from the mean of the distribution. Inferential Statistics provides an insight and indication of how variables such as the dependent and independent variables relate to one another and whether two or more groups respond differently to a variable of interest. The data analyses techniques which were utilised are t-tests for variables with two categories and Analysis of Variance (ANOVA) for variables with at least three categories. According to DeCoster (2006:7), t-tests refer to “whether two groups would respond differently to a similar condition or factor of interest as a result of differing factors such as gender.” The two groups refer to male versus females. ANOVA is the statistical method for testing the null proposition such that the means of several population means are equal (Wegner, 2013:278).

3.7 ETHICAL CONSIDERATIONS

According to Jackson (2015:47), when undertaking a study, it is the responsibility of the researcher to ensure welfare of participants. This responsibility gives the researcher the obligation to guard against any harm. Mouton (2008:240) states that the process of research must be informed by the following standards of professional ethics:

- Ensuring the participants are consenting to form part of the study

Jackson (2015:55) indicates that “before a study is undertaken; informed consent should be secured from individuals who are going to participate in the research. Jackson (2015:52) also states that the following are the instances in which informed consent may be dispensed with for example where the research would not reasonably be assumed to create distress or harm and involves:

- the study of normal educational practices, curricula, or classroom management methods conducted in educational settings;
- only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; and
- the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants’ employability, and confidentiality is protected or where otherwise permitted by law or federal or institutional regulations.”

To substantiate the claim, Adams and Lawrence (2015:115) advise that “informed consent is important under the following circumstances when: there is a possibility that participation in the research will cause the participants harm or distress; the study is not anonymous; the study uses video or audio recordings and these recordings could be used to identify the participants; the study involves observations in non-public places; and, the study involves archives that are confidential or that if revealed might place participants at risk.

Therefore by agreeing to participate, participants gave the approval for the collection of information. In the current study, the participants were informed about what the purpose of the study and what is expected of them. In addition, an explanation was given on the method that will be used in collecting the information. They were assured that their identity will never be shared with any third parties and no harm will befall them for having participated in the study. Participants were informed that they have a right to refuse to partake in the study. Furthermore, they were made aware that should they agree to take part, they have a right and will be allowed to exit the study. No one was forced to partake in the study. Participation was strictly voluntary. Participants were also be given information on who to contact in case they need to ask questions about the study.”

- Ensuring a damage free (“harm”) to participants

Jackson (2015:50) further encouraged researchers to take “reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organisational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable. Participants in the study can be exposed to numerous forms of harm. They could be harmed physically and psychologically. In addition, the participants can have their privacy invaded, experience distress and discomfort. Most of the research studies undertaken are not for the purpose of intentionally causing harm to people. Instead, most studies undertaken are for enriching, contributing positively and expanding the existing body of knowledge. To eliminate or minimize the possibility of unintended harm, participants in this study were assured of their right to partake or not to partake in the study. The participants were informed about the sampling frame and how members were included in the study. They were assured that it is not about selective targeting. They were also made aware that they have a right not to partake further at any time during the study. Their identities were not be disclosed. The information which they provide will be kept confidential except in the case of publication of the dissertation.”

- Ensuring confidentiality and anonymity

Jackson (2015:50) also state that researchers “have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. This obligation is applicable to all researchers. In this study the participants were informed of the purpose of the study. A commitment was made that the information provided will be treated as confidential. The use of the collected information will be for the purpose of publication of the dissertation. The collected information will be archived for a period of five years.”

- Ensuring that permission is obtained

Adams and Lawrence (2015:22) are in view that “you will want to make sure that the benefits of your study outweigh any harm or inconvenience that your participants might experience.” The study was authorised by the NWDoH. Permission was also be sought from the department prior to the publication of the study results.

3.8 CONCLUSION

This chapter discussed the research methodology and design, research paradigm, data collection instrument, method of data collection and the statistical technique used for data analysis. The following chapter presents the data analyses and discussion of results.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The chapter presents the data sourced from the NWDoH staff members. The data is analysed in line with the objectives as presented in chapter one.

The study tool was sub-divided into the following five Sections: Section A presents the demographic profile of the respondents and Section B presents: Objective 1: To illustrate the perception of the NWDoH employees on diversity management with specific emphasis on gender and race; Section C: Objective 2: to determine the role of the NWDoH leadership in promoting diversity management; Section D: To assess awareness of the NWDoH employees with regards to the legislative framework on diversity management; Section E: To determine the challenges faced by the NWDoH in managing diversity and Section F: To make recommendations to the NWDoH on how to better manage diversity in the department.

4.2 RESPONSE RATE

The total of one hundred and one (101) questionnaires was received back from the respondents. All the questionnaires were administered at NWDoH Head Office. One hundred and one questionnaires distributed were all completed and returned. Therefore the return rate was 100%.

4.3 RELIABILITY ANALYSIS RESULTS

Table 4.1 summarises the reliability analysis results of the study.

Table 4.1 The reliability test

Item	Cronbach's Alpha	N	Interpretation
NWDoH	0.878	39	Excellent and consistent

Table 4.1 shows that the reliability measure gives an excellent alpha value to conclude consistency and reliability of the data. Given the above alpha value and the outcome as being reliable and consistent, the results inform for further analysis.

4.4 DEMOGRAPHIC DATA ANALYSIS

Demographic information of the participants is illustrated and discussed in this section. The personal characteristics of the sampled data are described using the demographic information. Relationship testing was performed using the demographic data as the point of reference. It was used to test the response pattern in the answering of the objectives. The demographic data used in this study is presented in the following figures.

Figure 4.1 Gender

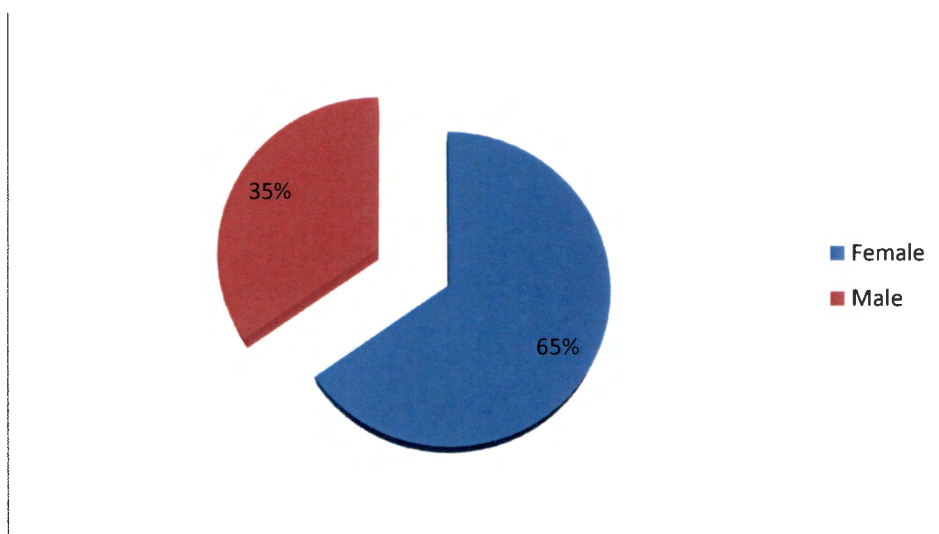
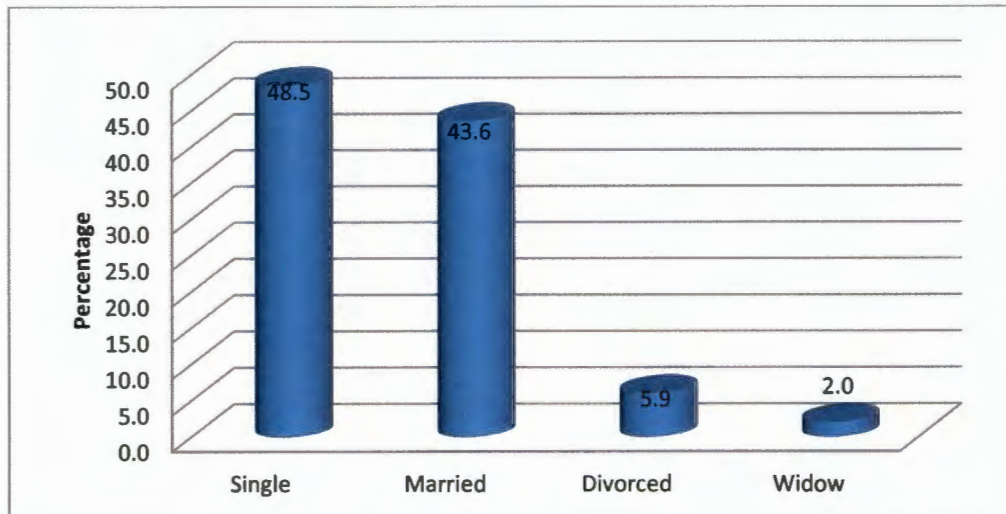


Figure 4.1 shows that the gender of the participants in which the majority (65%) of the respondents were females and the minority was males with 35%. Department of Health is staffed predominantly with female employees as the nursing profession was regarded as a female profession.

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Figure 4.2 Marital Status



In Figure 4.2, it is illustrated that 48.5% of the respondents are single, succeeded by 43.6% of the respondent married, 5.9% are divorced and lastly a small proportion (2%) of the respondents presented as widows.

Figure 4.3 Race

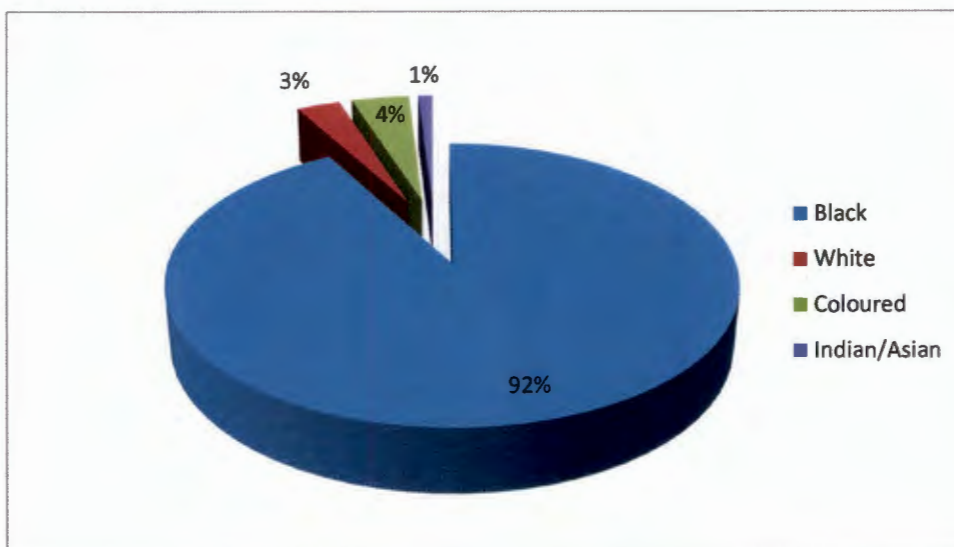


Figure 4.3 demonstrated that 92% of the respondents are black, succeeded by coloured at 4%, whites at 3% and lastly Indian/Asian race at 1%.

Figure 4.4 Level of educational

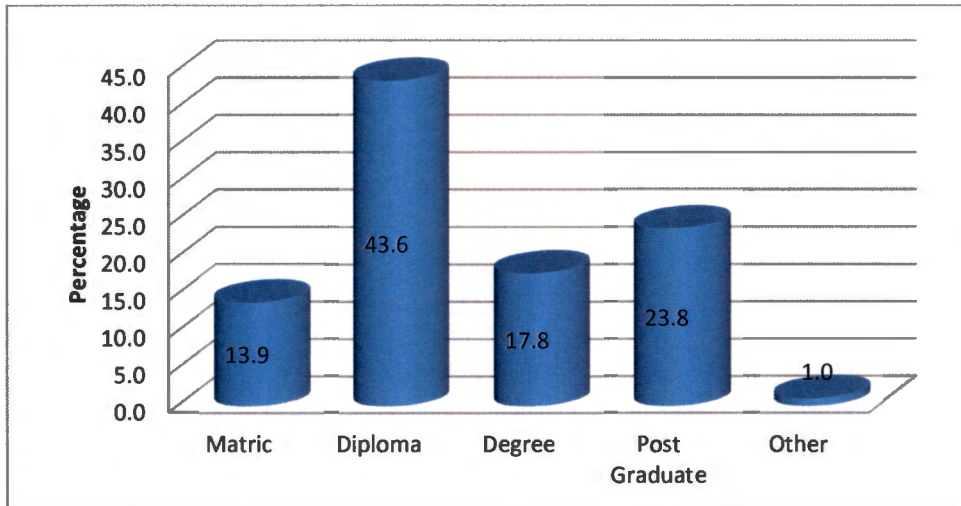


Figure 4.4 shows that 43.6% of the sampled employees of the department indicated that they hold a diploma, followed by 23.8% with post graduate qualification, bachelor's degree at 17.8% and 13.9% hold matric only.

Figure 4.5 Category of employment

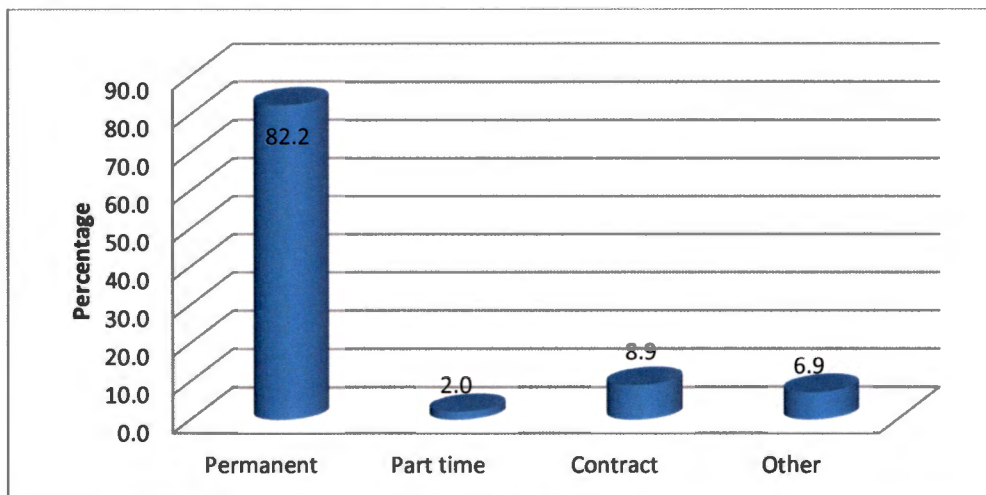


Figure 4.5 above depicts the different categories respondents hold with the majority (82.2%) being on the permanent category, followed by contract workers (8.9%), others (6.9%) and 2% on part time category.

Figure 4.6 Years of service in the public service

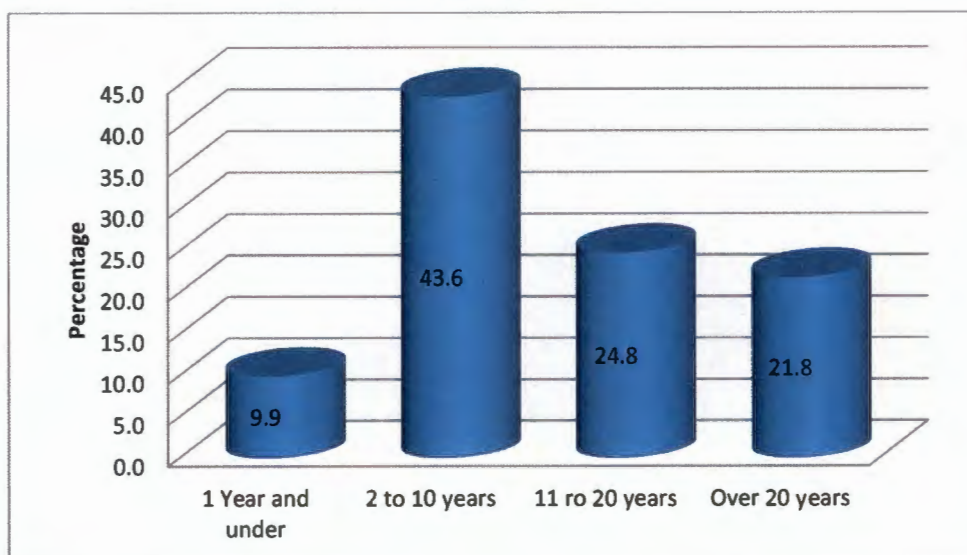
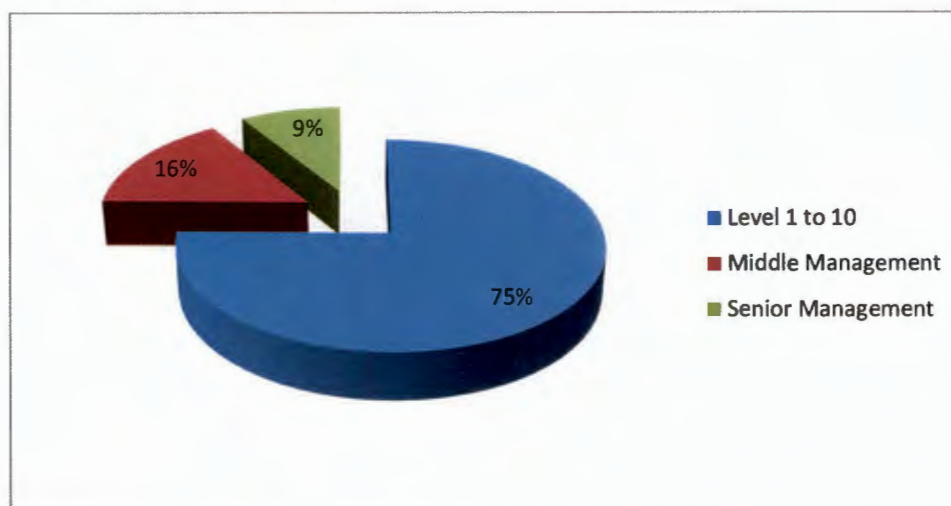


Figure 4.6 shows that 43.6% of respondents have been with the public service for 2 to 10 years, succeeded by the ones that have served for 11 to 20 years, 21.8% have served more than 20 years and the least (9.9%) being the 1 year and under.

Figure 4.7 Level of employment



The above Figure 4.7 illustrates that the majority (75%) of the respondents were in level 1 to 10, 16% were sitting in the second sphere of management (level 9 to 12) and lastly 9% were sitting in the executive or senior management level (level 13 to 16).

4.5 SECTION B

In this section, the statement and responses relating to the said research objective on “to illustrate the perception of the NWDoH employees on diversity management with specific emphasis on gender and race” was given and relevant study findings provided.

Table 4.2: To illustrate the perception of the NWDoH employees on diversity management with specific emphasis on gender and race

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	1	2	3	4	
Diversity management is a voluntary corporate approach to dealing with increasing demographic diversity in the workplace.	31(31%)	58(58%)	6(5.9%)	5(5%)	100 (100%)
NWDoH ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of race	30(30%)	55(55%)	13(13%)	2(2%)	100 (100%)
NWDoH ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of gender	25(25%)	57(57%)	14(14%)	4(4%)	100 (100%)
The staff is comfortable working with diverse race groups	29(29%)	60(60%)	10(10%)	1(1%)	100 (100%)
I have benefitted from diversity management	15(15%)	42(42%)	32(32%)	11(11%)	100 (100%)
NWDoH removes barriers to employment for previously disadvantaged people, the minorities and women.	19(19%)	56(56%)	16(16%)	9(9%)	100 (100%)
The staff is comfortable working with different gender	30(30%)	64(64%)	3(3%)	3(3%)	100 (100%)
Diversity helps promote awareness of individual difference and empathy for those who are different.	26(26%)	69(69%)	4(4%)	1(1%)	100 (100%)
Diversity is not meant to create greater inclusions of all individuals into formal company programmes and informal networks.	18(18%)	66(66%)	14(14%)	2(2%)	100 (100%)

In Table 4.2, the responses to the questions relating to illustrate the perception of the NWDoH employees on diversity management with specific emphasis on gender and race is presented. Respondents provided answers to the nine statements and were requested to rate each statement on a scale of 1 to 4 where 1 = strongly agree; 2 = agree; 3 = disagree and 4 = strongly disagree.

Accordingly, 89% (31% and 58%) of the respondents indicated that diversity management is a voluntary corporate approach to dealing with increasing demographic diversity in the workplace, 85% (30% and 55%) agree that NWDoH ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of race, 82% (25% and 57%) concur that NWDoH ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of gender, 89% (29% and 60%) agree that the staff is comfortable working with diverse race groups, 57% (15% and 42%) agrees that they have benefitted from diversity management, 75% (19% and 56%) concur that NWDoH removes barriers to employment for previously disadvantaged people, the minorities and women.

Accordingly, 94% (30% and 64%) are of the view that the staff is comfortable working with different gender, 95% (26% and 69%) concur that diversity helps promote awareness of individual difference and empathy for those who are different, and lastly, 84% (18% and 66%) are of the view that diversity is not meant to create greater inclusions of all individuals into formal company programmes and informal networks.

4.6 SECTION C

In this section, the general questions and responses relating to the said research objective on “to determine the role of the NWDoH leadership in promoting diversity management” are presented and followed by discussions of findings.

Table 4.3 To determine the role of the NWDoH leadership in promoting diversity management

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	1	2	3	4	
Management of the department is appropriately intervening to deal with challenges pertaining to diversity management.	11(11%)	60(60%)	20(20%)	9(9%)	100 (100%)
NWDoH ensures that minorities (people with disability including women) are included in applicant pools	16(15.8%)	63(62.4%)	20(19.8%)	2(2%)	101 (100%)
NWDoH consults with employees on government policies relating to diversity management and its application.	5(5%)	57(57%)	29(29%)	9(9%)	100 (100%)
NWDoH develops Standard Operating Procedures (SOPs) to assist in the implementation of the said policies on diversity management in consultation with the general staff and unions.	9(8.9%)	52(51.5%)	37(36.6%)	3(3%)	101 (100%)
NWDoH ensures that parity exists in the hiring of all gender grouping in different levels of work.	5(5%)	68(67.3%)	22(21.3%)	6(5.9%)	101 (100%)
Opportunity for growth exist for minority groups particularly women in the department of health.	8(7.9%)	62(61.4%)	27(26.7%)	4(4%)	101 (100%)
Reflects a commitment to fair working conditions for diverse groups	6(5.9%)	73(72.3%)	17(16.8%)	5(5%)	101 (100%)
NWDoH creates room for staff development and training in diversity management.	7(6.9%)	57(56.4%)	27(26.7%)	10(9.9%)	101 (100%)
NWDoH adopts policies and practices that protect the rights and dignity of all persons and which provide equal access to resources	7(6.9%)	65(64.4%)	25(24.8%)	4(4%)	101 (100%)
NWDoH ensures that there is a conducive environment to cater for the minorities (persons living with disability including women).	9(8.9%)	72(71.3%)	13(12.9%)	7(6.9%)	101 (100%)

In Table 4.3, the responses to the questions relating to determine the role of the NWDoH leadership in promoting diversity management is presented. The respondents were requested to respond to ten statements and were requested to rate each statement on a scale of 1 to 4 where 1 = strongly agree; 2 = agree; 3 = disagree and 4 = strongly disagree.

Accordingly, 71% (11% and 60%) of the respondents pointed out that management of the department is appropriately intervening to deal with challenges pertaining to diversity management, 78.2% (15.8% and 62.4%) agree that NWDoH ensures that minorities (people with disability including women) are included in applicant pools, 62% (5% and 57%) are of the view that NWDoH consults with employees on government policies relating to diversity management and its application, 60.4% (8.9% and 51.5%) agree that NWDoH develops Standard Operating Procedures (SOPs) to assist in the implementation of the said policies on diversity management in consultation with the general staff and unions, 72.3% (5% and 67.3%) believe that NWDoH ensures that parity exists in the hiring of all gender grouping in different levels of work.

Accordingly, 69.3% (7.9% and 61.4%) agree that opportunity for growth exist for minority groups particularly women in the department of health, 78.2% (5.9% and 72.3%) concur that it reflects commitment to fair working conditions for diverse groups, 63.3% (6.9% and 56.4%) concurs that NWDoH creates room for staff development and training in diversity management, 71.3% (6.9% and 64.4%) agree that NWDoH adopts policies and practices that protect the rights and dignity of all persons and which provide equal access to resources, and 80.2% (8.9% and 71.3%) are NWDoH ensures that there is a conducive environment to cater for the minorities (persons living with disability including women).

4.7 SECTION D

This section deals with the general questions and responses relating to the said research objective on “the assess awareness of the NWDoH employees with regards to the Legislative framework on diversity management” are presented and followed by the discussions.

Table 4.4: To assess awareness of the NWDoH employees with regards to the Legislative framework on diversity management

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	1	2	3	4	
Employment Equity Act, 55 of 1998 provides for the elimination of discrimination and the promotion of Affirmative Action	19(19.4%)	72(73.5%)	5(5.1%)	2(2%)	98(100%)
Affirmative Action (The equal employment opportunity for women in the workplace) caters for the interests of women as equals in the workplace.	18(18.2%)	73(73.7%)	5(5.1%)	3(3%)	99(100%)
Employment Equity Act 55 of 1998 prescribes the attainment of a specific quota on minority groups.	16(16.2%)	73(73.7%)	7(7.1%)	3(3%)	99(100%)
Diversity allows for promotion of women to top management with the least qualification to men	7(7.1%)	50(50.5%)	36(36.4%)	6(6.1%)	99(100%)
Employment Equity Plans are meant to address workforce inequities in respect of minorities	12(12.1%)	70(70.7%)	15(15.2%)	2(2%)	99 (100%)
The Skills Development Act, 97 of 1998 is primarily meant to address the training and development in the workplace.	18(18.2%)	66(66.7%)	11(11.1%)	4(4%)	99 (100%)
Promotion of equality and the prevention of unfair discrimination Act, 4 of 2000 in line with diversity management provides for the promotion of equality of opportunity before equality of treatment	6(6.1%)	80(80.8%)	10(10.1%)	3(3%)	99 (100%)
Labour Relations Act, 66 of 1995 protects the rights of employees against employers only.	7(7.1%)	64(64.6%)	22(22.2%)	6(6.1%)	99 (100%)
The Constitution of the Republic South Africa, of 1996 promotes the rights of the minority groups	17(17.2%)	61(61.6%)	17(17.2%)	4(4%)	99 (100%)
Basic Conditions of Employment Act, 75 of 1997 prescribes the minimum conditions of employment.	12(12.1%)	79(79.8%)	5(5.1%)	3(3%)	99 (100%)

Table 4.4 presents the responses to the questions relating to assess awareness of the NWDoH employees with regards to the Legislative framework on diversity management. Respondents provided answers to the ten statements and were requested to rate each statement on a scale of 1 to 4 where 1 = strongly agree; 2 = agree; 3 = disagree and 4 = strongly disagree.

Accordingly, 92.9% (19.4% and 73.5%) of the respondents indicated that Employment Equity Act, 55 of 1998 provides for the elimination of discrimination and the promotion of Affirmative Action, 91.9% (18.2% and 73.7%) concur that Affirmative Action (The equal employment opportunity for women in the workplace) caters for the interests of women as equals in the workplace, 89.9% (16.2% and 73.7%) agree that Employment Equity Act 55 of 1998 prescribes the attainment of a specific quota on minority groups, 57.6% (7.1% and 50.5%) are of the view that Diversity allows for promotion of women to top management with the least qualification to men, 82.8% (12.1% and 70.7%) agree that Employment Equity Plans are meant to address workforce inequities in respect of minorities, 84.9% (18.2% and 66.7%) concurs that The Skills Development Act, 97 of 1998 is primarily meant to address the training and development in the workplace.

Accordingly, 86.9% (6.1% and 80.8%) are of the view that Promotion of equality and the prevention of unfair discrimination Act, 4 of 2000 in line with diversity management provides for the promotion of equality of opportunity before equality of treatment, 71.7% (7.1% and 64.6%) agree that Labour Relations Act, 66 of 1995 protects the rights of employees against employers only, 78.8% (17.2% and 61.6%) confirms that The Constitution of the Republic South Africa, of 1996 promotes the rights of the minority groups, 91.9% (12.1% and 79.8%) Basic Conditions of Employment Act, 75 of 1997 prescribes the minimum conditions of employment.

4.8 SECTION E

Table 4.5: To determine the challenges faced by the NWDoH in managing diversity

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	1	2	3	4	
It is always a challenge to find people from designated groups with critical or scarce skills	13(12.9%)	42(41.6%)	40(39.6%)	6(5.9%)	101(100%)
Salaries are determined on the basis of race	1(1%)	6(5.9%)	55(54.5%)	39(38.6%)	101(100%)
Salaries are determined on the basis of gender	0(0%)	3(3%)	58(57.4%)	40(39.6%)	101(100%)
Staff confusing diversity for promotion opportunities.	6(5.9%)	31(30.7%)	50(49.5%)	14(13.9%)	101(100%)
The staff is disturbed working in a department with predominantly	5(5%)	10(9.9%)	57(56.4%)	29(28.7%)	101(100%)

Setswana speaking employees.					
Employees resistance to change	8(7.9%)	26(25.7%)	48(47.5%)	19(18.8%)	101(100%)
Labour buy-in in the support for diversity management	8(7.9%)	48(47.5%)	39(38.6%)	6(5.9%)	101(100%)
Managers are relegating the diversity management responsibility to HR division	11(10.9%)	49(48.5%)	34(33.7%)	7(6.9%)	101(100%)
Cultural practices are a great source of conflict within the department of health.	7(6.9%)	28(27.7%)	54(53.5%)	12(11.9%)	101(100%)
Conflicting religious beliefs and imposing the dominant religious belief on others	9(8.9%)	26(25.7%)	55(54.5%)	11(10.9%)	101(100%)

Table 4.4 presents the responses to the questions relating to assess awareness of the NWDoH employees with regards to the Legislative framework on diversity management. Respondents provided answers to the ten statements and were requested to rate each statement on a scale of 1 to 4 where 1 = strongly agree; 2 = agree; 3 = disagree and 4 = strongly disagree.

Accordingly, 54.5% (12.9% and 41.6%) of the respondents indicated that it is always a challenge to find people from designated groups with critical or scarce skills, 93.1% (54.5% and 38.6%) disagree that salaries are determined on the basis of race, 97% (57.4% and 39.6%) disagree that salaries are determined on the basis of gender, 63.4% (49.5% and 13.9%) are not of view that staff are confusing diversity for promotion opportunities, 85.1% (56.4% and 28.7%) disagree that the staff is disturbed working in a department with predominantly Setswana speaking employees, 66.3% (47.5% and 18.8%) dispute that employees are resistant to change.

Accordingly, 55.4% (7.9% and 47.5%) are of the view that labour buy-in in the support for diversity management, 59.4% (10.9% and 48.5%) agree that managers are relegating the diversity management responsibility to HR division, 65.4% (53.5% and 11.9%) disagree that cultural practices are a great source of conflict within the department of health, and lastly, 65.4% (54.5% and 10.9%) disagree that there is a tendency of conflicting religious beliefs and imposing the dominant religious belief on others.

To make recommendations to the NWDoH on how to better manage diversity in the department.

The following comments were received from the respondents:

- That there should be dedicated diversity management meeting to set a platform to discuss the subject matter;
- That training, workshops, awareness campaigns and continuous education on diversity is needed. Education will also assist the staff to acknowledge and respect different culture and religion;
- That relevant policies must be implemented and compliance with the relevant legislative framework;
- That respecting the right of the minorities and that people with disability have to be resourced to do their job;
- That Employment Equity Plan has to be fully implemented and monitored;
- That consultation with the employees of the department on the diversity management is important; and
- That change management must be introduced as a tool to allow for new development in the department.

4.9 THE RELATIONSHIP BETWEEN VARIABLES

This section deals with the relationship testing of different variables against the demographic variables. The Chi-square test was computed to test for independence of association between demographic variables (particularly gender and race) and general statements. Table 4.5 presents the relationship between gender and the general statements.

Table 4.6 Gender

Gender		
	X² (Chi-square)	p-value
Diversity management is a voluntary corporate approach to dealing with increasing demographic diversity in the workplace.	18.616	0.000
NWDoH ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of gender	11.184	0.011
Reflects a commitment to fair working conditions for diverse groups	9.435	0.024
Salaries are determined on the basis of race	9.918	0.019
Salaries are determined on the basis of gender	9.465	0.009

Table 4.6 data reveals significant different results statistically on the gender of the employees versus the five statements provided. The gender of employee essentially impacts on how participant responded to the above statement at 5% level of significance. There is a statistically significant difference in the way the male and female employees respond to the said statements, implying that male respondents tend to disagree with the statements listed in Table 4.6, whereas female respondents tend to agree.

Table 4.7 presents the relationship between race and the general questions.

Table 4.7 Race

Race		
	X² (Chi-square)	p-value
Employment Equity Act 55 of 1998 prescribes the attainment of a specific quota on minority groups.	21.714	0.010
The Constitution of the Republic South Africa, of 1996 promotes the rights of the minority groups	20.504	0.015

Table 4.7 data reveals significant different results statistically on the race of the employees versus the two statements provided. The race of employee essentially impacts on how employee responded to the above statement at a significance level of 0.05 or 5%. There is a significant difference in the way the employees of different race respond to the said questions, implying that non black (white, coloured and Indian/Asian) respondents tend to disagree with the items listed in Table 4.7, whereas black respondents tend to agree.

4.10 CONCLUSION

Chapter 4 provided the empirical data analysis presented above. The data was manipulated statistically for ease of presenting, analysis and interpretation. The system used to manipulate the said data was through the SPSS system, and the SPSS (Statistical Packaging for Social Science) output was input into the tables. In the next chapter, conclusions and recommendation are drawn.

CHAPTER 5

DISCUSSIONS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter 5, the findings of the study are discussed. The discussion is based on the results obtained on each of the research objectives presented in chapter 1. Conclusions and recommendations are made based on the discussions. Finally, areas for further research are proposed.

5.2 DISCUSSION OF FINDINGS

This section discusses the findings of the study based on the research questions stated in chapter 1.

5.2.1 Research objective 1: To illustrate the perception of the NWDoH employees on diversity management with specific emphasis on gender and race

The NWDoH diversity management is a voluntary corporate approach to dealing with increasing demographic diversity in the workplace. Majority of the respondents indicated that NWDoH ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of race. NWDoH also ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of gender. The staff is comfortable working with diverse race groups, and that they have benefitted from diversity management. NWDoH removes barriers to employment for previously disadvantaged people, the minorities and women. The employees are comfortable working with different gender and diversity helps promote awareness of individual difference and empathy for those who are different. Diversity is not meant to create greater inclusions of all individuals into formal company programmes and informal networks.

5.2.2 Research objective 2: To determine the role of the NWDoH leadership in promoting diversity management

Management of the department is appropriately intervening to deal with challenges pertaining to diversity management. The NWDoH ensures that minorities (people with disability including women) are included in applicant pools. NWDoH consults with employees on government policies relating to diversity management and its application. NWDoH also

develops Standard Operating Procedures (SOPs) to assist in the implementation of the said policies on diversity management in consultation with the general staff and unions. NWDoH ensures that parity exists in the hiring of all gender grouping in different levels of work.

The opportunity for growth exists for minority groups particularly women in the department of health. It reflects commitment to fair working conditions for diverse groups. NWDoH creates room for staff development and training in diversity management. NWDoH adopts policies and practices that protect the rights and dignity of all persons and which provide equal access to resources. Lastly, NWDoH ensures that there is a conducive environment to cater for the minorities (persons living with disability including women).

5.2.3 Research objective 3: To assess awareness of the NWDoH employees with regards to the Legislative framework on diversity management

Employment Equity Act, 55 of 1998 provides for the elimination of discrimination and the promotion of Affirmative Action. Affirmative Action (The equal employment opportunity for women in the workplace) caters for the interests of women as equals in the workplace. Employment Equity Act 55 of 1998 prescribes the attainment of a specific quota on minority groups. Diversity allows for promotion of women to top management with the least qualification to men. Employment Equity Plans are meant to address workforce inequities in respect of minorities. The Skills Development Act, 97 of 1998 is primarily meant to address the training and development in the workplace.

Promotion of equality and the prevention of unfair discrimination Act, 4 of 2000 in line with diversity management provides for the promotion of equality of opportunity before equality of treatment. Labour Relations Act, 66 of 1995 protects the rights of employees against employers only. The Constitution of the Republic South Africa, of 1996 promotes the rights of the minority groups. Lastly, Basic Conditions of Employment Act, 75 of 1997 prescribes the minimum conditions of employment.

5.2.4 Research objective 4: To determine the challenges faced by the NWDoH in managing diversity

The study revealed that it is always a challenge to find people from designated groups with critical or scarce skills. Salaries are not determined on the basis of race and also that salaries are also not determined on the basis of gender. The staff at the NWDoH do not confuse

diversity for promotion opportunities, they believe there is a clear distinction between the two. The staff is not disturbed working in a department with predominantly Setswana speaking employees. Language does not serve as a barrier to do their work. Employees are not resistant to any form of change.

Labour buy-in in the support for diversity management and supports the programme. Managers are relegating the diversity management responsibility to HR division. Cultural practices are not a great source of conflict within the department of health. There is no tendency of conflicting religious beliefs and imposing the dominant religious belief on others.

5.2.5 Research objective 5: To make recommendations to the NWDoH on how to better manage diversity in the department

The results of the study found that:

- there should be dedicated diversity management meeting to set a platform to discuss the subject matter during consultation forums;
- training, workshops, awareness campaigns and continuous education on diversity is needed. Education will also assist the staff to acknowledge and respect different culture and religion;
- relevant policies must be implemented and compliance with the relevant legislative framework;
- people with disability have to be provided with the necessary resources to do their job and their rights ought to be respected and treated with and that lastly; and
- Employment Equity Plan has to be fully implemented and monitored.

5.3 CONCLUSIONS

The research outcome and findings resulted from the objectives as presented in chapter one above. Each of the five objectives had a section on the tool/questionnaire which directly had to answer. The study made an attempt to answer these research objectives by analysing diversity management: a case of the North West Province Department of Health.

5.4 RECOMMENDATIONS

The following are recommendations of the study:

- The NWDoH must ensure that consistent training of employees on diversity management and all the processes involved in its application are adhered to.
- Workshops, awareness campaigns, training and continuous education should be encouraged within the department of Health to emphasize the development and growth of employees on the subject matter.
- The NWDoH employees further recommend that the department must ensure relevant policies and legislations are implemented consistently and monitored throughout by relevant officials designated. The accounting officer must direct the Department Management Committee to have diversity as a standing agenda item in their monthly management meetings to report on progress made at different intervals.
- Managers at the NWDoH should take responsibility of managing diversity within the department.

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APPENDIX

Appendix A: Questionnaire

My name is David Modisaotsile Tshobotlwane. I am a student at the North West University, currently studying towards a Master of Public Administration

I am carrying out a study on managing diversity in the North West Department of Health.

I kindly request you to read the following study objective in order to gain an insight of what my study is based on, and respond to the questions below.

Objectives:

- To illustrate the perception of the North West Department of Health employees on diversity management with specific emphasis on gender and race;
- to determine the role of the North West Department of Health leadership in promoting diversity management;
- To assess awareness of the North West Department of Health employees with regards to the Legislative framework on diversity management.
- To determine the challenges faced by the North West Department of Health in managing diversity
- To make recommendations to the North West Department of Health on how to better manage diversity in the department.

Your co-operation in this exercise is greatly appreciated. Please do not include your names. Your response will be held in strict confidence and will be used for this study only.

Thank you for your co-operation

Kind Regards

David Modisaotsile Tshobotlwane

SECTION A: Demographic Information

1. Gender

☐ Female ☐ Male

2. Marital Status

☐ Single ☐ Married ☐ Divorced ☐ Widow (er)

3. Race

☐ Black ☐ White ☐ Coloured ☐ Indian/Asian

4. Level of education

☐ Matriculated ☐ Diploma ☐ Degree ☐ Post Graduate Degree
☐ Other

5. State the category of employment you fall under

☐ Permanent worker ☐ Part time worker ☐ Contract worker ☐ Other

6. Years of service

☐ ≤ 1 years ☐ 2–10 years ☐ 11–20 years ☐ Over 20 years

In completing each item in this section, carefully read each statement and indicate the extent to which you agree or disagree with the statement by ticking the appropriate column.

SECTION B: To illustrate the perception of diversity management with specific emphasis on gender and race

	STATEMENTS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	Diversity management is a voluntary corporate approach to dealing with increasing demographic diversity in the workplace.				
2	NWDoH ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of race				
3	NWDoH ensures fair, non-discriminatory practices which respect the rights and dignity of all its employee irrespective of gender				
4	The staff is comfortable working with diverse race groups				
5	I have benefitted from diversity management				
6	NWDoH removes barriers to employment for previously disadvantaged people, the minorities and women.				
7	The staff is comfortable working with different gender				
8	Diversity helps promote awareness of individual difference and empathy for those who are different.				
9	Diversity is not meant to create greater inclusions of all individuals into formal company programmes and informal networks.				

SECTION C: The role of North West Department of Health leadership in promoting diversity management

	STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Management of the department is appropriately intervening to deal with challenges pertaining to diversity management.				
2	NWDoH ensures that minorities (people with disability including women) are included in applicant pools				
3	NWDoH consults with employees on government policies relating to diversity management and its application.				
4	NWDoH develops Standard Operating Procedures (SOPs) to assist in the implementation of the said policies on diversity management in consultation with the general staff and unions.				
5	NWDoH ensures that parity exists in the hiring of all gender grouping in different levels of work.				
6	Opportunity for growth exist for minority groups particularly women in the department of health.				
7	Reflects a commitment to fair working conditions for diverse groups				
8	NWDoH creates room for staff development and training in diversity management.				
9	NWDoH adopts policies and practices that protect the rights and dignity of all persons and which provide equal access to resources				
10	NWDoH ensures that there is a conducive environment to cater for the minorities (persons living with disability including women).				

SECTION D: To assess awareness of the North West Department of Health employees with regards to the Legislative framework on diversity management.

	STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Employment Equity Act, 55 of 1998 provides for the elimination of discrimination and the promotion of Affirmative Action				
2	Affirmative Action (The equal employment opportunity for women in the workplace) caters for the interests of women as equals in the workplace.				
3	Employment Equity Act 55 of 1998 prescribes the attainment of a specific quota on minority groups.				
4	Diversity allows for promotion of women to top management with the least qualification to men				
5	Employment Equity Plans are meant to address workforce inequities in respect of minorities				
6	The Skills Development Act, 97 of 1998 is primarily meant to address the training and development in the				
7	Promotion of equality and the prevention of unfair discrimination Act, 4 of 2000 in line with diversity management provides for the promotion of equality of opportunity before equality of treatment				
8	Labour Relations Act, 66 of 1995 protects the rights of employees against employers only.				
9	The Constitution of the Republic South Africa, of 1996 promotes the rights of the minority groups				
10	Basic Conditions of Employment Act, 75 of 1997 prescribes the minimum conditions of employment.				

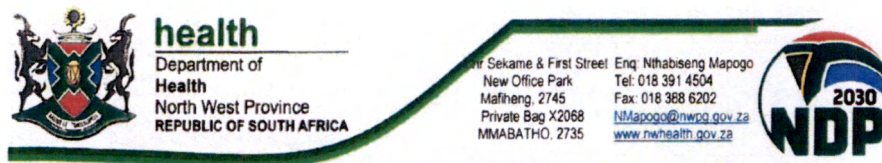
SECTION E: To determine the challenges faced by the North West Department of Health in managing diversity

	STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
1	It is always a challenge to find people from designated groups with critical or scarce skills				
2	Salaries are determined on the basis of race				
3	Salaries are determined on the basis of gender				
4	Staff confusing diversity for promotion opportunities.				
5	The staff is disturbed working in a department with predominantly Setswana speaking employees.				
6	Employees resistance to change				
7	Labour buy-in in the support for diversity management				
8	Managers are relegating the diversity management responsibility to HR division				
9	Cultural practices are a great source of conflict within the department of health.				
10	Conflicting religious beliefs and imposing the dominant religious belief on others				

In your opinion, how can the North West Department of Health better manage diversity?

Thanks for completing this questionnaire.

Appendix B: Research approval letter



POLICY, PLANNING, RESEARCH, MONITORING AND EVALUATION

Name of researcher : **Mr. D. Tshobothwane**
North West University
Physical Address **NEW OFFICE PARK**
(Work/ Institution) **MAFIKENG, 2745**
P/BAG X 2068 MAFIKENG
2745

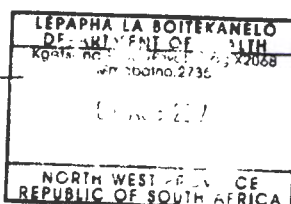
Subject : **Research Approval Letter – Managing diversity in the North West Department of Health.**

This letter serves to inform the Researcher that permission to undertake the above mentioned study has been granted by the North West Department of Health. The Researcher is expected to arrange in advance with the chosen facilities, and issue this letter as proof that permission has been granted by the Provincial office.

This letter of permission should be signed and a copy returned to the department. By signing, the Researcher agrees, binds him/herself and undertakes to furnish the Department with an electronic copy of the final research report. Alternatively, the Researcher can also provide the Department with electronic summary highlighting recommendations that will assist the department in its planning to improve some of its services where possible. Through this the Researcher will not only contribute to the academic body of knowledge but also contributes towards the bettering of health care services and thus the overall health of citizens in the North West Province.

Kindest regards.

Dr. FRM Reichel
Dr. FRM Reichel
Director: PPRM&E



03/08/2017
Date

W. S. L. G. M.
Researcher

04/08/2017
Date


Healthy Living for All