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MANAGEMENT AND EMPLOYEE PERCEPTIONS OF A BLACK ADVANCEMENT PROGRAMME

Ignatius van Niekerk

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	D	50 — 59%'

A research report submitted to the Graduate School of Business Administration, University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements for the Degree Master of Management (Human Resources Management).

Johannesburg, 1992

DECLARATION

I declare that this research report is my own, unaided work. It is being submitted in partial fulfilment of the requirements for the degree of Ma of Management (Human Resources Management) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

I van Niekerk

day of 1992

ABSTRACT

It is generally accepted by human resource analysts that a skills shortage exists at present and is likely to accelerate in the future. Surveys indicate that shortages exist at artisan, technician and management levels. If organisations are to address their current and future human resources needs, barriers to better utilisation of their human resources must be removed.

This study adopts an exploratory approach focusing on the perceptions of lower and middle management levels and their subordinate semi-skilled and skilled Black employees.

The purpose of the study was to identify critical factors, as perceived by White lower and middle management levels as well as semi-skilled and skilled Black employees, required to run a successful Black Advancement Programme within specific organisations. The sample consisted of seventeen White lower and middle level managers and sixty-three Black semi-skilled and skilled employees. Each participant completed a self-administered questionnaire which listed 32 statements reflecting specific Black Advancement activities. Respondents had to indicate to what degree they consider the listed activities will influence the future success of the Black Advancement Programme. Critical factors were identified by comparing the management and employee perceptions of each listed activity.

The results of the research confirm that management perceive Black Advancement progress in a significantly more positive way than employees do. The perceptions of the two groups indicate a statistically significant difference regarding the following Black Advancement activities : management clarification of values and corporate commitment by top management, strategic human resources planning, line management ownership and accountability, targets set or affirmative action, staff attitudes, two-way communication, formal training, addressing discriminatory practices and monitoring and follow-up,. These findings correspond with reasons given by Hofmeyr (1989) and Human (1991) as to why Black Advancement Programmes fail. In analysing these findings and the literature it appears that effective Black Advancement is highly unlikely if done in isolation. Black Advancement must be part of a larger Human Resource Strategic Plan and the

implementation and reinforcing of plans and policies made. However, being part of a larger Human Resource Strategy implies that Black Advancement should not be a programme on its own, but rather be part of a strategic Staff Development Programme.

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CHAPTER I

INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

The purpose of this research is to identify the difference in perception between White lower and middle managers as well as semi-skilled and skilled Black employees, which contribute to or detract from the success of a Black Advancement Programme within a major South African organisation. The observations by Hofmeyr (1989) as to why many Black Advancement Programmes fail, were used as a basis to distinguish factors contributing to or detracting from the success of the Black Advancement Programme within The Employment Bureau of Africa (TEBA). In addition to the issues highlighted by Hofmeyr, further issues were identified from within TEBA by means of the Nominal Group Technique involving six employees selected from the two employment levels identified above. A questionnaire concerning these issues was administered to a sample of 17 managers and 63 Black employees participating in the Black Advancement Programme.

Given the shortage of skilled staff and trained managers facing South Africa (Charoux, 1990; Nel, 1990) and the present key role of White lower and middle managers (de Kock, 1990), knowledge of the perceptions of these managers and employees, as a reflection of their commitment to Black Advancement is essential (Durst, 1990). With regard to Black Advancement, management commitment is an essential key strategic focus for any organisation (Lindeque, 1990).

Project Free Enterprise (1989) points out that :

"It is implicit beliefs and values which impact on management and organisational goals. This means that if the organisation is going to change, the individuals' value system must be challenged. Considerable time and energy

needs to be focused on re-shaping individual values and handling the concomitant fears and anxieties. Failure to do this might simply result in the mission, supporting values and equal opportunity policy becoming another inanimate corporate intention." (Project Free Enterprise, 1989:47).

This exploratory study is unique in its dual focus on lower and middle management levels and semi-skilled and skilled Black employees' perceptions. The study attempts to establish those critical factors required to run a successful Black Advancement Programme within the Chamber of Mines and its affiliates. Results of the study will provide critical information for the strategic implementation of equal opportunity programmes in other South African organisations.

This chapter will commence with a brief statement on the limited progress made in the advancement of Blacks into skilled and particularly management positions and the importance of the research from a national and organisational perspective. The research question will follow stressing the intent to gather essential information with which a successful Black Advancement strategy can be planned. The research methodology will be outlined hereafter, together with key assumptions and definitions of concepts. Finally, an overview of the layout of the research report will be outlined.

1.2 THE RESEARCH PROBLEM

Hofmeyr (1989) points out that in 1989 only 5.5% of management positions were occupied by Blacks. In comparison, in the United States in 1987 only 5.2% of the executive positions were occupied by Blacks, bearing in mind that at that time Blacks comprised some 12% of the American population. It is noteworthy that Charoux (1990) states that in South African in 1989 Blacks constituted some 80% of the overall population while occupying less than 2% of management positions. The difference between these two references is in itself a reflection of

the overall state of confusion reigning in organisations participating in and recording the progress they make with Black Advancement.

In a paper presented at the University of Cape Town Graduate School of Business in June 1990 on 'Management Education for the Nineties', Hofmeyr (1990) expressed himself as follows :

"A feature of the South African condition is that considerable effort goes into forecasting future scenarios and determining what the options are for the country. Future research has become a growth industry and has provided some thought-provoking analyses of the general trends and challenges; what is needed now is a more narrowly-focused examination of specific areas within the broader scope of this research. For example, there have been numerous analyses of the future human resource requirements of the economy, and the critical shortage of skilled and managerial personnel has been well documented. What has not had enough attention has been the research and analysis to develop strategies to meet this challenge" (Hofmeyr, 1990:1).

The study of the advancement of Blacks has been an important and central part of the literature on developing skilled human resources and managers for the South African economy since the 1970's. Over the past decade, a number of studies have been conducted in this regard (Boulle, 1978; Hofmeyr, 1982; Human, 1982; Charoux, 1984; Robertson, 1986; Charoux, 1987; Hofmeyr, 1990) and organisations have attempted numerous Black Advancement Programmes. Its has become evident that effective Black Advancement is crucial for future South African economic growth (Louw, 1990; Nel and Nel, 1990).

The study of Black Advancement Programmes is complicated by the confusion between theory and practice. Many organisations begin advancement without awareness of the critical theoretical factors underlying successful programmes.

Human (1991) points out that :

"... these programmes were concerned initially with the process of 'Black Advancement' and centred around the abilities of Black people and the necessity of training them to fit into White organisational life. In essence, the major obstacles to the development of Black people were perceived to be an inferior educational system and the limitations imposed on Black people by their culture. Much of the early work in this country represented an attempt to explain and to expand this way of thinking which formed the basis of a number of training programmes designed specifically to overcome perceived deficiencies in Blacks" (Human, 1991:1).

The broader impact the Black Advancement Programmes are intended to have is reflected by the following quote by Reilly :

"One of the most important on-going tasks, as crucial to the country's stability as it is to the future of private enterprise, is to create and develop non-racial organisations, manned by well-educated, trained an competent staff" (Project Free Enterprise et al, 1989).

There are also less tangible problems which have to do with employee attitudes, corporate culture and the socio-political environment.

"Enlightened companies will continue to try to make progress, but clearly considerable time, effort and some re-thinking will be needed to implement an integrated process which brings about meaningful change. Ad hoc programmes and isolated changes are not sufficient" (Hofmeyr, 1989:19).

Project Free Enterprise (1989) came to the conclusion that :

"an 'Equal Opportunity Culture' tends to exist more in the minds of senior management than at the coalface in the lower levels - where many old habits remain deeply ingrained. This implies that far greater energy and resources need to be directed towards equal opportunity issues at the operational and supervisory levels within the organisation." (Project Free Enterprise et al, 1989)

Manning (1989) concurs on the need to change middle management attitudes as a precursor to any successful development and expresses himself as follows :

"*Negative attitudes occur at the highest levels of the most progressive companies. But they are most lethal in the middle, where they're not so easy to detect; and they're specially troublesome among white supervisors, the critical link with the Black workforce.*"

He goes on to say : "*If you thought white managers were stressed now, wait till the year 2000. The Chief Executive who ignores the challenges of Black Advancement could be committing business suicide*" (Manning, 1989:15).

Finally, Hofmeyr (1982) stated that :

"*It would be one-sided to suggest that it is entirely the fault of (White) management and companies that Blacks have failed to advance in organisations to any significant degree. If the potential Black manager's perception is that Whites are solely to blame for his predicament and that there is nothing he can do to improve the position, then he is unlikely to progress. The commitment and motivation of both parties is necessary*" (Hofmeyr, 1982:256).

However, the development of human resources is part of both the individual's growth and the organisation's growth through coping with the environment of the organisation. It cannot be done in isolation, but as part of the overall strategy.

"*Strategic development is the identification of needed skills and active management of employee learning for the long range future in relation to explicit corporate and business strategies*" (Fombrun, Tichy and Devanna, 1984:159).

In this regard, a Black Advancement Programme takes on the critical role of strategic training and development of disadvantaged groups. It is within this context that this research aims to identify critical factors

contributing to or detracting from the success of the present Black Advancement Programme used in TEBA.

Consequently, it must be concluded that the successful introduction and maintenance of a Black Advancement Programme is dependent amongst other things on the perceptions of middle and lower level managers as well as semi-skilled and skilled Black employees.

1.3 RESEARCH QUESTIONS

The results of this study will provide critical information for the strategic implementation of Black Advancement Programmes in other South African organisations. The research results will also assist in bridging the gap in understanding the Black Advancement process between White lower and middle managers as well as semi-skilled and skilled Black employees.

This exploratory study seeks to answer the following questions :

- What factors within TEBA are perceived to impact most on their Black Advancement Programme?
- Are the perceptions of White middle and lower managers congruent with those of semi-skilled and skilled Black employees?
- What recommendations may be made for inclusion in an Equal Opportunity Programme?

1.4 LIMITATIONS AND ASSUMPTIONS

- Hofmeyr (1989), based his observations on surveys conducted in a number of organisations. This research report does not replicate his research. Instead, it was decided to focus on a South African organisation that plays a leading role with respect to the mining

industry, both nationally and inter-nationally. TEBA, which is today believed to be one of, if not the largest, single employment agency in the world, operates over an area of Southern Africa roughly equivalent in size to Western Europe, bringing mineworkers from many different countries to the mines quickly and efficiently, maintaining links between them and their families while they are at work, providing numerous support services and, or course, taking them home again.

This huge logistical exercise is carried out from some 80 regional offices and though five documentation centres. TEBA employees provide services for about half a million mineworkers annually (Gordon, 1987).

- The limitation imposed by this choice of a single organisation is that it cannot be assumed that the findings would hold for every other South African organisation. A major limitation for the research is inherent in the methodology applied and the logistics involved. In comparison with interviews, the questionnaires' ability to probe for more detailed information is limited. Furthermore, ensuring the maximum number of questionnaires are returned, especially from the rural areas, proved to be a daunting task.

- The sample consisted of two distinct staff groups at the organisation interface levels, i.e. the level where White management meet Black trainee managers. The sample, fairly typical of many South African organisations, contains very few women and only a few skilled Blacks. Furthermore, the sample spread across international borders and covered various political systems.

These limitations apart, the research allows for meaningful results. As the participants all work for the same organisation, with a distinct organisation culture and single employment policy, the validity of the results is not affected. Should the results conform with the finding of Hofmeyr (1989), this research and questionnaire will have relevant application potential within South African organisations. If

these findings contrast with the Hofmeyr findings, the result will lead to the generation of alternative hypotheses.

1.5 PERCEPTIONS AND RELATED CONCEPTS

1.5.1 Introduction

This research focuses on the perceptions regarding Black Advancement held by White lower-level and middle-level managers as well as semi-skilled and skilled Blacks within a specific South African organisation. The overall objective of this section is to present an overview of this and related concepts.

1.5.2 Definition of Perception and its Relevance to Work

Szilagyi and Wallace (1980) define perception as :

"the process by which individuals attend to incoming stimuli and organise or interpret such stimuli into a message that in turn indicates an appropriate action or behaviour" (Szilagyi and Wallace 1980:71), while Reitz (1987) describes perception as follows : *"Perception includes all those processes by which an individual receives information about the environment - seeing, learning, feeling, tasting and smelling."*

"All are important, but in the behaviour of individuals in organisations, the first three - seeing, hearing and feeling - are the dominant senses. The study of these perceptual processes show that their functioning is affected by three classes of variables : the object or events being perceived, the environment in which perception occurs, and the individual doing the perceiving " (Reitz 1987:102).

Perception deals with the individual's view of reality. Interpreting stimuli leads to the individual forming a certain picture, (i.e. perception) of his environment. Moreover, Hofmeyr (1982) argues that perception is a primary mechanism by which employees interact with and adjust to their jobs, informal groups and the formal organisation. As a result, the way Black staff, for example, perceive their work environment, will influence both their understanding of their work and their behaviour at work.

It must be noted that what one individual experiences or perceives from his/her particular vantage point may be very different from what another individual experiences in the same situation. Silverman (1970) and Schein (1980) point out that people assign meanings to situations and to the actions of others and react in terms of the interpretation suggested by these meanings, that is, how they react will depend largely on how they define the situation.

In summary then :

"*Perception is other than what is physically out there. Yet what is perceived is reality for the perceiver, the only reality by which he can guide his behaviour*" (Burns, 1979:32).

1.5.3 Black Advancement

The literature on this subject uses a variety of terms such as **'Black Advancement'**, **'Affirmative Action'**, **'Managing Diversity'** (Human, 1991:11); **'Equal Opportunity Programmes'** (Greenblo, 1991:5; Lane, 1989:2); **'Employee Advancement Programmes'** (Hofmeyr, 1989:13).

Human (1991) goes on to say that these :

"are all labels employed, somewhat euphemistically, to describe the process by means of which Blacks and White women are provided with the opportunity to participate fully in the organisations and societies in which they work and live." She then goes on to say: *"In order to reduce complexity, I will generally confine myself to the development of Black people..."* (Human, 1991:11).

She goes on to describe it as the process by means of which Blacks are provided with the opportunity to participate fully in the organisation and the society in which they live and work.

Project Free Enterprise (1989) refer to this issue as follows : *"The term 'equal opportunity' has recently superceded the previously used 'Black Advancement' or 'Affirmative Action'. Project Free Enterprise, in its 1986 Report, defined Black Advancement as 'the upward mobility and advancement of Blacks into real, managerial positions'"* (Project Free Enterprise, 1989:1).

This research concerns itself with **'Black Advancement'** as defined above. This term is used because this is the term used by TEBA and secondly, because TEBA only considered **'Black Advancement'** to apply to Black (African) staff members.

1.6 RESEARCH REPORT CONTENT PRESENTATION

The Chapters to follow will deal with :

Chapter II
Examines the literature on and recent trends in the approaches to Black Advancement Programmes

Chapter III
Describes the research methodology

Chapter IV
Describes the research results

Chapter V
Discusses the results in terms of the aims and research questions

Chapter VI
Concludes with recommendations for the application of results and future research

This is followed by the References, Appendices and the administered Questionnaires.

CHAPTER II

BLACK ADVANCEMENT : AN OVERVIEW

2.1 INTRODUCTION

A number of themes run through the history of Black Advancement Programmes in South Africa as described by Coetzee (1990), van der Walt (1990), Moolman, (1990), Falkenberg (1990), Lindeque (1990), Phillips (1988), Manning, (1989), de Geus (1991), Adonisi (1991) of which the following are some of the most important:

- The shortage of managers in South Africa and the small ratio of managers to subordinates when comparing South Africa with developed countries is becoming a critical issue.

- South Africa's productivity is among the lowest of the industrialised countries in the Western world. South Africa is, in fact, teetering on the brink of slipping back into the abyss of poverty, starvation and disease which characterise the fate of so many Third World countries.

- We are constantly reminded of the fact that the declining reservoir of white males is insufficient (and will become smaller) to fill South Africa's management needs. This traditional reliance places an unrealistically heavy burden on managers and it is imperative that organisations look to alternative resources, viz. other population groups and women, to try and alleviate the situation.

- There has also been an escalation in pressures brought to bear on organisations, especially from outside South Africa's borders, to reflect a more realistic ratio between the various population groups in their management teams. These pressures have been compounded by other factors, such as disinvestment and sanctions.

- Finally, the rapid political and social changes in South Africa itself have resulted in a change in the exp ations of employees and potential employees.

These combined factors, together with the challenges facing organisations on a global scale (e.g. changes in customer expectations, global competition, shrinking communication links and interlinking economies) give some idea of the complex challenges facing South African organisations. Consequently, South Africa faces a stark choice if it wants to survive politically and economically. The way to real rapid economic growth and democracy is in the way we develop and manage our human resources (Tucker, 1991).

2.2 CHARACTERISTICS OF HUMAN RESOURCES IN SOUTH AFRICA

2.2.1 Introduction

South Africa has a complex human resources problem as a result of a long and complex political, economic and socio-cultural history. The following are characteristics of human conditions in South Africa:

2.2.2 Factors that will Make Change Inevitable

- **Demographics**

  Approximately 86% of the overall population is Black (Charoux, 1990). This figure can be put into perspective by studying Table 1 which presents statistics on the South African population.

TABLE 2.I

FACTORS THAT WILL MAKE CHANGE INEVITABLE

POPULATION	NOW	1 WHITE FOR EVERY 6 BLACKS
	2010	1 WHITE FOR EVERY 10 BLACKS
GRADE ONES	NOW	8% WHITE
	2010	3% WHITE
MATRICS	NOW	1 WHITE FOR EVERY 1 BLACK
	2010	1 WHITE FOR EVERY 6 BLACKS
CONSUMERISM	NOW	40 - 50% BLACK
	2010	70 - 75% BLACK
URBANISATION	NOW	50 % OF BLACKS, 90% OF WHITES
	2010	70% OF BLACKS, 90% OF WHITES
MANAGEMENT : WORKER RATIOS	1988	1 : 60
	1995	1 : 72
	2000	1 : 110
	DESIRED	1 : 25
SKILLS SHORTAGE BY 2000	MANAGEMENT	212 000
	TECHNICAL	200 000
SKILLS TRAINING	23 000 ARTISANS BEING TRAINED IN 1989. BETWEEN 100 000 AND 150 000 NEEDED.	

(Nel and Nel, 1990 : 31)

From Table 2.1 it is clear that the Black population is growing much faster with a ratio of 6:1 (Black:White) in 1989, increasing to 10:1 by 2010. Consequently the only alternative is to expect the majority of economically active employees to be drawn from the Black racial group to an even greater extent in the future.

- **Management Worker Ratio**

  In terms of the management to worker ratio, the South African occupational structure is concentrated in the lower levels to a far greater extent than in countries such as the United Kingdom or the United States of America (Hofmeyr, 1982). According to Parsons (1988), 5,5% of economically active South Africans fall into the 'high level' category, while in the United Kingdom it is 14,7% and in the United states of America, 24,7%.

- **Disadvantaged Background of Blacks**

  The Black potential manager comes from a disadvantaged background, characterised by an inferior education, as was evidenced by the 1989 matric results for Black pupils.

  "*Of the 195 960 pupils who wrote the examination, only 42% passed, of which 17 533 gained university entrance*" (Charoux, 1990 : 10). "*Furthermore, the 1985 census indicates that the average educational level of the Black production worker is lower than standard four*" (Hirschowitz, 1990 : 33).

2.3 HISTORICAL ISSUES AFFECTING BLACK ADVANCEMENT

2.3.1 Introduction

One of the major limitations of the activities of any enterprise is the duty to respect the laws of the country and the dictates of

government labour policy. The latter can have one of two functions, i.e. either to prevent certain action by private enterprise or management, or to stipulate certain minimum conditions or actions. This section does not intend to review the very comprehensive South African code of industrial laws, but rather, to indicate briefly the types of restrictions placed by this code upon management.

2.3.2 Impact of Legislation on Black Advancement

Hugo (1989) explains this issue as follows:

"With the election of the Pact Government in the 1920s, a process which could be dubbed South Africa's own historical precedent for affirmative action was set in motion."

"The Pact Government of Hertzog's National Party and Cresswell's Labour Party created a new Department of Labour in 1924, one of whose objectives was specifically to protect Whites from Black competition. Inducements included tariff concessions to companies whose labour policies entailed demonstrable efforts to employ Whites (even at the expense of existing Black workers)." (Hugo, 1989 : 2)

He continues:
"Statistics attest to the success of these 'civilised labour policies' as they became known. For example between 1924 and 1933 the number of Whites employed by the South African Railways and Harbours rose from 4 760 to 17 683 while the number of Black employees fell from 37 564 to 22 008."
(Hugo, et al, 1989)

Management Responsibility and African Employment in South Africa (1973) expand as follows on the issue of legislation:

"At first, certain Acts stipulated minimum standards of performance which had to be fulfilled by employers wherever the Acts applied.

Examples are the Factories, Machinery, and Building Work Act of 1941, which controls the safety, health and physical working conditions in factories, the Shops and Offices Act of 1964 which has a similar role and the Mines and Works Act. Related to these are the Workmen's Compensation Act No. 30 of 1941, the Unemployment Insurance Act of 1966, and the Masters and Servants Act which stipulated certain obligations in labour contracts. All of these Acts did, to some extent, differentiate between racial groups, although this is not so important, since they usually stipulated minimum conditions upon which employers could improve. However, as they stipulated separate amenities, they resricted the freedom of employers to act in a non-racial way."

"On a second level, Acts provided for the negotiating and industrial council machinery between employers and employees. These included the Industrial Conciliation Act of 1956 (which excludes Blacks from the definition of 'worker'), the Bantu Labour (Settlement of Disputes) Acts of 1953 and the Wage Act of 1957. These Acts, which are deeply entrenched in South African labour history, constituted the framework for a racially differentiated negotiating process with Blacks lacking formal trade union registration rights, and other direct bargaining opportunities."
(Management Responsibility and African Employment in South Africa, Report of a Panel Investigation, 1973 : 51)

Hofmeyr (1982) and Watts (1985) expand on what could be termed a third category of Acts, not unrelated to the former, and concerned with work reservation and the racial pattern of employment. This included Clause 77 of the Industrial Conciliation Act of 1956, the Group Areas Act of 1950, the Bantu Laws Amendment Act of 1970, the Physical Planning and Utilization of Resources Act of 1967 as well as administrative rulings (e.g. Bantu Labour Regulations). These Acts, furthermore, included the much publicised three principles of government labour policy in this regard, i.e.

- No Blacks supervising a White worker.
- No Blacks substituting a White worker directly.
- No common work place for Blacks and Whites if employed in the same type of jobs.

Both came to the conclusion that the real significance of these statutes lies in the nature of their enforcement. While there is generally little doubt in South Africa that employers had to respect the laws of the country and government policy, considerable flexibility gradually evolved in the interpretation and application of many of these labour laws. This is a result of market conditions, the continuation of the severe shortage of skilled (White) workers, regional differences in the approach to labour legislation, declining sensitivity by White workers towards Black competitors and increasing pressure by South African and foreign critics.

It must, however, be stated that since the early 1980's (the post Wiehahn era) labour legislation has changed dramatically in South Africa. Legislation does not prevent Blacks from being developed into whatever position the individual's potential allows.

In the short term it does not seem as if legislation will be introduced to redress the situation. Undoubtedly for the next generation or two the educational disadvantage Blacks have will require the attention of organisations.

2.3.3 Education and Training

Hugo (1989) in his research came to the conclusion that:

"A major effort was devoted to educating and training Whites to participate in a society which was undergoing rapid transformation

away from a rural-based economy. This effort at mass-upliftment was not extended to Blacks. Whites as a group were launched on the road to universal literacy giving them a long head-start over Blacks. In addition, Whites had the muscle of voting power to support their demands to government."

"Race, educational qualifications and political clout were exploited to ensure the exclusive social advancement of the White sector. The lessons to be drawn from this are firstly that educational upliftment will be indispensable in a Black Advancement environment."
(Hugo, et al. 1989)

Moving from the philosophical to the more practical, leaders in education and especially industry and commerce must provide training in relevant technical and managerial competencies, continuous in-depth interaction with educational institutions and the formation of interest groups between industry/commerce and education bodies.

Furthermore, industry/commerce groups must support the process of educational reform and make resources and expertise available at all levels of education and training.

2.4 BLACK ADVANCEMENT LESSONS FROM THE UNITED STATES AND ZIMBABWE

2.4.1 United States

Hugo (1989) concludes that there are a number of lessons to be learned from the experience of Black Advancement in the United States of America. Summarised these are:

- **Commitment**

  There must be a clear and unambiguous commitment, in the form of a statement of policy, to Black Advancement by the chief executive officer and senior staff of the organisation, and frequent reaffirmation of that commitment.

- **Communication**

  This commitment must be communicated down the hierarchy to all staff members. The City of Atlanta, for example communicated its **'Affirmative Action Plan'** through publicity in its in-house magazine, policy inclusion in employee manuals and departmental annual reports, notices on pay slips, posters in areas accessible to employees and job applicants and presentation and discussion of the plan as part of the employee induction and training programmes.

- **Malicious non-Compliance**

  Firm action must be taken against those managers or employees who, through malicious non-compliance or other means, block the implementation of the programme. Most resistance to Black Advancement can be expected at the lower and supervisory levels. These are the people most threatened by the advent of Black Advancement programmes because they themselves lack educational qualifications and prospects for advancement.

- **Management Accountability**

  Staff in supervisory and managerial positions must be made accountable for their performance in the field of Black Advancement. Progress should be monitored as part of their performance evaluation.

Many American cities have appointed **'Affirmative Action Officers'** whose job it is to conduct seminars for supervisory and managerial staff to increase their understanding of the scope of Black Advancement, and to brief them on national and local matters pertaining to the employment of Blacks and other disadvantaged groups.

- **Affirmative Action Officer**

The task of an Affirmative Action Officer should be to assist departments, identify problem areas, liaise between the organisation and relevant outside groups, and maintain a complaint system to ensure that allegations of discrimination receive immediate and fair treatment.

- **Numerical Goals**

Written goals and timetables are necessary if the programme is to remain on course. Numerical goals highlight the areas needing remedial action and help evaluate progress towards the ideal of Black Advancement.

- **Monitor Progress**

Monitoring of progress and sanctions against those not complying with the programme are essential.

- **Focus on Individual**

The organisation's focus should be shifted to the individual rather than the group, to avoid group stereotyping.

- **No Tokenism**

Tokenism is detrimental to Blacks, Whites and the programme itself. An unintended consequence of Black Advancement is the effect that it can have of tainting the

legitimate advancement of Blacks. The achievements of Blacks in positions formerly held exclusively by Whites must be real and indisputable.

- **Bridge Culture Gap**

  Programmes will be needed to help bridge the culture gap between employees in the organisation. The aim will be to unfreeze the attitudes, beliefs and perceptions of employees and to sensitise them to the need for change.

- **Training**

  The importance of training is emphasised, as this will improve the prospect for equality of opportunity. Black Advancement proponents claim that anti-discriminatory principles alone are insufficient to redress the disadvantages suffered as a result of systematic historic discrimination.

- **Mentoring**

  Mentorship can be effective in enhancing potential.

- **Rewards for progress**

  The experience of Black Advancement in the U.S.A. has shown that it is only when programmes are accompanied by rewards and legislative reinforcement that meaningful progress will be made.

2.4.2 ZIMBABWE

Hofmeyr and Whata (1991) from their research of the Zimbabwean situation highlighted some lessons for South African organisations. Briefly, these are:

- **The Role of Black Managers**

  Academically and professionally those Black managers in Zimbabwe that succeeded are highly qualified. They have the determination and flair needed to overcome problems on their way to the top of their careers. This places a large proportion of the responsibility for success on themselves.

- **Attitude of Top Management**

  The attitude and policy of top management is pro-active in the process of training, developing and promoting Black management. However, changed needs, careful planning, and appointing people will not ensure optimal development of human resources and will adversely affect the functioning of the organisation in the long run.There is no doubt that where top management has a positive attitude to change, change can be effected with a great deal of success.

- **Window-dressing Appointments**

  Window-dressing and political appointments have not served the cause of Africanising the employment structure. The onus is on all organisations and top management in the public and private sectors to make that extra effort to ensure their personnel are adequately equipped to perform the job for which they have been appointed.

- **Need for a Defined Strategy**

  It appears from statistics on Black Advancement that there has been some progress in changing the profile of Zimbabwean organisations. The quality of this progress is, however, questionable since the quality of progress is dependent on the attitude and approach of top management.

It is concluded that it is necessary to have a principled approach and a well defined strategy.

- **Affirmative Action Legislation**

The 'Presidential Directive' of 1980 was directed at the public service and the effect on Black Advancement was dramatic. However, Government did not intervene directly in the private sector, although it did make it clear that it hoped commerce and industry would follow the example set by the public service.

2.5 PROBLEM AREAS FOR BLACK ADVANCEMENT

2.5.1 INTRODUCTION

There are a multitude of reasons offered for problems encountered by Black Advancement programmes, including the White backlash, and ranging from problems in the educational system to a slow economic growth rate, a shortage of funds and **'lip service to equity'**. Hofmeyr (1989) lists ten reasons why Black Advancement programmes fail :

- **Inadequate Classification of Values and Corporate Philosophy**

In the South African context, companies need a clear vision of themselves with respect to Black Advancement in a changing political situation. These values need to be **'understood'** and reinforced at every level of the organisation in order to promote ownership, responsibility and accountability.

Attention must be paid to the values of workers and management need to understand that perceptions differ drastically at different levels of the organisation, and unless manage-

ment understand these expectations and perceptions and address them, involvement and ownership is impossible. If an organisation's values are not clear, it will not be able to develop a coherent and credible Black Advancement programme.

This is an essential, if time consuming process, that must be carried out by skilled professionals, i.e. management professionals willing to spell out corporate values.

- **Lack of Commitment by Top Management**

Commitment involves action on the part of management who accept Black Advancement as a strategic necessity and are evaluated and rewarded in terms of their implementation of Black Advancement objectives. Lack of top management commitment results in Black Advancement programmes not being driven and monitored with the same enthusiasm as other strategic plans.

- **No Strategic Human Resource Planning**

The contribution of the Human Resources function to the deliberations of the top management team is to provide an objective view of the short- and long-term Human Resources needs of the organisation.

Strategic Human Resources Planning assists top management to take more balanced long-term decisions about the need or otherwise for Black Advancement Programmes.

- **Lack of Line Management Ownership and Accountability**

Despite many years of experience with Black Advancement Programmes, organisations still give responsibility for the

implementation and management of Black Advancement programmes to the Human Resources Department.

If the argument concerning top management commitment is extended, then ownership of, and accountability for the Black Advancement Programme must reside with line management.

Managers have to be evaluated on their contributions to Black Advancement objectives in the same way as they are evaluated on their bottom line results. The Human Resources Department can consult on selection, training and development - but the burden of effort for the implementation of Black Advancement Programmes should rest with the individual Business Unit.

- **No Targets for Affirmative Action**

Successful Black Advancement Programmes have all set targets to provide a goal to strive for and a basis for monitoring progress. If business managers are accountable for Black Advancement, they should agree upon the targets and departmental differences should be considered. The organisation then must decide on the people mix it wishes to have at certain targeted dates in the future.

In the case of Black Advancement, some companies are quick to argue that they will not compromise their policy of selecting and promoting **'on merit'**. This seems admirable, but given the disadvantages and barriers experienced by Black employees it simply means that the most suitable candidates usually turn out to be White males. Therefore, if a Black Advancement Programme is to be meaningful, Blacks need to be given more opportunities to prove themselves and may need more training and development to put them in positions where they can compete on an equal

footing. Black Advancement presupposes a **'level playing field'**. This necessitates an equalisation of opportunity - providing additional training, development and back-up to enable Black employees to compete on a more equal basis with their White peers. All employees with advancement potential must therefore be given an opportunity to develop to the limits of their individual capabilities.

- **Negative Attitudes**

The best plans can fail because not enough attention is paid to the attitudes of all the parties involved. Attitudes influence behaviour. The negative attitude of, for example, the White supervisor, and middle management in general may exist for reasons of prejudice, insecurity or simply, satisfaction with the present status quo.

In order to cope with attitudes of Whites who doubt the inherent capabilities of Blacks, organisations should:

1. Identify the opinions of relevant groups.

2. Employ skilled facilitators to allow resistance and fear to surface so that they can be managed - including the exposure of contrasting values, attitudes and perceptions.

3. Communicate the need for and benefits of Black Advancement and allay any fears of job loss.

4. Manage the 'culture' of an organisation to complement the implementation of Black Advancement.

- **No Two-way Communication**

The process of managing a Black Advancement Programme and dealing with negative attitudes requires on-going com-

munication in the organisation. There will be little progress if Black Advancement remains a **'masterplan'** understood by a select few.

Plans need to be communicated and opportunities provided for discussion and debate - in fact the input of these people should be an integral part of the development plan in the first place.

Care must be taken that Blacks do not perceive equity as a 'White' designed and executed plan or that Black Advancement is too narrowly defined - and attention must be paid to broader issues, such as quality of life, housing, transport, wages, educational assistance and intervention by the organisation in political matters which affect people's lives.

- **Reliance on Formal Training**

Too many Black Advancement Programmes consist of a number of training programmes which people are asked to attend in the hope that at the end of training they will be ready for promotion.

Fundamental to successful training is the involvement of the superior: everything he does, from the way he manages, communicates and makes decisions, teaches his subordinates something.

The greatest single influence on a person's development is his experience as a job holder. This means that superiors cannot achieve development in others by **'doing things for them'** (Hofmeyr, 1989 : 18).

In essence then, the work environment is the major learning environment and training should be an adjunct to and work

in co-operation with, job experience. If potential managers and other trainees can work with managers who are effective themselves and who are able and willing to develop subordinates, learning is likely to take place.

- **Discriminatory Practices**

Congruence implies that what a person says and does are complementary. *"However from attitude surveys and other research it is clear that from the perception of many Blacks, discriminatory practices in enlightened organisations still exist"* (Hofmeyr, et al. 1989). If these perceptions are not addressed, any performance will lack credibility.

Discrimination may be subtle - in the way instructions are given, the way work is allocated, who is coached and who is ignored. Attention also needs to be paid to the different interpretations of values and policy.

- **No Monitoring and Follow-up**

'What gets measured gets done,' (Hofmeyr, 1989 : 19). In addition to formulating and monitoring Black Advancement, management must follow up to ensure that objectives are met.

Hofmeyr concludes his article by stating that ad hoc programmes and isolated changes are not sufficient.
"Change is difficult and only results from massive, pinpointed, co-ordinated effort. This highlights the scope of the challenge. Only an organisation wide strategy, clearly thought through, and supported by management and employees can succeed"
(Hofmeyr, et al, 1989).

2.5.2 Critical Factors in Black Advancement

In terms of the above problems Hugo (1989) suggests that the following six indicators pinpoint the progress of Black Advancement Programmes in South Africa:

- With few exceptions, numerical goals are not yet part of Black Advancement Programmes.

- White managers perceive it to be good corporate politics to accept Black trainees and **'turn them into success stories'** at the expense of real development (Hugo, et al, 1989).

- More time is spent on recruitment on Black campuses than the number of their graduates and the calibre of education would seem to justify.

- Black matriculant and graduate cadet schemes operate to put talented individuals through specially designed expansive training programmes, the objective being to bring Black trainees up to the level where as many as possible can compete successfully with Whites for specific jobs.

Hugo, (1989) continues as follows:

- "*Targets are set for Blacks to fill positions such as apprentices or trainee technicians. Entry standards are not necessarily lowered but a more exhaustive recruiting effort is usually undertaken among Blacks than among Whites.*"

- "*Blacks with good track records are specially recruited with a view to rapid promotion into earmarked positions. When such a position becomes vacant, the Black candidate who has proved himself or herself will be appointed without necessarily being the best candidate available.*"

"Few South African organisations run programmes that incorporate all of these Black Advancement components. Others develop Blacks mainly because they expect a growing shortage of White skills. This is a large and growing category, understandably so because it is fuelled by unvarnished self-interest."

"There are also indications that a new perspective, which looks beyond the traditional concept of training Blacks for own needs only, has entered the process of Black Advancement. This involves the perception by medium to large companies that the survival of the free enterprise system may be at stake. Employers must therefore do their bit to win hearts and minds for a policy of orderly reform and support for 'free enterprise'" (Hugo, 1989:12).

2.6 OTHER SIGNIFICANT RESEARCH INTO BLACK ADVANCEMENT

Over the years the following significant research has been done:

Charoux (1986) concentrated on **'The Organisational Entry of the Black Manager into South African Organisations'**. In this research he sought answers to three fundamental questions: **'Who is the Black manager? How can he be effectively recruited and identified? How does he become organisationally socialised?'**

He went on to propose a model of organisational entry specifically aimed at Black managers, and examined how it could be practically implemented.

Erwee (1989) described culturally specific variables in the South African context which affect the career advancement of Black managers. She concluded that, *"In future research on variables affecting the career advancement of Black managers, South African researchers must be willing to empirically test their current hypotheses,"* (Erwee, 1989 : 18). She then lists some twenty preliminary research questions including:

'To what extent do the organisation behaviours of Black and White managers vary?' and
'What are the general stereotypes Black and White managers hold about each other?'

She then illustrated how much more basic research still needs to be done in South Africa.

Human and van Zyl (1982) conclude that **'fundamental gaps'** still remain as regards our understanding of what makes the Black manager respond the way he does in the workplace. They then studied the concept of **'marginality'**, commenting that in the marginal situation the individual might not be able to take his recipe knowledge of the world for granted, he might not be sure of his roles and he might continuously be subjected to inconsistent identity confirmation. The individual continuously finds himself torn between two worlds, that of his socio-cultural background and that of the Westernised worker.

They conclude that the individual perceives himself to exist in a **'no man's land'**, possibly also feeling a sense of **'not quite belonging'**, feeling purposeless and unsure where his loyalties should lie. It is their recommendation that some form of training for both Whites and Blacks is of paramount importance in order that each might at least begin to understand both the problems and the fears of the other group.

Human and Human (1987) investigated the **'upward mobility'** of Blacks from the economic and sociological perspectives as they relate to the White elites in South African business circles.

This analysis in turn paved the way for a tentative discussion of the possibility of inroads being made by Black people into the South African business elite.

In this research they examined, amongst others: social mobility and elite formation, social mobility in South Africa, the economic perspective and multiple directorates finally coming to the conclusion that :

"Within the White population of South Africa - which is often regarded as elitist in itself - we have a clearly defined business elite which has interests of its own to both protect and perpetuate."

"All of this does not augur well for the process of Black mobility into their higher echelons of business. For the huge majority of Black (and White) South Africans, the move from rags to riches, in the absence of any fundamental change to the bases of power, represents no more than a pipe dream" (Human and Human, 1987 : 73).

Moerdyk and Coldwell (1990) examined what they termed the **'Exclusion Model'**, **Deficit Model'** and **'Mismatch Model'**. They then examined the role of **'culture'** in business and Black Advancement.

The issue of **'merit'** was examined, and they concluded that if **'merit'** is to be the key to Black advancement, a new definition of **'merit'** that is appropriate to the South African context will have to be found. Finally, **'empowering Black managers'** was examined. They concluded that *"although people must develop the competencies required for the adequate performance of their jobs they must also be allowed, enabled or empowered to do their jobs properly"* (Moerdyk and Coldwell, et al, 1990).

Their overall conclusion was that it is time for White South African managers to change culturally and to stop imposing their **'values from high upon the workplace'** (Moerdyk and Coldwell, 1990 : 22).

Koopman, Nasser and Nel (1987) recognise that the workforce will not commit itself to enhancing quality and productivity while negative perceptions prevail. Koopman focused his energy on changing the perceptions of his workforce by integrating all staff into the functioning of the business through participation: **'right to the floor sweeper'** (Koopman,Nasser and Nel, 1987 : 103), was therefore not only an idealistic idea but also recognition that this is the only way real change can be effected in South African organisations.

Kruger and Human (1990), researching the attitude of skilled and semi-skilled White and Indian workers to one another and to the advancement of Blacks in the sugar milling industry, found "*attitudes vary from idealistic values, such as equal opportunity for all, to entrenched racialistic attitudes towards other groups*" (Kruger and Human, 1990 : 19).

The attitudes of Indians were found to be relatively more positive towards Africans than the attitudes of Whites, and the attitudes of Indians towards Whites were found to be significantly more positive than the attitudes of Whites towards Indians.

They concluded that: "*Many of the attitudes highlighted in this study present obstacles to the success of programmes designed to facilitate the advancement of Africans into higher level positions*" (Kruger and Human, et al, 1990).

Mokoatle (1977) shows that Blacks want to share in the profits they helped to make, want their children to be educated, so as to contribute to the future, want more knowledge and education in order to become effective workers. "*The Black worker believes he has vast learning capabilities which organisations do not recognise and which therefore remain undeveloped*". He concludes: "*the message is both unambiguous and challenging. Equally significant are the rewards, not only for those organisations facing up to such challenges, but also for the economy in general, for the manpower involved and the nation around which the economy revolves*" (Mokoatle, 1977 : 155).

Purcell and Cavanagh (1972) in their study present the attitudes and feelings of management and workers in one representative industry (electrical manufacturing). They investigated: '**How do Black workers, White workers and foremen view one another and the company?' They also studied corporate policy regarding'equal employment opportunity and its implementation**'. They conclude that the need for Black Advancement action by management is quite clear. However, time is short. More rapid growth of Black involvement in American industry is possible and practicable. The how to do it is

not so elusive as has been thought. More elusive, however, are the how to want it and the how to pay for it!

Their findings showed that when Blacks enter the industrial world they can enrich that world for Whites as well as for themselves, and that issues for the manager can be transformed into shared accomplishments and opportunities.

2.6.1 Pertinence of Prior research to this Research

In reviewing the abovementioned prior research it emerges that several recurring themes which require further research have to do with perceptions, attitudes and behaviour.

- **"Who is the Black manager?"** Charoux, et al. (1986).
- **"To what extent does the organisational behaviour of Black and White managers vary?"** Erwee, et al. (1988).
- **"... problems which have to do with employee attitudes..."** Hofmeyr, et al. (1989).
- **"... some sort of training for both Blacks and Whites is of paramount importance in order that each might at least begin to understand both the problems and the fears of the other."** Human and van Zyl, et al. (1982).
- **"The role of 'culture' in business, i.e. 'values, attitudes and behaviour of participants'"**. Moerdyk and Coldwell, et al. (1987).
- **"The workforce will not commit itself to enhancing quality and productivity whilst negative perceptions prevail."** Koopman, Nasser and Nel, et al. (1987).

- **"Attitudes vary from idealistic values, such as equal opportunity for all, to entrenched racialistic attitudes towards other groups."** Kruger and Human, et al, (1990).

- **"What the Black worker believes."** Mokoatle, et al, (1977).

- **"How do Black workers, White workers, and foremen view one another and the company?"** Purcell and Cavanagh, et al, (1972).

2.7 CONCLUSION

Black Advancement Programmes, which for the purposes of this research report will refer to programmes aimed at accelerating the upward mobility of the Black (African) person, have been in fashion for more than a decade.

In general, however, when reviewing the literature of the authors' referred to thus far and Human (1991), it must be concluded that although large sums of money have been spent on Black Advancement Programmes, the return in terms of developing suitable candidates for promotion especially to management positions, has been disappointing. Participants, on the other hand, indicate that their expectations concerning the programmes and the benefits which would accrue from participation have not been realised.

Human (1991) views the failure of Black Advancement Programmes as follows :

"The lack of meaningful progress in South African with respect to the development of Black managers suggests that the affirmative action / equal opportunity programmes implemented by companies do not work. My experience tells me that many affirmative action programmes fail for a very specific reason; namely, that they are founded on a deficit model of 'Black Advancement' which fails to take all of the factors impacting on the development of Black people into account, not least of which is the role of White managers in the development of their subordinates' (Human, et al, 1991).

Bearing these factors in mind, an attempt is made in this research report to identify factors in a specific Black Advancement Programme in order to establish the overt and covert obstacles which presently retard progress in Black Advancement.

CHAPTER III

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This exploratory research studies perceptions amongst White lower and middle managers, the "Frozen middle layer" (Smollan, 1991:54), and Black semi-skilled and skilled employees in a decentralised affiliate (The Employment Bureau of Africa) of a service organisation (The Chamber of Mines of South Africa) participating in a Black Advancement Programme.

3.2 THE CHAMBER OF MINES

The Chamber of Mines of South Africa is a private enterprise service organisation established in 1889 to provide and protect the interests of the South African mining industry.

It is a voluntary association of some 98 members which include the countrys' six major mining finance houses, other mining companies, and independent mines. In 1990 the Chamber and its affiliates operated on a budget in excess of 500 million rand.

The mission of the Chamber of Mines is to provide a variety of advisory and service functions which can most cost effectively be handled on a central, co-operative basis.

The Chamber of Mines consists of a number of services employing approximately five thousand people (1990), headed by a Chief Executive Officer who has five senior General Managers reporting to him (Figure 3.1). One of these Senior General Managers has the responsibility for TEBA.

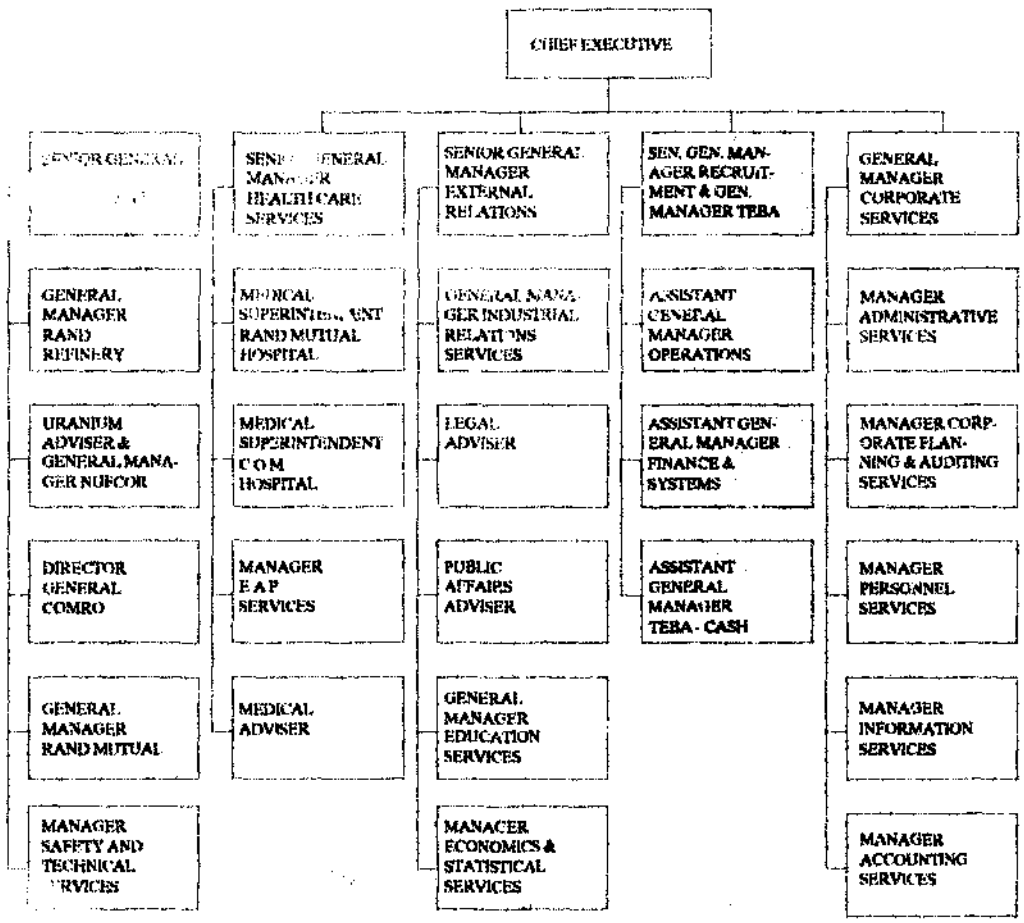


Figure 3.1

1990 CHAMBER OF MINES MANAGEMENT STRUCTURE

3.3 THE EMPLOYMENT BUREAU OF AFRICA (TEBA)

Gordon (1987) describes the history of the Employment Bureau of Africa as follows :

"The Native Recruiting Corporation or NRC was formed by the Transvaal Chamber of Mines in 1912 to recruit workers for the gold mines of the Witwatersrand from British territories in southern Africa, including Basutoland, Bechuanaland, Swaziland, Zululand and the Transkei."

"It was to work in tandem with an earlier company, the Witwatersrand Native Labour Association or WENELA, formed in 1902, which then operated mostly in Mozambique, but afterwards expanded to other countries in Central Africa. Together they were to provide the manpower required for deep-level mining, which they did successfully, and with not a little rivalry."

"In the 1970s both companies were absorbed into a new one, The Employment Bureau of Africa, better known by its acronym TEBA, which is today believed to be one of if not the largest single employment agency in the world. TEBA operates over an area of southern Africa roughly equivalent in size to Western Europe, bringing mineworkers from many different countries to the mines quickly and efficiently, maintaining links between them and their families while they are at work, providing numerous supportive services, and, or course, taking them home again" (Gordon, 1987:2).

This huge logistical exercise is carried out from some 80 regional offices and through five documentation centres. The 1 900 TEBA employees provide services for about half a million mine workers annually operating on a budget in excess of 45 million rand. See Figure 3.2 and 3.3.

In conclusion Gordon (1987) states :

"Today's TEBA is an equal opportunity company. It has matched its pace with the changes that swept away colonialism. Blacks, usually citizens of the country in which they work, form the backbone of the staff and more and more locals are being promoted into middle and senior management."

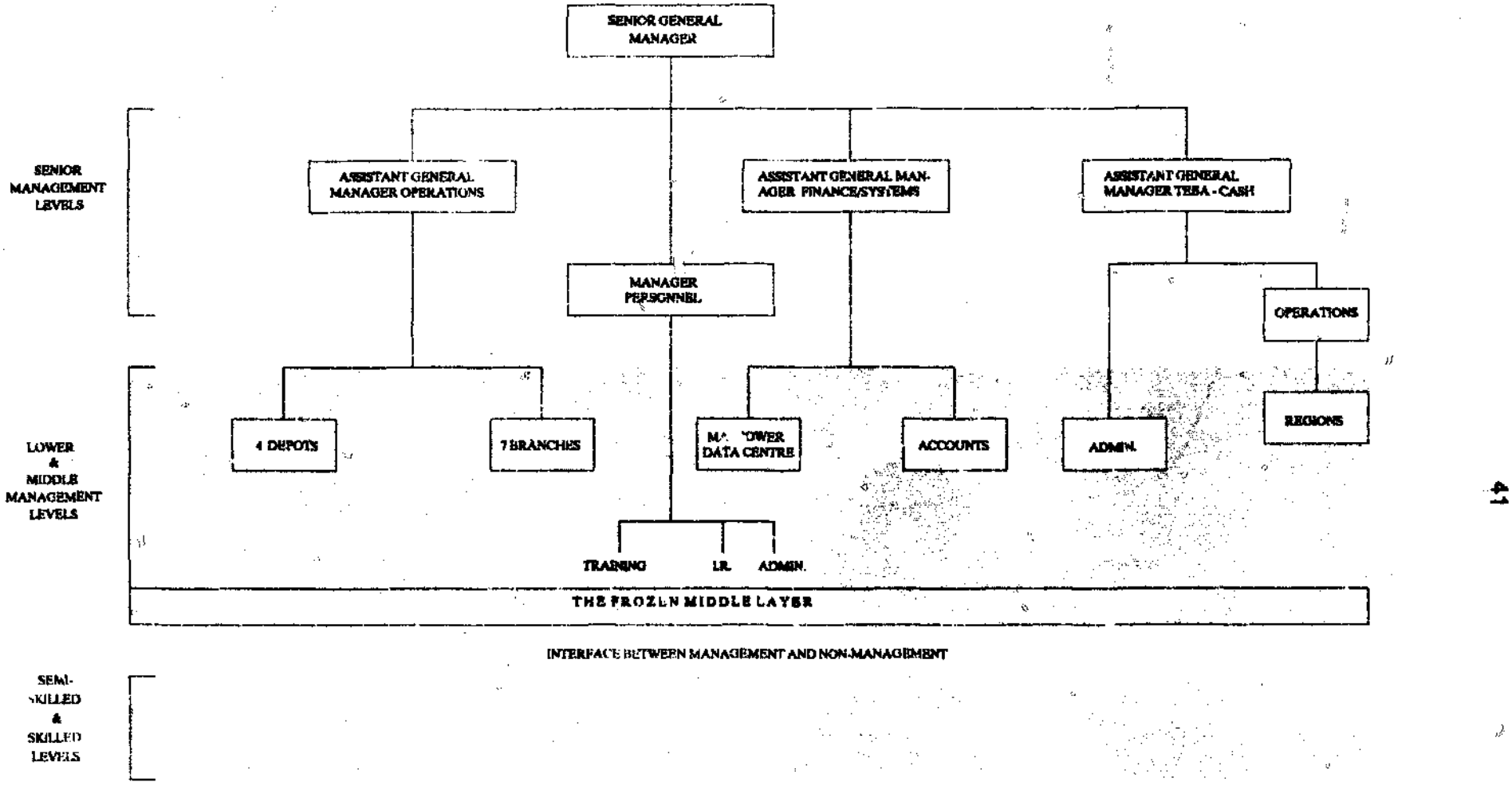


Figure 3.2
1990 TEBA MANAGEMENT STRUCTURE

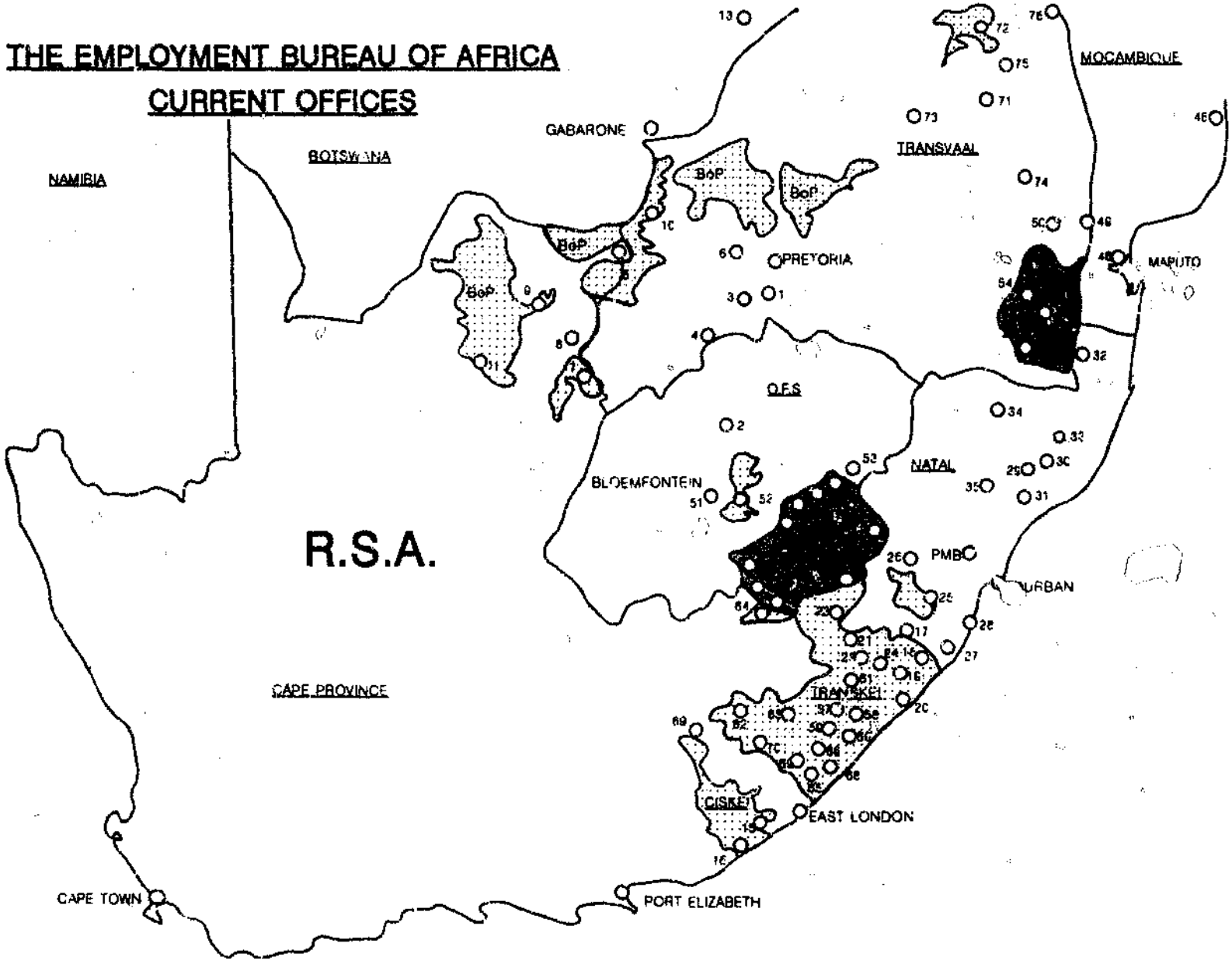

THE EMPLOYMENT BUREAU OF AFRICA
CURRENT OFFICES
NAMIBIA
BOTSWANA
GABARONE
BoP
BoP
BoP
BoP
PRETORIA
TRANSVAAL
MOCAMBIQUE
MAPUTO
O.F.S
BLOEMFONTEIN
NATAL
PMB
URBAN
R.S.A.
CAPE PROVINCE
TRANSKEI
CISKEI
EAST LONDON
CAPE TOWN
PORT ELIZABETH

FIGURE 3.3

"To achieve this the company has a training centre in Welkom where all staff attend courses to improve their management supervisory and operational skills. There they come into contact with others from the TEBA 'family' whom they would never meet in the course of their ordinary duties" (Gordon, et al, 1987).

However, despite this statement and the categoric statement in the 1990 Chamber of Mines Corporate Philosophy that the Chamber will apply *"sound and fair employment practices which include : Equal Opportunity for All"* **only 4 Blacks in TEBA** (6% out of a total of 63 lower and middle level management positions) reached lower and middle level management positions (Paterson D-Band) by the end of 1990. It must be concluded that little formal strategic Black advancement has taken place over the past eight years. This illustrates the gap between formulation and implementation of Black Advancement. This study intends to establish the reasons for this gap through analysing the perceptions of middle and lower management levels and Black employees participating in the programme.

3.4 RESEARCH DESIGN

Bailey (1982) views measurement as any attempt aimed at determining the level of a particular attribute in the area researched. Determining such a level could be either qualitative or quantitative. In this study the research question is formulated in a propositional form and not as a hypothesis in the traditional sense of predicting particular correlations.

The proposition will be tested and described in a descriptive manner in order to determine and explain the factors contributing to, or detracting from the present Black Advancement Programme. Descriptive statistics will be used as a basis for analysing and explaining the data gathered. The nature of the research lends itself to this type and level of analysis

The design and method of research is illustrated in a model (Figure 3.4)

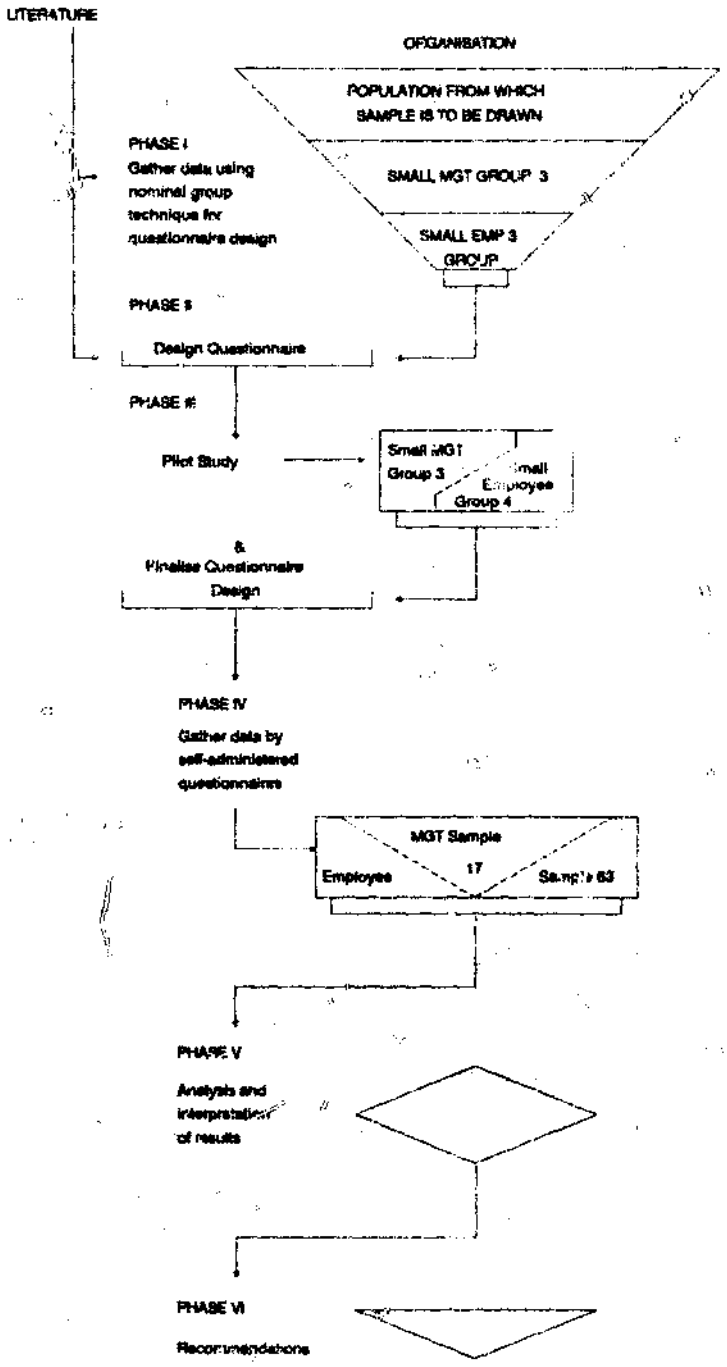


Figure 3.4

RESEARCH DESIGN AND METHOD - RESEARCH MODEL

- **PHASE I & II : DESIGN AND DRAFTING OF QUESTIONNAIRE**

In designing the questionnaire, it was intended to concentrate on the **factors perceived** by the sample groups as impacting positively or negatively on the Black Advancement Programme in TEBA. The process was firstly to research relevant literature and company records, and secondly by means of the Nominal Group Technique, to gather data from a small group of staff members. The group consisted of three White managers and three Black employees involved in the programme, but not included in the sample groups. Their response to the following two questions was analysed :

1. What promotes the success of this programme?

2. What prohibits the success of this programme?

A self-administered questionnaire was developed (Appendix 1) which incorporated items based on the above factors that emerged as areas of significance and the ten factors for the failure of Black Advancement Programmes identified by Hofmeyr (1989).

Part I of the questionnaire contained eighteen single-concept statements describing Black Advancement activities in TEBA. Part II of the questionnaire contained fourteen general statements describing activities considered to be important when participating in a Black Advancement Programme.

As shown in Table 3.1, it was found that all the items developed could be classified into the ten distinct factors considered crucial by Hofmeyr (1989) for the successful implementation of a Black Advancement Programme in an organisation i.e. clarification of values and corporate philosophy, top management commitment, strategic human resource planning, line management accountability, affirmative action, attitudes, two-way communication, reliance on formal training only.

discriminatory practices and monitoring of Black Advancement progress. See Table 3.1.

Impact on Management	Most Important Reasons why Black Advancement Programmes Fail	Impact on Black Employees
Lack of policies which would guide management decisions in regard to social, political, economic issues and attitude towards equal opportunity.	1. Inadequate clarification of values and corporate philosophy Questionnaire Section I : S 1 Section II S 8	No clarity as to the company and managements position regarding discrimination, affirmative action, political change and economic justice.
Lack of Commitment i.e. no time and effort put into Black Advancement Programmes are not driven and monitored with the same enthusiasm as other strategic programmes.	2. Lack of committment by top management Questionnaire Section I : S 2 S 14	Seen as no more than verbal acknowledgement and good intentions i.e. no real action - lack of development and promotion of Blacks. strategic plans.
Management rationalize away hard decisions about investment in Black Advancement.	3. No strategic human resources planning Questionnaire Section I : S 3 Section II : S 3 S 10	No advancement experienced or advancement without a defined long term human resource plan i.e. No development for specific jobs.
Line management not involved in deciding how advancement objectives are to be met and are not evaluated on their performance in this area.	4. Lack of management ownership and accountability Questionnaire Section I : S 5 Section II : S 2	Experience no participation by line management in Black Advancement Programme i.e. no line manager visibly involved.
Management sets no targets and objectives and provides no training and development opportunities for Blacks.	5. No Targets or Affirmative Action Questionnaire Section I : S 7 S 17 Section II : S 13	Not adequate opportunities to prove themselves or opportunities for training and development

Table 3.1

WHY EMPLOYEE ADVANCEMENT PROGRAMMES FAIL

Hofmeyer (1989)

Impact on Management	Most Important Reasons why Black Advancement Programmes Fail	Impact on Black Employees
Negativity towards programme, doubt inherent capabilities of Blacks, hostility towards persons participating in programme.	6. Negative attitudes Questionnaire Section I : S 8 S 9 S 15 Section II : S 4 S 6 S 9 S 11 S 12	Experience hostility, find management doubt their inherent capabilities. Their opinion, perceptions,expectations and contribution are asked for.
Select few understand and and manage programme. Company does not make known its plans and methods to be used. No opportunities for feedback or debate by all involved is provided.	7. No two-way communication Questionnaire Section I : S 4 Section II : S 5	Programme designed and executed by whites - no commitment to broader issues of quality of life, housing, transport, wages, educational assistance, etc. No discussion or debate about programmes.
Wishes of manager is law and subordinates are excluded from close observation of how the managers manage, communicate, make decisions, conduct performance appraisals, etc.	8. Reliance on formal training Questionnaire Section I : S 6 S 10 S 16 S 18 Section II : S 1	Experience no willingness or support by managers to develop subordinates on the job or to provide them opportunities to apply what they have learned on formal courses. No responsibility given to the individual.
No effort to eradicate misperceptions about discrimination. Treat Blacks as second class citizens that cannot make it in business.	9. Discriminatory practices Questionnaire Section I : S 11 S 13 Section II : S 9 S 14	Still experience discrimination - wages, canteens, etc. How people are treated, the way instructions are given, the way work is allocated, how promotion decisions are taken, who is coached and trained and who is not.
Do not ensure progress is made and objectives met, no visible attention to programme, managers with negative attitude are not dealt with.	10. No monitoring and follow-up Questionnaire Section I : S 12	No follow-up and support, no visible constant monitoring on progress.

Table 3.1 continued

In Part I of the questionnaire a **"four point Likert-type scale"** was used i.e. a middle/neutral score was not provided, thus overcoming the tendency towards "*middle course neutrality*" (Nunnally, 1970:435). Respondents were asked to indicate the future success rate of Black Advancement in TEBA under given circumstances as (1) no different at all, (2) a little better, (3) much better, (4) completely successful. In Part II respondents had to indicate whether the given statements were true or false.

- **PHASE III : PILOT STUDY**

The pilot questionnaire was administered to a group of seven persons from various divisions in TEBA and from both levels of the staff population. Persons in the pilot group were excluded from the research sample groups. Critical discussion at the conclusion of this exercise provided comments and suggestions for improvement of the final questionnaire.

- **PHASE IV :DATA GATHERING BY MEANS OF SELF-ADMINISTERERD QUESTIONNAIRES**

A covering letter was attached to the questionnaire explaining the purpose, confidentiality and rationale for obtaining White lower and middle management as well as semi-skilled and skilled Black employees' perceptions of the factors contributing to or detracting from the TEBA Black Advancement Programme. The importance of completing all questions was stressed, in order to utilise all data supplied. (See Appendix 1)

One of the initial difficulties encountered was to decide on a sample size that was big enough to permit generalisation from the results of the sample to the entire population researched. On the other hand, the sample had to be small enough so that it was practical to analyse in terms of time and costs involved.

In the case of TEBA, it was intended to research a conglomerate population consisting of management levels on the one hand, and semi-skilled and skilled levels on the other hand, spread geographically through the whole of Southern Africa.

- **SAMPLE I**

The sample for this group was taken as all lower and middle level White managers having subordinates participating in the programme. Questionnaires were sent to the total population making up this group i.e. 23 managers (excluding pilot study group). Seventeen (17 or 74%) completed questionnaires were returned, thus making up the management sample.

- **SAMPLE II**

The sample for this group was taken as the Black semi-skilled and skilled employees, reporting to the lower and middle level managers identified, who had participated in the programme and who were still in the employment of TEBA at the time of the commencement of this research project i.e. May 1991. A total population of one hundred and sixty-two employees were identified as falling within the defined group. Questionnaires were sent to all persons (162) listed on TEBA records (excluding pilot study group). Ten questionnaires were returned unopened, marked 'addressees unknown' or 'not employed by TEBA anymore'. The balance, one hundred and fifty-two, produced 63 or 41% completed questionnaires and one half completed questionnaire, which for the purpose of this research was discarded.

- **PHASE V : ANALYSIS AND INTERPRETATION OF RESULTS**

In analysing data, the researcher, according to Reeves and Harper (1981), intends a number of things : firstly, to accurately describe the information that has been collected, secondly, to trace causes and effects, and thirdly, to place his findings in the context of a wider theory

of the data. In this exploratory research, the primary objective is to establish perceptions of managers and employees participating in a particular Black Advancement Programme, thus gaining more insight into the problems encountered by Black Advancement Programmes.

The process of interpretation (of extracting/measuring from data) does not constitute tampering with the facts. *"Rather, it is a matter of bringing together in comprehensible form all the different responses, and assessing the significance of the total pattern"* (Reeves and Harper, 1981:177).

As can be concluded from the intent and methodology described previously, the descriptive survey method of research is used, yielding qualitative data.

However, prior to considering the statistical treatment of the data, the following characteristics must be borne in mind.

- The data is discrete with each measurement being independent
- Scale of measurement of data - ordinal - ranking objects or people in terms of most to least with respect to an attribute but not showing how far apart the objects are with respect to this attribute (Nunnally, 1970).

3.5 Summary

In this Chapter it was illustrated using a research model as shown in Figure 3.4 how the research process was designed. The application of this model and the data obtained require further analysis and description to present the significance of the perceptions of lower and middle level managers and that of semi-skilled and skilled Black employees.

CHAPTER IV

RESULTS

4.1 Introduction

This section of the research report presents the results of the questionnaire recording perceived factors contributing to or detracting from the advancement of Black staff members. Initially, raw scores will be presented, from which the comparative scores and their significance have been calculated.

Throughout the research report, comparisons are made between :

- White lower and middle level managers' perceptions and semi-skilled and skilled Black employees' perceptions of factors which contribute to or detract from the success of a Black Advancement Programme.

Section 4.2 of this Chapter will report and discuss the method of statistical analysis used.

Section 4.3 of this Chapter will report the demographic profile of the respondents. The raw scores obtained by means of the self administered questionnaire as well as the comparative raw scores extracted from the above raw score tables are reported in Section 4.4..

Section 4.5 of this Chapter reports the comparative statistical critical values obtained by means of the Kolmogorov-Smirnov Two-Sample Test done on Section I of the questionnaire.

Section 4.6 of this Chapter reports the comparative statistical values obtained by means of the Test of Two Proportions done on Section II of the questionnaire.

The various relationships between factors will be indicated by using pie charts, bar charts, and tables.

4.2 Statistical Analysis of Data

- **Section I of Questionnaire**

Initially for results from Section I of the questionnaire, factor analysis was attempted to analyse the data. It was, however, found that the loading of items into factors did not make any theoretical sense, particularly the first and second factor. A three factor and four factor solution was also attempted without success. Eventually, in order to extract meaningful results from the data, the

KOLMOGOROV-SMIRNOV TWO SAMPLE TEST was found to be applicable (Segal, 1956).

- **Function and Rationale**

"The Kolmogorov-Smirnov Two Sample Test is a non-parametric test of whether two independent samples of ordinal data have been drawn from the same population (or from populations with the same distribution). The two-tailed test is sensitive to any kind of difference in the distribution from which the two samples were drawn - differences in location (central tendency), in dispersion, in skewness, etc."

"If the two samples have in fact been drawn from the same population distribution, then the cumulative distributions of both samples may be expected to be fairly close to each other, inasmuch as they both should show only random deviations from the population distribution. If the two sample cumulative distributions are 'too far apart' at any point, this suggests that the samples come from different populations. Thus a large enough deviation between the two sample cumulative distributions is evidence for rejecting Ho" (Segal, 1956:127). Furthermore, the test

can be used when the two samples are of different sizes. (See Table 4.1)

- **Section II of Questionnaire**

For results from Section II of the questionnaire the **test for the difference between two population proportions** was found to be most appropriate (Groebner and Shannon, 1981). This test requires that two random samples selected independently of each other are used. If the null hypothesis is rejected one can conclude that there is a significant difference between the two population proportions. (See Table 4.2)

Table 4.1

STATISTICAL ANALYSIS

KOLMOGOROV-SMIRNOV
ALPHA = 10%
CRITICAL VALUE = 4.605

Questionnaire
Section I

S1	3	4	0.1765	0.0635	0.1130	16.975 REJECT HO
	9	5	0.7059	0.1429	0.5630	
	5	31	1.0000	0.6349	0.3651	
	0	23	1.0000	1.0000	0.0000	
S2	2	0	0.1176	0.0000	0.1176	9.836 REJECT HO
	5	8	0.4118	0.1270	0.2848	
	10	28	1.0000	0.5714	0.4286	
	0	27	1.0000	1.0000	0.0000	
S3	1	3	0.0588	0.0317	0.0271	2.000 ACCEPT HO
	3	9	0.2353	0.1746	0.0607	
	9	24	0.7647	0.5714	0.1933	
	4	27	1.0000	1.0000	0.0000	
S4	2	6	0.1176	0.0952	0.0224	9.162 REJECT HO
	8	5	0.5882	0.1746	0.4136	
	6	34	0.9412	0.7143	0.2269	
	1	18	1.00000	1.0000	0.0000	
S5	3	1	0.1765	0.0159	0.1606	4.202 ACCEPT HO
	5	11	0.4706	0.1905	0.2801	
	8	32	0.9412	0.6984	0.2428	
	1	19	1.0000	1.0000	0.0000	

TABLE 3 continued.

S6	3	3	0.1765	0.0476	0.1289	16.032 REJECT HO
	9	7	0.7059	0.1587	0.5472	
	5	32	1.0000	0.6667	0.3333	
	0	21	1.0000	1.0000	0.0000	
S7	4	6	0.2353	0.0952	0.1401	12.527 REJECT HO
	8	8	0.87059	0.2222	0.4837	
	3	14	0.8824	0.4444	0.4379	
	2	35	1.0000	1.0000	0.0000	
S8	2	4	0.1176	0.0635	0.0542	5.177 REJECT HO
	6	10	0.4706	0.2222	0.2484	
	7	22	0.8824	0.5714	0.3109	
	2	27	1.0000	1.0000	0.0000	
S9	4	4	0.2353	0.0635	0.1718	4.400 ACCEPT HO
	6	15	0.5882	0.3016	0.2866	
	6	26	0.9412	0.7143	0.2269	
	1	18	1.0000	1.0000	0.0000	
S10	2	3	0.1176	0.0476	0.0700	11.953 REJECT HO
	9	8	0.6471	0.1746	0.4725	
	5	19	0.9412	0.4762	0.4650	
	1	33	1.0000	1.0000	0.0000	
S11	7	2	0.4118	0.0317	0.3800	21.778 REJECT HO
	6	6	0.7647	0.1270	0.6377	
	3	22	0.9412	0.4762	0.4650	
	1	33	1.0000	1.0000	0.0000	
S12	1	1	0.0588	0.0159	0.0430	5.208 REJECT HO
	7	9	0.4706	0.1587	0.3119	
	5	27	0.7647	0.5873	0.1774	
	4	26	1.0000	1.0000	0.0000	

TABLE 3 continued.

S13	10	24	0.5882	0.3810	0.2073	4.811 REJECT HO
	4	9	0.8235	0.5238	0.2997	
	2	11	0.9412	0.6984	0.2428	
	1	19	1.0000	1.0000	0.0000	
S14	7	15	0.4118	0.2381	0.1737	11.027 REJECT HO
	8	12	0.8824	0.4286	0.4538	
	2	21	1.0000	0.7619	0.2381	
	0	15	1.0000	1.0000	0.0000	
S15	3	5	0.1765	0.0794	0.0971	4.545 ACCEPT HO
	6	10	0.5294	0.2381	0.2913	
	6	29	0.8824	0.7984	0.1839	
	2	19	1.0000	1.0000	0.0000	
S16	3	7	0.1765	0.1111	0.0654	3.713 ACCEPT HO
	5	7	0.4706	0.2222	0.2484	
	7	25	0.8824	0.6190	0.2633	
	2	24	1.0000	1.0000	0.0000	
S17	2	2	0.1176	0.0317	0.0859	7.358 REJECT HO
	7	8	0.5294	0.1587	0.3707	
	3	28	0.7059	0.6032	0.1027	
	5	27	1.0000	1.0000	0.0000	
S18	9	30	0.5294	0.4762	0.0532	1.240 ACCEPT HO
	6	16	0.8824	0.7302	0.1522	
	2	11	1.0000	0.9048	0.0952	
	0	6	1.0000	1.0000	0.0000	

Table 4.2

TEST FOR DIFFERENCE BETWEEN TWO POPULATION PROPORTIONS

Questionnaire
Section II

TEST OF 2 PROPORTIONS
ALPHA = 105
CRITICAL VALUE = 1.645

			P1	P2	PBAR	Z
S1	10	37	58.8%	58.7%	58.8%	0.007 ACCEPT HO
S2	14 *	50	82.4%	79.4%	80.0%	0.273 ACCEPT HO
S3	6	36	35.3%	57.1%	52.5%	-1.601 ACCEPT HO
S4	16 *	13	94.1%	20.6%	36.3%	5.593 REJECT HO
S5	10	38	58.8%	60.3%	60.0%	-0.112 ACCEPT HO
S6	11	14	64.7%	22.2%	31.3%	3.354 REJECT HO
S7	6	50	35.3%	79.4%	70.0%	-3.519 REJECT HO
S8	16 *	58	94.1%	92.1%	92.5%	0.285 ACCEPT HO
S9	5	34	29.4%	54.0%	48.8%	-1.798 REJECT HO
S10	14 *	53	82.4%	84.1%	83.8%	-0.176 ACCEPT HO
S11	6	20	35.3%	31.7%	32.5%	0.277 ACCEPT HO
S12	10	59 *	58.8%	93.7%	86.3%	-3.700 REJECT HO
S13	10	16	58.8%	25.4%	32.5%	2.611 REJECT HO
S14	15	49	88.2%	77.7%	80.0%	0.957 ACCEPT HO

4.3 Demographic Profiles

4.3.1 Introduction

Personal details and demographic variables are included in this research to illustrate the wide distribution of the respondents.

Furthermore, in order to interpret the data pertaining to the main research problem, i.e. to identify the differences in perception between White lower and middle managers as well as semi-skilled and skilled Black employees, of factors, which contribute to or detract from the success of a Black Advancement Programme, personal details and demographic variables need to be taken into consideration.

4.3.2 Personal Details Profile

- **Management (Figure 4.1)**

In the management sample, the language groups were represented as follows :

Home Language	Number	Percent
English	11	64,7
Afrikaans	4	25,5
Other : Portugese	2	11,8

This response rate is possibly directly attributable to the geographical spread of TEBA as well as its historical development alongside the mining industry. Another factor which may contribute to the apparently low proportionate representation by Afrikaans speakers is the fact that a fair proportion of middle and lower level managers are descendents of English speaking traders from the Eastern Cape (Transkei and Ciskei), Natal

(Zululand) and Lesotho (Basutoland). These traders formed part of the forerunner organisations to TEBA. They were part of an agency network for the Witwatersrand Native Labour Association and the Native Recruiting Corporation.

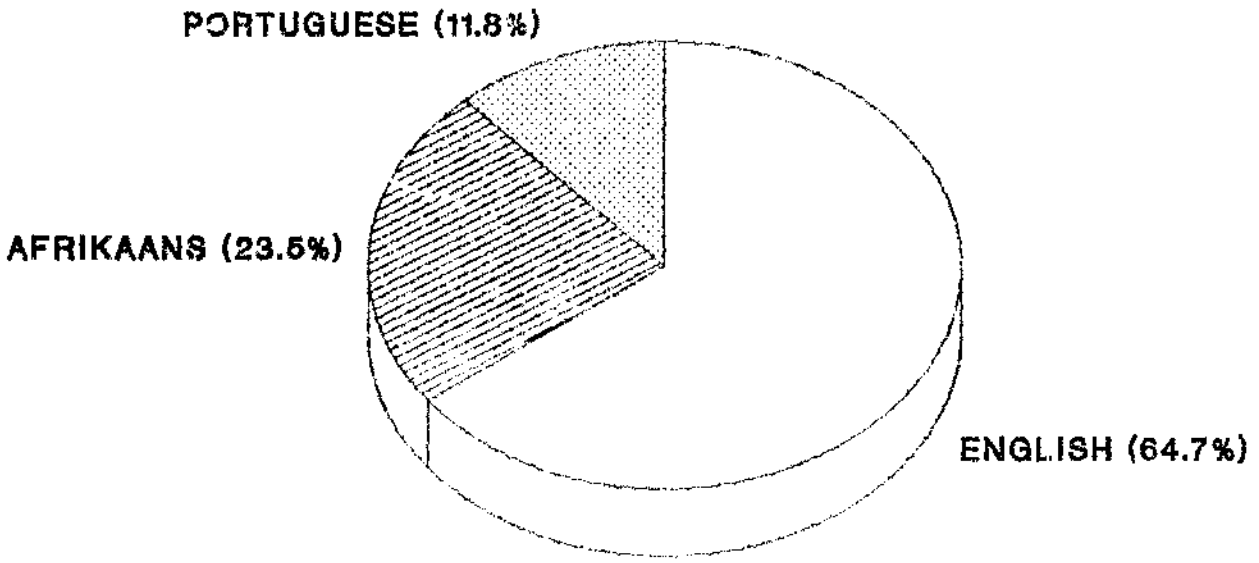
- **Black Employees (Figure 4.2)**

Amongst the Black employee sample, the language groups were represented as follows :

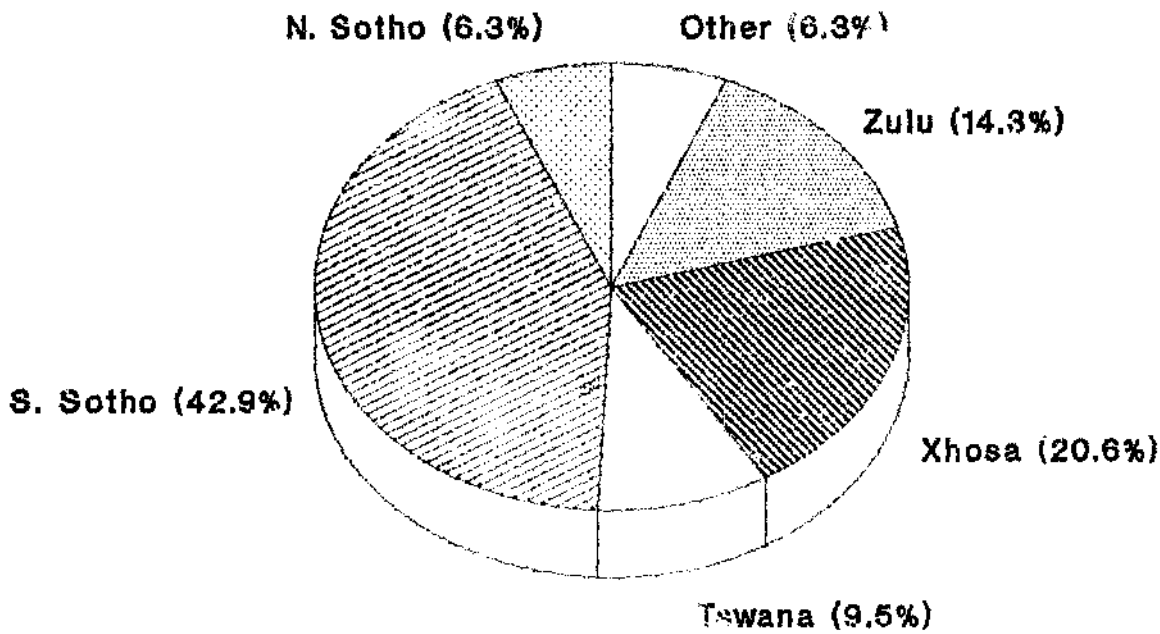
Home Language		**Number**	**Percent**
Northern Sotho		4	6,3
Southern Sotho		22	42,9
Tswana		6	9,5
Xhosa		18	20,8
Zulu		9	14,3
Other:	Chichewa	1	1,6
	Shangaan	1	1,6
	Swazi	1	1,6
	Venda	1	1,6

This response rate is not directly attributable to the number of offices located in each state or region. A noticeable high response rate (58,3%) compared to the overall response rate of 41% came from the Lesotho employees.

However, the overall response rate is a fairly representative response in terms of the sample distribution.



LANGUAGE PROFILE OF MANAGEMENT
FIGURE 4.1



LANGUAGE PROFILE OF EMPLOYEES
FIGURE 4.2

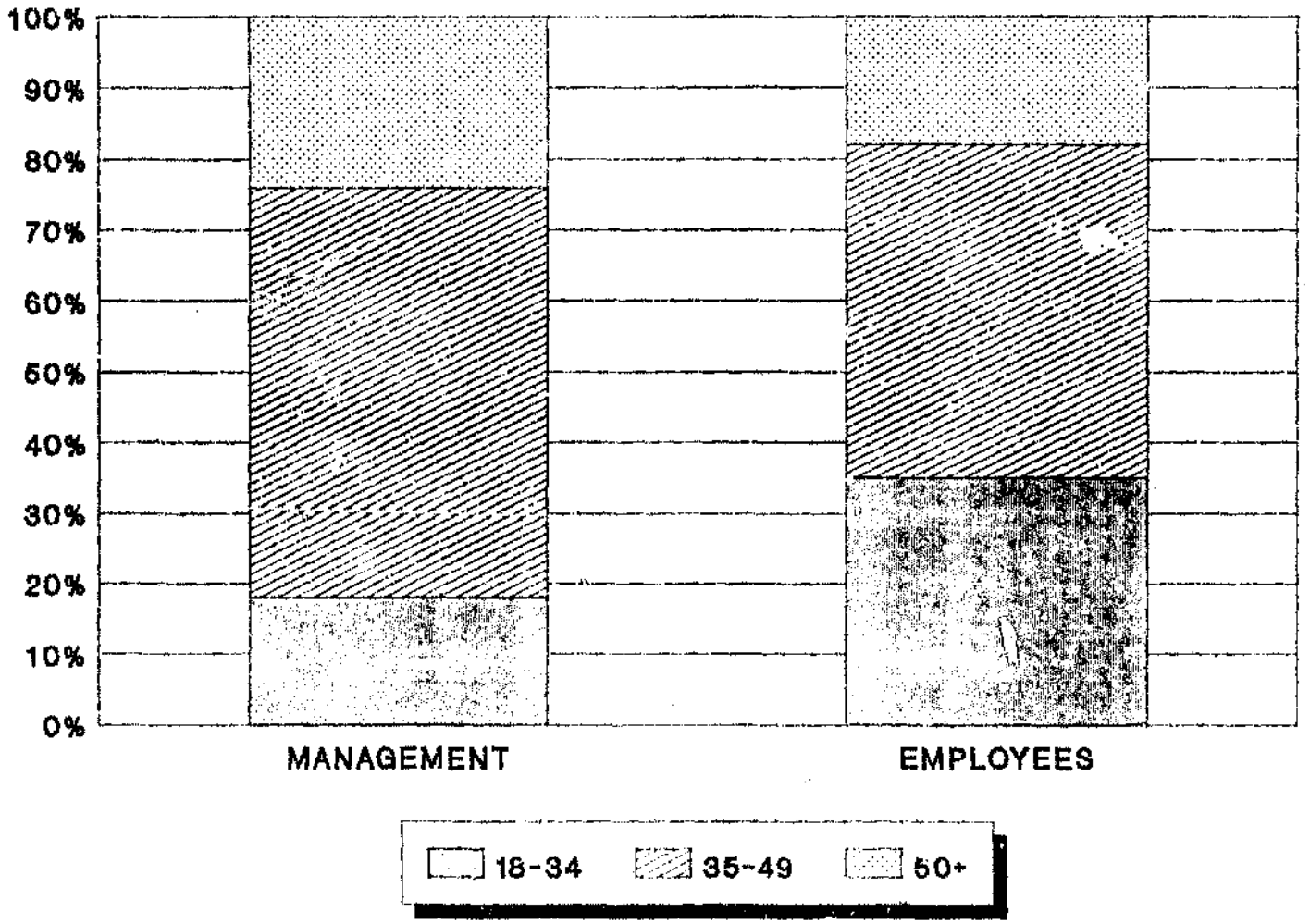
- **Age Profiles (Figure 4.3)**

Age groups were represented as follows :

Age	Management		Employees	
	Number	Percent	Number	Percent
18-34	3	17,7	22	35,0
35-49	10	58,8	29	46,0
50+	4	23,5	12	19,0

The management age profile fits the expected age level of a lower and middle management group in a well established organisation. On the other hand, the age profile of the employee group reflects a rather high age level for a group of employees on a specific development programme, e.g. a Black Advancement Programme. It would be expected that a group of employees being groomed to enter the lower and middle management groups would come from in the 18-34 year age group.

This finding is supported by the employees' response to questions three, seven and ten in Section I of the questionnaire as well as their response to Statement three in Section II of the questionnaire.



AGE PROFILE OF SAMPLES
FIGURE 4.3

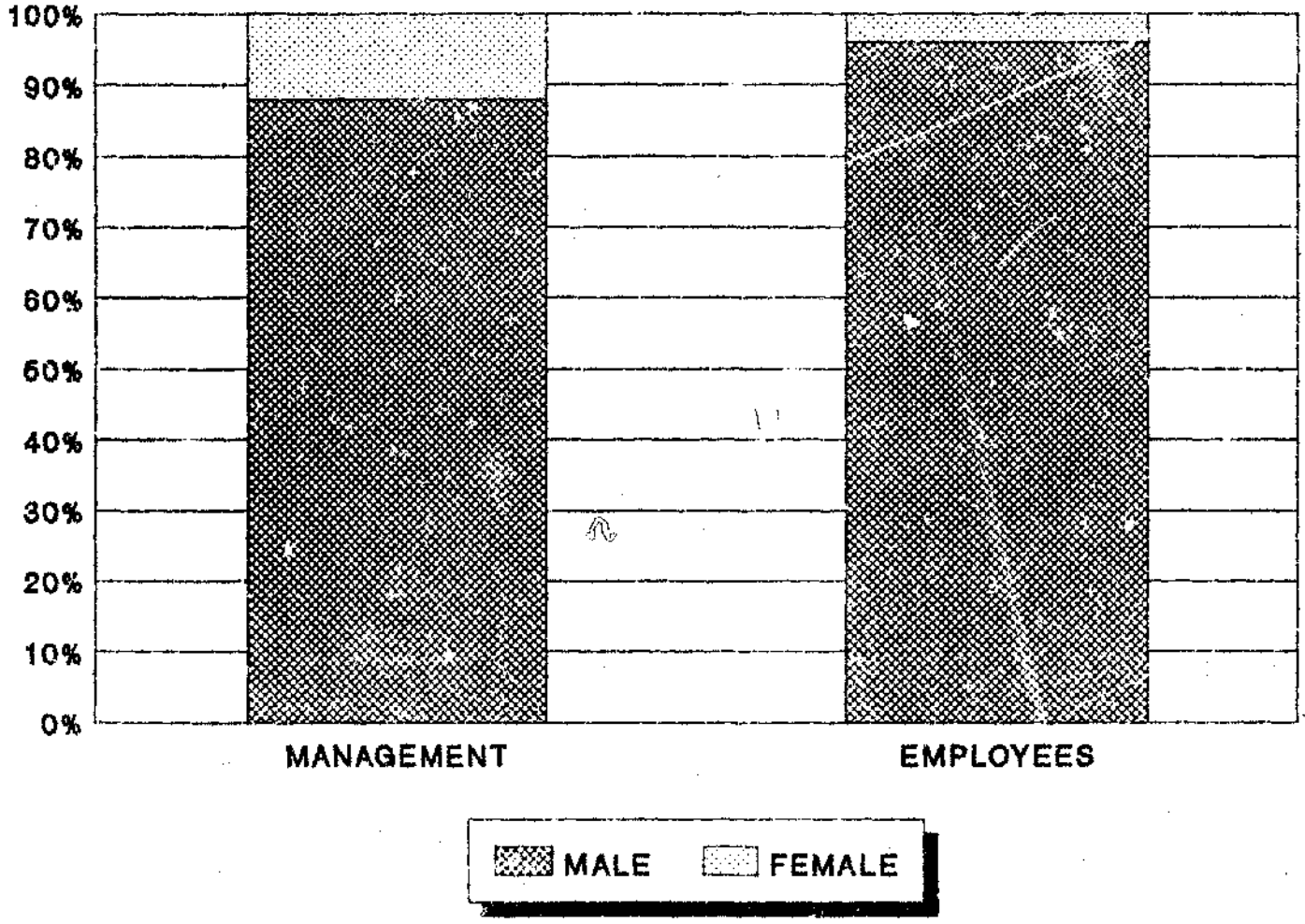
- **Gender Profile (Figure 4.4)**

Gender groups were represented as follows :

Gender	Management		Employees	
	Number	Percent	Number	Percent
Male	15	88	61	97
Female	2	12	2	3

The distribution of gender can be considered as fair representation of males and females in the organisation. More specifically at the lower and middle management groups. As regards the female representation in management levels, a plausible reason could be the remote location of many of the offices and the lack of work opportunities and facilities for spouses and children of female managers. This argument is, however, contradicted by the fact that even the urban offices represented by 59% of the management sample, only show two (12%) female respondents.

The distribution amongst employee levels is even worse, only two (3%) were female respondents. No reasons exist to doubt the correlation between response rate of the actual number of females employed in the organisation.



GENDER PROFILE OF SAMPLES
FIGURE 4.4

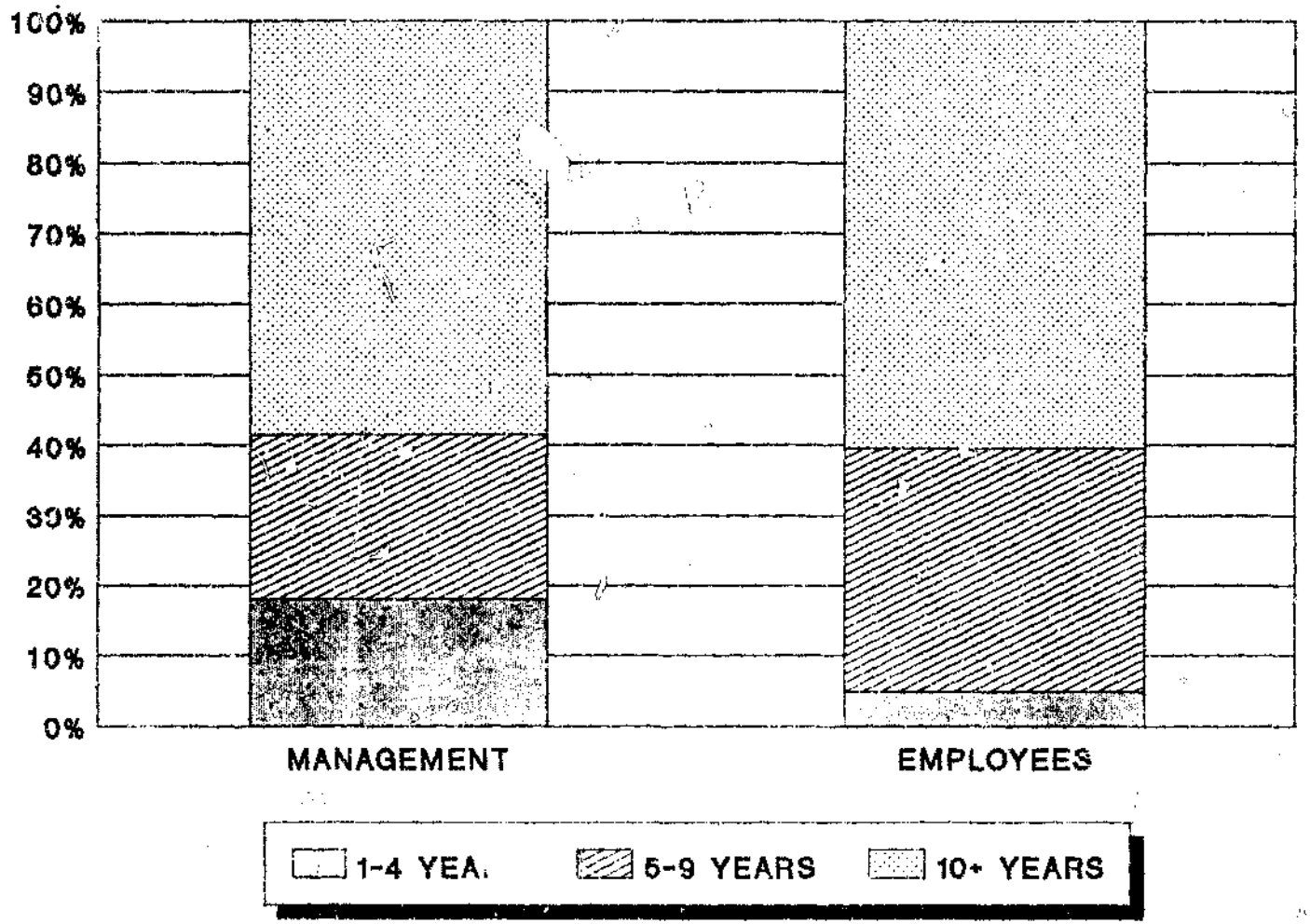
- **Profile of Period Employed (Figure 4.5)**

The period employed by TEBA was reflected as follows :

Period Employed	Management		Employees	
	Number	Percent	Number	Percent
less than 1 year	0	0	0	0
1-4years	3	27,7	3	4,8
5-9 years	4	23,5	22	34,9
10 + years	10	58,8	38	60,3

The management sample group show a substantially larger distribution amongst the 1-4 year employment group in comparison to the employee group. Bearing in mind that the latter employee group is supposedly being developed to fill at least some of the management posts in future, the expectation would be that the employment period profile should be the reverse of what was found in TEBA.

The age profile findings also support Black employee perceptions as reflected in questions three, seven and ten of Section I of the questionnaire. Their response to statement three in Section II of the questionnaire is also supported by these facts.



PROFILE OF PERIOD EMPLOYED BY TEBA
FIGURE 4.5

- **Profile of Period in Present Job (Figure 4.6)**

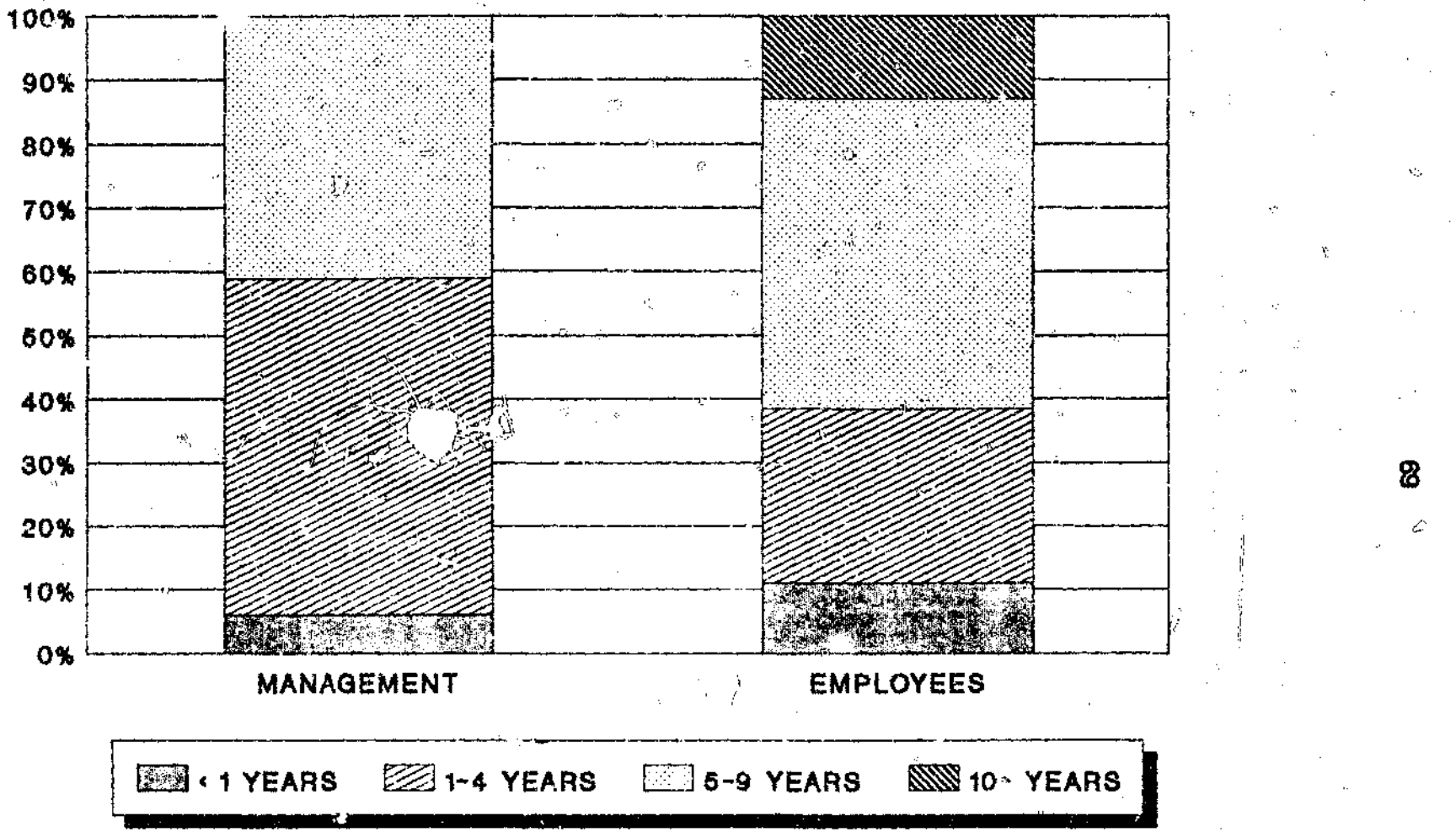
The period employed in present job was found to be the following :

Period in Present Job

	Management		Employees	
	Number	**Percent**	**Number**	**Percent**
less than 1 year	1	5,9	7	11,1
1-4 years	9	53,9	24	38,1
5-9 years	7	41,2	24	38,1
10 + years	0	0	8	12,7

Clearly noticeable is the fact that no management respondents have had more than nine years service in their present job. From the Black employee respondent group, 12,7% have been ten years or longer in their present job. This fact leads to the conclusion that management staff move more rapidly through the various levels into senior positions or leave TEBA if progress is not rapid enough. Conversely the progress made by Black employees is slower and time bound in the sense that Black employees will spend longer periods of time in skilled or semi-skilled jobs before being promoted or before they leave TEBA employment.

Again it can be said that perceptions reflected by Black employee responders in their responses to questions three, seven and ten of Section I of the questionnaire is supported by the employment in present job profile. Their perceptions in response to Statement three of Section II of the questionnaire is also supported by these facts.



PROFILE OF PERIOD IN PRESENT JOB
FIGURE 4.6

- **Profile of Area Where Employed (Figure 4.7)**

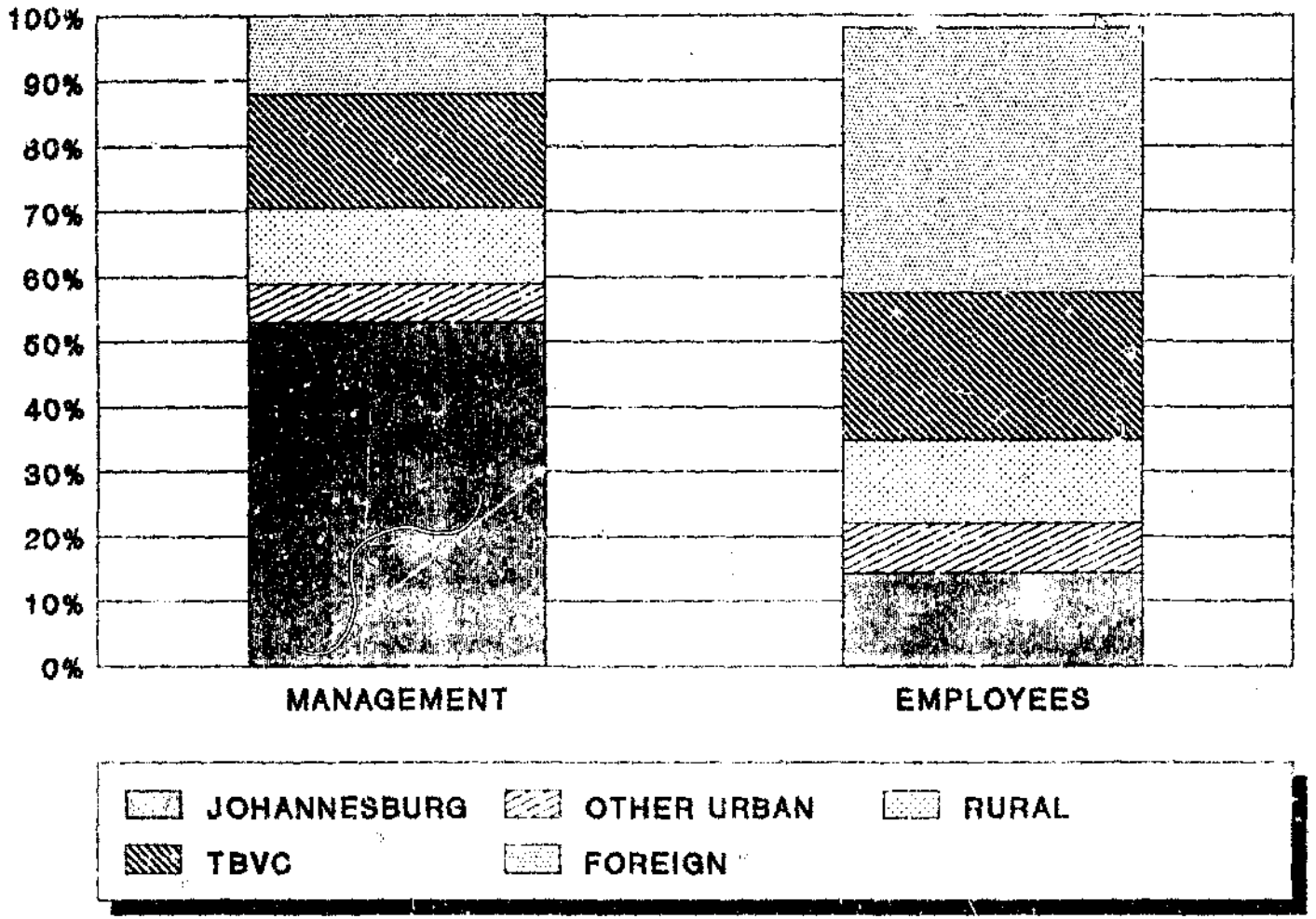
The distribution of geographic area where presently employed is reflected as follows :

Geographical Area Where Presently Employed

	Management		Employees	
	Number	Percent	Number	Percent
Johannesburg	9	52,9	9	14,3
Other Urban	1	5,9	5	7,9
Rural	2	11,8	8	12,7
TBVC	3	17,6	14	22,2
Foreign	2	11,8	26	41,3
No response	0	0	1	1,6

It must be noted as reflected in Figure 4.7 that one employee did not indicate in what geographic area he is employed.

The geographical distribution of management is skewed to some extent by the fact that the response rate of managers at 'Head Office' in Johannesburg was 90% compared to a 61,5% response rate from managers in rural areas. Amongst the employee levels it was evenly distributed amongst the various geographical areas represented. When comparing the correlation between language and geographical distribution it is noticeable that the majority of foreign respondents were from Lesotho.



PROFILE OF AREA WHERE EMPLOYED
FIGURE 4.7

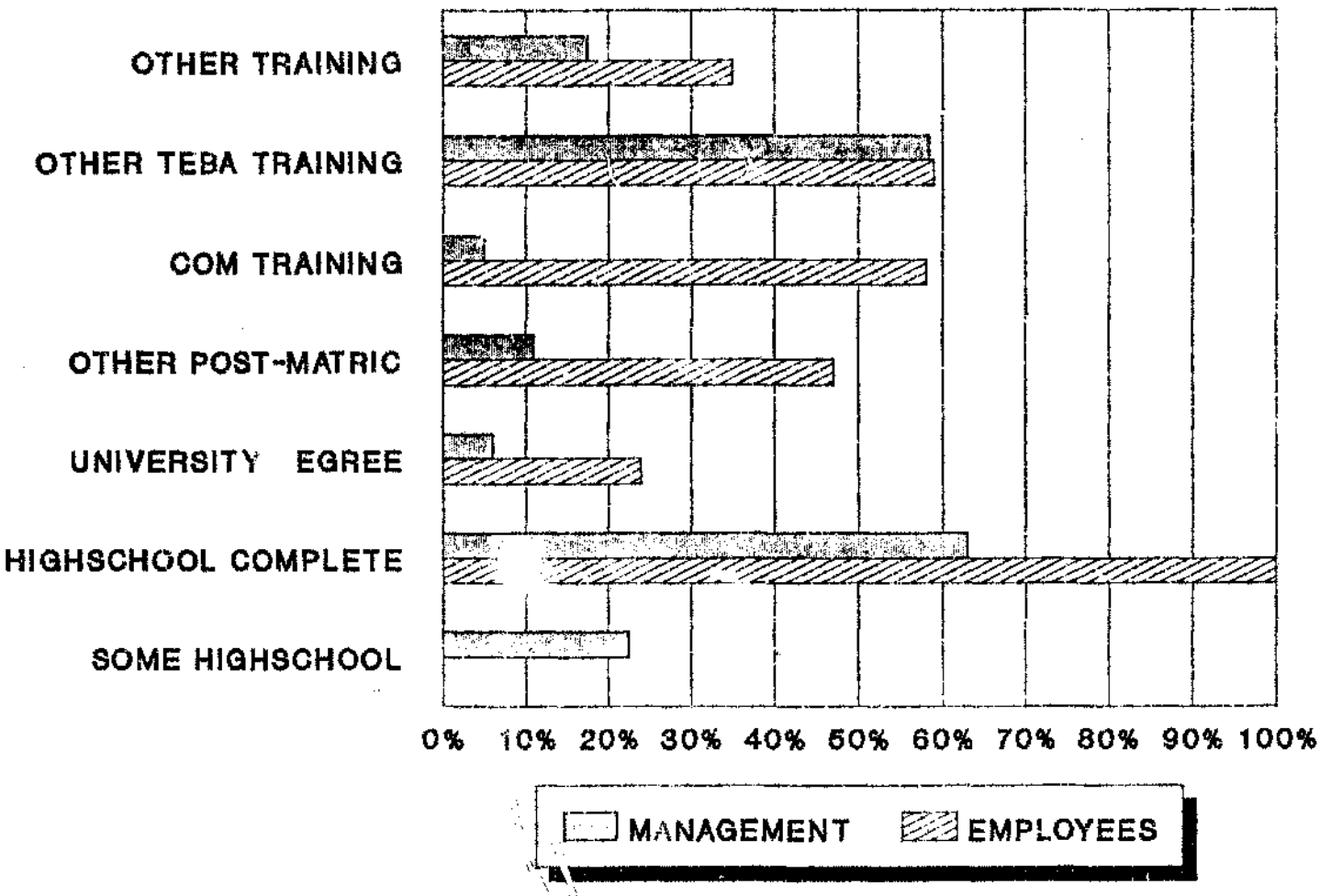
- **Incidence of Education and Training (Figure 4.8)**

The incidence of education and training is reflected as follows:

Education & Training Levels/Courses

	Management		Employees	
	Number	**Percent**	**Number**	**Percent**
Some High School	0	0	14	22,2
High School Completed	17	00,0	35	55,6
University Degree Completed	4	23,5	4	6,3
Other post matric qualification	8	47,0	7	11,1
COM Training Courses	10	58,8	3	15,9
Other TEBA training courses	10	58,8	35	55,6
Other training courses	5	29,4	11	17,5

The incidence of education and training reflects a balanced distribution amongst various levels of educational qualifications attained and training courses attended. As can be expected the management respondents are better educated and reflect a higher attendance frequency at training courses.



INCIDENCE OF EDUCATION AND TRAINING
FIGURE 4.8

- **Incidence of Senior TEBA Course Attendance (Figure 4.9)**

The incidence of attendance at the 'senior TEBA' courses and specifically at management development programmes within TEBA is reflected as follows :

Senior TEBA Course Attendance

	Management		Employees	
	Number	**Percent**	**Number**	**Percent**
Administration Course	4	23,5	59	93,7
Basic Management Course	13	76,5	19	30,2
Problem Solving Course	9	52,9	15	23,8
Industrial Relations Course	14	82,3	23	36,5

The incidence of 'Senior TEBA Course' attendance clearly reflects the level of staff in the organisation. The management respondents show a high distribution frequency in the courses intended to strengthen managers in their day to day activities, in contrast, the course attendance incidence amongst Black employee responders reflect a high attendance frequency at Administration Courses, i.e. courses strengthening staff members in an area where managers are less actively involved in their day to day activities.

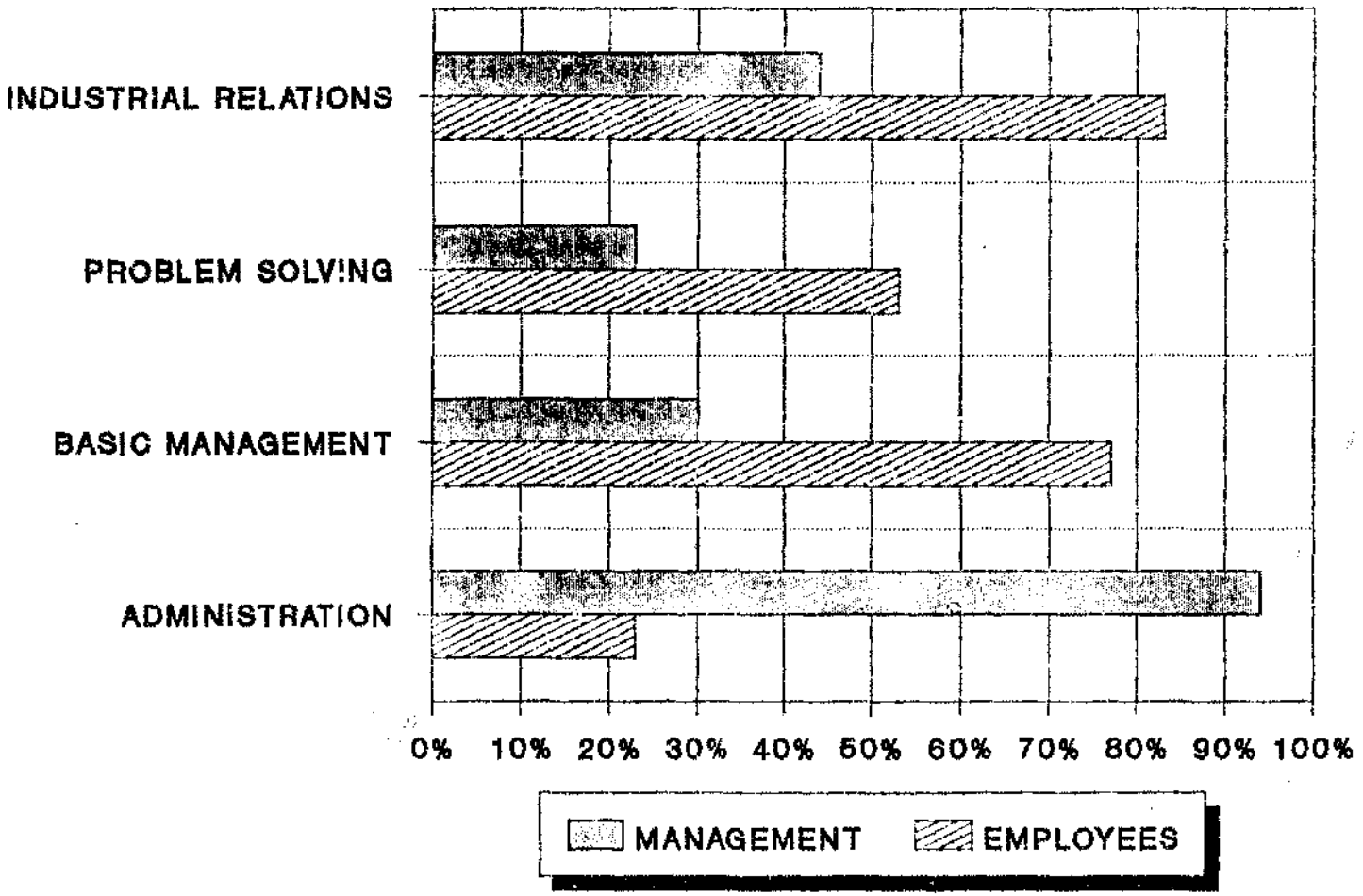
These findings can be interpreted as being aimed at overcoming the deficiencies in educational background of the Black employees, or as tokenism i.e. the Black employees are sent on a course which is of use in their present job but of limited

benefit in future management positions. A possible result of this tendency is that when promotions are due, the Black employee is not equally trained and lacks basic management skills in management areas other then administrative skills and ends up not being promoted.

4.4 Conclusion

The personal details and demographic variables discussed verify the wide language, age, employment period, period employed in present job and geographic distribution. Incidence of education and training indicates support for the claim that the Black employee respondents had to fulfil certain minimum education and training criteria in order to participate in the Black Advancement Programme. Incidence of Senior TEBA Course attendance could be considered to partially support the claim that a Black Advancement Programme was implemented and maintained.

Analysis of the personal details and demographic variables discussed indicate support for some of the Black employee perceptions of factors affecting Black Advancement in TEBA. The overall effectiveness of this programme in terms of management and employee perceptions requires further analysis and discussion.



INCIDENCE OF ATTENDANCE OF COURSES
FIGURE 4.9

4.5 Questionnaire Responses

4.5.1 Description Of Raw Scores

Table 4.1 tabulates the raw score of the White management participants for Section I of the questionnaire. Table 4.2 tabulates the raw scores for the semi-skilled and skilled Black participants for Section I of the questionnaire.

Table 4.3 tabulates the raw scores of the White management participants for Section II of the questionnaire. Table 4.4 tabulates the raw scores for the semi-skilled and skilled Black participants for Section II of the questionnaire.

Table 4.5 tabulates the comparative raw scores for Section I of the questionnaire. Table 4.6 tabulates the comparative raw scores for Section II of the questionnaire.

4.5.2 Discussion Of Raw Scores

- **Section I of the Questionnaire**

An overall significant difference between perceptions of White middle and lower level managers and Black semi-skilled and skilled subordinates emerge (Table 4.1 and 4.2 Section I). White managers in general, view the Black Advancement Programme more positively in that they believe that changes to the programme could only improve it moderately. In contrast, Black semi-skilled and skilled subordinates, in general, have a less positive view of the Black Advancement Programme in that they believe that changes to the programme could improve it substantially. (Figure 4.10)

- **Section II of the Questionnaire**

  S cant differences in perceptions of White managers and Black semi-skilled and skilled subordinates are identified in six (45%) of the issues addressed (Table 4.3 and 4.4 Section II and Figure 4.11).

Table 4.3
Section I : Raw Scores Management Level Staff

	Statement 1				Statement 2				Statement 3				Statement 4				Statement 5				Statement 6				Statement 7				Statement 8				Statement 9			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A		2					3					4	1					2			1				1				1				1			
B			3				3				3			2					3		1							4			3		1			
C		2					3					4		2			1					2				2				2				2		
D		2					3					4			3				3			2					3				3			2		
E		2				2					3			2				2				2			1					2				3		
F	1						3				3				3				3				3			2						4	1			
G		2			1						3		1					2			1					2				2				3		
H		2				2				2				2					3				3			2				2				3		
I	1					2				2				2					3			2				2					3		1			
J			3				3				3				3				3			2					3				3			2		
K			3				3				3				3				3				3					4			3				3	
L			3				3				3					4			3			2				2						4				4
M		2				2					3				3		1					2			1				1					2		
N	1				1				1					2				2				2				2				2				2		
O			3				3					4			3					4			3				3				3				3	
P		2					3				3			2				2					3			2					3			2		
Q		2				2				2				2			1					2			1					2				3		
TOTAL	3	9	5	0	2	5	10	0	1	3	9	4	2	8	6	1	3	5	8	1	3	6	5	0	4	6	3	2	2	6	7	2	4	6	6	1

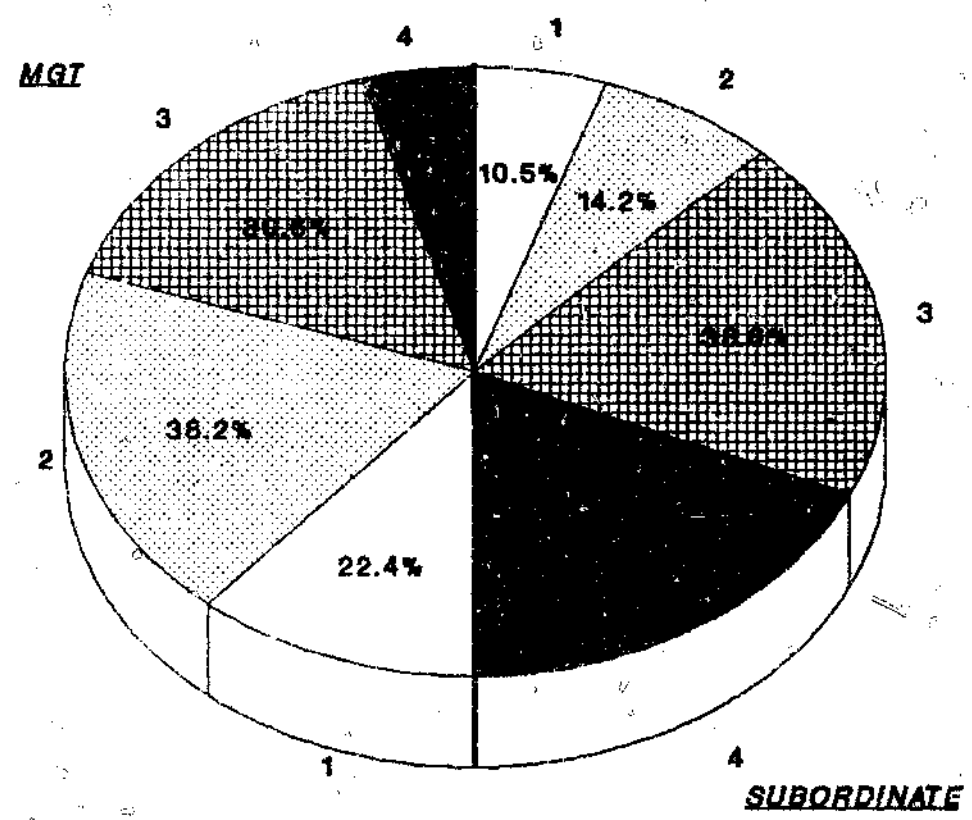
	Statement 10				Statement 11				Statement 12				Statement 13				Statement 14				Statement 15				Statement 16				Statement 17				Statement 18			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A		2			1					2			1				1				1					2				2			1			
B		2				2						4		2			1						3				3					4	1			
C		2					3			2			1					2				2			2							4		2		
D		2				2					3			2					3				3			3				2				2		
E		2			1					2			1				1					2			1				1				1			
F			3					4				4				4		2						4				4				4		2		
G	1				1					2			1				1					2			1						3		1			
H	1				1					2			1				1				1				1				1				1			
I		2			1					2			1					2					3			2				2				1		
J			3			2					3			2				2					3				3					4			3	
K		2					3					4	1						3					4			3					4		2		
L				4			3				3				3			2				2					3				3		1			
M		2			1						3		1				1				1						3				3		1			
N			3			2			1					2				2					3			2				2				2		
O			3			2						4			3			2					3					4		2					3	
P		2			1					2			1				1					2				2				2				2		
Q			3			2					3		1					2				2					3				2		1			
TOTAL	2	9	5	1	7	6	3	1	1	7	5	4	10	4	2	1	7	8	2	0	3	6	6	2	3	5	7	2	2	7	3	5	9	6	2	0

Table 4.4
Section I : Raw Scores Lower Level Staff

	Statement 1				Statement 2				Statement 3				Statement 4				Statement 5				Statement 6				Statement 7				Statement 8				Statement 9			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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2				4				4				4			3				3				3					4				4			3	
3			3					4			3					4			3					4		2				3			2			
4				4			3					4			3				3					4				4			3					
5			3				3				3					4				4				4				4				4				4
6			3			2						4			2			2					3					4				4			3	
7				4				4				4				4			3					4				4				4				4
8			3					4				4			3					4			3					4		2						4
9	1							4			3		1						3					4				4			3					
10			3					4			3				3				3			2						4		2						4
11			3				3			2			1					2						4			3		1					3		
12				4				4			3				3					4			3					4				4			3	
13			3				3				3				3				3				3				3				3				3	
14				4		2					3				3			2						4		2					3				3	
15			3				3					4			3					4			3					4			3				3	
16				4				4				4				4				4				4				4				4				4
17			3				3			2					3				3				3		1					3			2			
18		2					3					4			3			2				2				2			1					3		
19				4				4				4				4			3				3					4				4		2		
20		2				2					3				3				3				3				3				3				3	
21			3				3				3					4				4			3				3				3				3	
22			3				3					4			3					4			3					4				4			3	
23				4				4				4				4				4				4			3				3				3	
24				4		2					3				3				3				3				3				4				3	
25		2					3				3			2				2				2					4			2				2		
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31				4				4				4				4				4				4				4				4				4
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33				4				4				4				4				4				4				4				4				4
34				4				4			3			2								2						4				4			3	
35				4				4				4				4				4				4				4				4				4
36			3				3			2					3			2					3		1					3			2			
37				4			3					4				4			3				3					4			3					4
38	1						3			2						4			3				3		1				1					3		
39			4					4	1						3				3				3		1					4				3		
40			3				3				3				3				3				3				4			3					4	
41		2					3				3				3					4			3					4				4				
42			3				3					4			3				3				3			2				2				2		
43				4			3				3					4			3				3				3				4			3		
44				4		2					3					4		2					3					4			3			2		
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46			3				3					4			3				3					4				4			3			2		
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48				4			3					4			3				3				3					4			2					
49			3				3				3			2				2				2				2				2				2		
50				4				4				4				4				4		2		4		2				2				2		
51			3				3				3		1					2					3			2					3			2		
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60			3			2						4			3			2					3			3					4					4
61			3				3					4				4			3					4				4				4				4
62		2					3			2			1				1				1					2				2			1			
63			3			2				2					3				3			2				2				2			1			
TOTAL	4	6	31	29	0	8	28	27	2	8	24	28	0	6	34	18	1	11	32	19	3	7	32	21	3	8	14	36	4	10	22	27	4	15	26	18

Table 4.3 (cont)
Section I : Raw Scores Lower Level Staff

	Statement 10				Statement 11				Statement 12				Statement 13				Statement 14				Statement 15				Statement 16				Statement 17				Statement 18			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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3			3				3					4	1				1					2					3				3			2		
4				4			3				3					4			3				3				3				4	1				
5				4				4				4			3				3					4				4				4	1				
6			3					4			3			2				2					3				3				4			2		
7				4			3					4				4				4			3				4				4				3	
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10			3					4			3					4			3				3		1						3		1				
11				4				4			3			2			1						3				3				4					4	
12				4			3					4			3					4				4			3				3		1			
13			3				3				3		1							4			3				3				3		1			
14				4			3				3		1					2			1						3			2		1				
15				4				4				4		2					3				3					4				4			3	
16				4				4				4				4				4				4				4				4	1				
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18				4	1						3		1				1						3				3				3					4	
19				4				4				4				4				4				4				4			3			2		
20			3			2						4	1				1						3			2					3		1			
21				4			3				3		1				1					2					3							3		
22			3					4				4			3				3				3				3				4			2		
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30				4				4				4	1							4				4				4				4	1				
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41			3			2						4	1					2				2					3				4				3	
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51				4			3			2			1						3			2					3				3		1			
52			3					4			3					4			3				2				3				3			2		
53		2			1						3		1				1						3		1						4	1				
54				4				4				4				4				4				4				4				4	1				
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56				4				4			3		1						3					4			3			2		1				
57				4				4			3		1							4				4				4							3	
58	1						3			2			1							4	1						3		1					3		
59				4				4				4				4				4				4				4				4	1				
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61			3				3				3									4				4				4		2					4	
62						2							1													2				2			2			
63			3				3			2			1									2				2				2			2			
TOTAL	3	6	18	33	2	6	22	33	1	9	27	26	24	8	11	19	15	12	21	16	5	10	20	18	7	7	25	24	2	8	26	26	30	10	11	8



1 NO DIFFERENT AT ALL	2 A LITTLE BETTER
3 MUCH BETTER	4 COMPLETELY SUCCESSFUL

Questionaire (Section 1)

Comparison of Management and Subordinate Perceptions

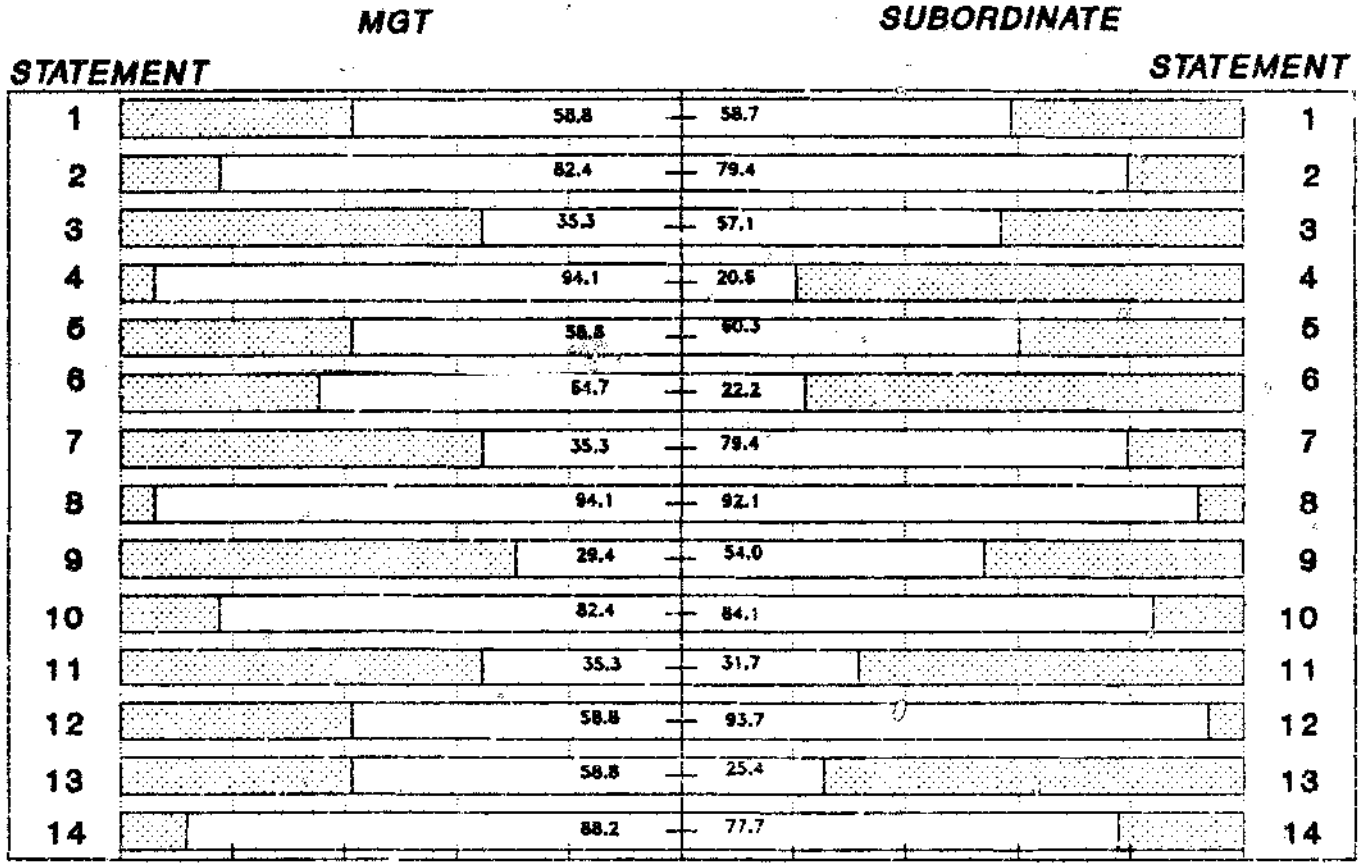
Figure 4.10

Table 4.5
Section II : Raw Scores Management Level Staff

	Stmnt 1		Stmnt 2		Stmnt 3		Stmnt 4		Stmnt 5		Stmnt 6		Stmnt 7		Stmnt 8		Stmnt 9		Stmnt 10		Stmnt 11		Stmnt 12		Stmnt 13		Stmnt 14	
	T	F	T	F	T	F	T	F	T		T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
A	T		T			F	T		T			F		F	T		T		T			F	T		T		T	
B	T			F		F		F		F		F		F	T			F	T			F	T			F	T	
C	T		T		T		T			F	T		T		T			F	T			F	T		T		T	
D		F	T			F	T			F	T			F	T		T		T			F	T		T		T	
E	T		T			F	T			F		F		F	T		T		T			F		F		F	T	
F		F	T		T		T		T		T			F	T			F	T		T		T		T		T	
G	T			F		F	T		T		T			F	T			F	T		T			F	T		T	
H	T			F		F	T		T		T		T		T			F		F		F	T			F	T	
I		F	T		T		T		T		T			F	T		T		T			F		F		F	T	
J		F	T		T		T		T		T			F		F	T			F	T		T		T		T	
K	T		T		T		T		T		T		T		T			F	T			F	T		T			F
L	T		T			F	T			F	T			F	T			F	T			F		F		F	T	
M	T		T			F	T		T			F		F	T			F	T			F		F	T		T	
N		F	T			F	T			F	T			F	T			F	T			F		F	T		T	
O		F	T		T		T		T		T		T		T			F	T		T			F		F	T	
P	T		T			F	T			F		F	T		T			F	T		T			F		F	T	
Q		F	T			F	T		T			F	T		T			F		F	T		T		T			F
TOTAL	10	7	14	3	6	11	16	1	10	7	11	6	6	11	16	1	5	12	14	3	4	11	10	7	10	7	15	2

Table 4.6
Section II : Raw Scores Lower Level Staff

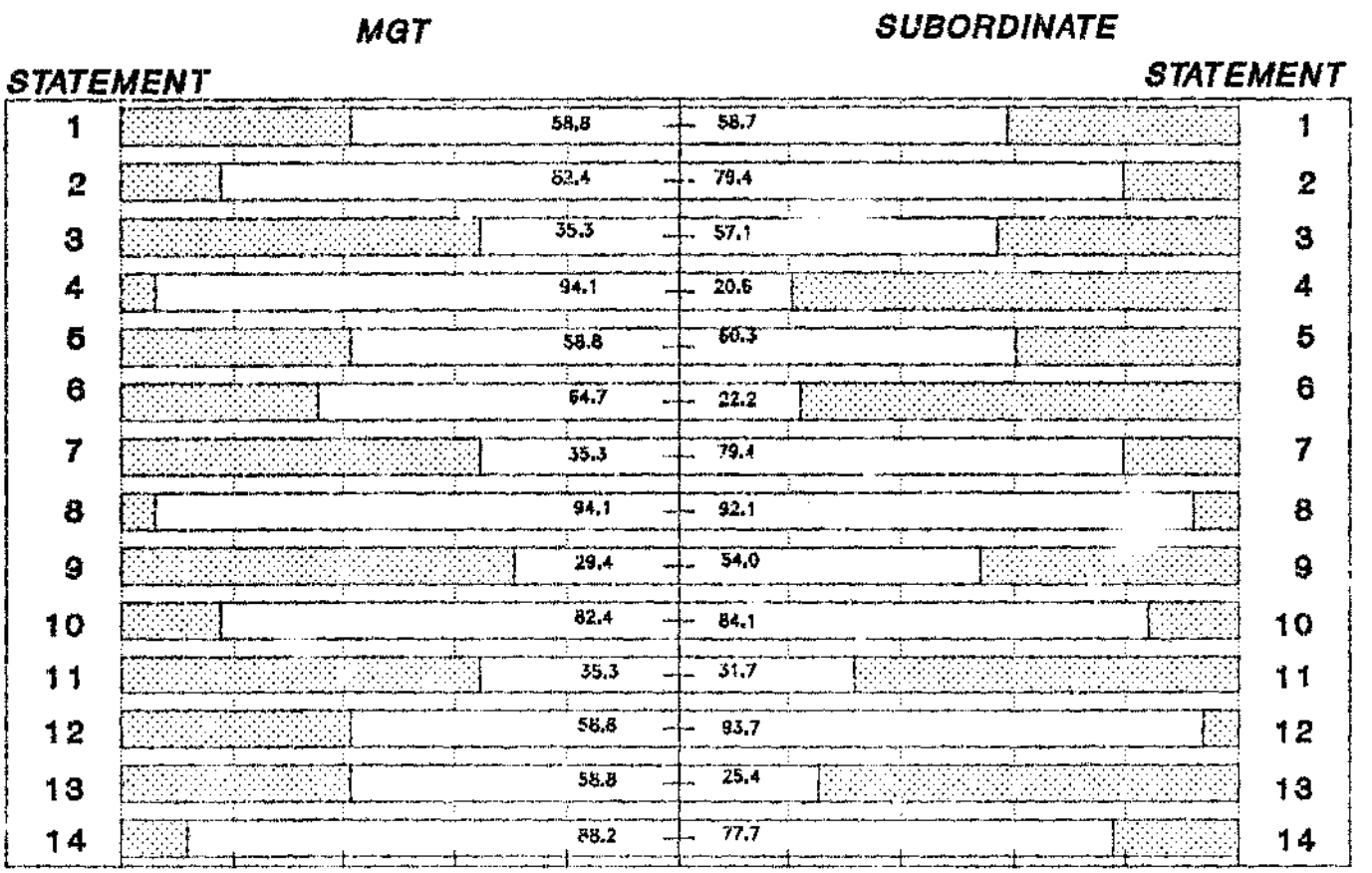
	Statement 1		Statement 2		Statement 3		Statement 4		Statement 5		Statement 6		Statement 7		Statement 8		Statement 9		Statement 10		Statement 11		Statement 12		Statement 13		Statement 14	
	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
1		F	T		T		T		T			F		F		F	T		T				T		T		T	
2		F	T		T			F	T			F		F			T					F	T			F		F
3	F		T			F		F	T			F		F	T		T				T			F		F	T	
4	T		T			F		F	T			F		F	T		T		T			F	T			F	T	
5		F	T		T			F		F		F	T		T		T		T			F	T		T		T	
6	T		T		T		T			F		F	T		T		T		T		T		T			F	T	
7	T			F		F		F		F	T		T		T			F	T			F	T			F	T	
8	T		T		T			F		F		F	T			F	T		T		T		T			F		F
9	T		T		T			F	T			F	T		T		T		T			F	T			F	T	
10		F	T		T		T		T			F	T		T		T		T		T			F	T		T	
11		F	T		T			F		F		F	T		T		T		T		T		T			F	T	
12		F	T		T			F		F		F		F			T		T			F	T			F	T	
13	T		T			F		F	T		T				T		T		T			F	T			F	T	
14	T		T		T			F		F			T		T			F	T			F	T			F	T	
15	T		T		T			F	T				T		T		T		T		T		T			F	T	
16	T		T		T			F			T		T		T		T			F	T		T		T		T	
17		F	T		T			F	T			F			T			F	T			F	T			F	T	
18	T		T		T			F	T			F	T		T			F	T			F	T			F	T	
19		F	T		T			F	T		T		T		T		T		T			F	T		T		T	
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21		F	T		T		T		T			F	T		T		T		T			F	T		T		T	
22		F		F	T			F	T			F	T		T		T		T		T		T			F	T	
23		F	T		T			F	T			F	T		T			F	T			F	T			F	T	
24		F	T			F		F	T			F	T		T		T		T			F	T			F	T	
25	T		T			F		F		F		F	T		T			F	T			F	T		T		T	
26		F	T		T			F		F	T			F	T			F	T			F	T			F	T	
27	T		T			F		F		F		F	T		T			F	T			F	T			F		F
28	T			F		F		F		F		F	T		T			F	T			F	T			F		F
29		F	T			F		F	T			F	T		T			F	T			F	T			F		F
30	T		T		T			F	T			F	T		T		T		T			F	T			F		F
31		F	T		T		T			F	T		T		T			F	T			F		F		F	T	
32	T		T			F	T			F	T		T		T		T			F		F	T		T		T	
33		F	T			F		F	T			F	T		T		T		T		T		T			F	T	
34	T		T		T			F		F		F	T		T		T		T			F	T			F	T	
35	T		T		T			F		F	T		T		T		T			F	T		T		T		T	
36	T			F		F		F	T			F	T		T			F	T			F	T		T		T	
37		F	T			F	T		T		T		T		T		T		T		T		T		T		T	
38	T			F		F		F	T			F	T		T			F	T			F	T			F	T	
39	T			F		F		F	T			F	T		T		T			F		F	T			F	T	
40		F		F	T			F	T			F	T		T			F	T			F	T			F	T	
41		F	T		T			F		F		F	T		T		T			F		F	T		T		T	
42	T		T		T		T		T		T			F	T			F	T			F	T		T			F
43		F	T			F		F	T			F	T		T			F	T			F	T			F	T	
44	T			F		F		F		F	T		T		T			F		F		F	T			F	T	
45	T			F		F		F				F	T		T			F	T			F	T			F	T	
46	T		T		T		T		T			F	T		T			F	T			F	T			F	T	
47	T		T		T			F	T			F		F	T			F	T			F	T			F	T	
48	T		T		T		T		T		T		T		T		T		T		T		T		T		T	
49		F	T		T		T			F		F		F	T			F	T		T			F	T			F
50		F	T		T			F		F		F		F	T			F		F		F	T			F		F
51	T			F		F		F		F		F	T		T			F	T			F	T			F	T	
52	T		T			F		F		F		F	T		T		T		T		T		T			F	T	
53	T			F		F		F	T			F		F	T			F		F		F	T			F	T	
54	T		T		T			F		F		F	T		T			F	T		T		T			F		F
55	T		T		T		T		T			F	T			F	T		T		T		T			F	T	
56		F	T		T			F	T			F	T		T		T		T		T		T			F	T	
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60	T		T			F	T		T			F	T		T		T		T			F	T			F	T	
61	T		T			F		F	T			F		F	T			F	T		T		T			F		F
62		F	T			F		F		F		F	T		T			F	T			F	T			F	T	
63		F	T		T			F	T			F	T		T		T			F		F	T			F	T	
TOTAL	37	29	50	15	36	27	13	50	36	26	14	48	50	13	58	5	34	28	53	10	20	43	58	4	18	47	49	14



Questionaire (Section II)

Comparison of Management and Subordinate Perceptions

Figure 4.11



Questionaire (Section II)

Comparison of Management and Subordinate Perceptions

Figure 4.11

4.6 Descriptive Analysis of Scores (Questionnaire Section 1)

4.6.1 Introduction

Although the length of the questionnaire used will result in a lengthy description of the findings, it is considered necessary in order to extract meaningful conclusions. A systematic recording of findings in relation to each question will be done.

4.6.2 Findings (Questionnaire - Section I - Table 4.5)

- **Introduction**

Statements were initially selected against two criteria, namely, that they had face validity and that they should address a personal perception rather than a personal opinion of another's perception. Items were selected for discussion if the difference between the responses of the two groups was significant at the 90% level (Kolmogorov-Smirnov critical value of at least 4,605). The high degree of face validity of the statements gives confidence that the perception scores derived are reasonable indications of perception levels, although no claim is made that the perception levels for each statement are independent of each other.

In order to ensure clarity a brief description of the response process is given. Respondents had to indicate their perception of specific Black Advancement activities by placing a cross (X) in the appropriate block below each statement on the questionnaire to indicate to what degree they consider the activiy will influence the future success of the Black Advancement Programme in TEBA. When responding to a statement, respondents had to decide whether they perceive the present Black Advancement Programme is :

totally effective, can be improved upon, can be improved upon substantially or, need serious reconsideration. If the respondent perceived the Black Advancement activity stated to be totally effective the first block **no different at all** had to be marked. Should the respondent perceive the Black Advancement activity stated can be improved upon the second block **a little better** had to be marked. If the activity was perceived to require substantial improvement then the third block **much better** had to be marked. Finally if the activity was perceived to require serious reconsideration the fourth block **completely successful** had to be marked.

4.6.3 Analysis of Findings

- **Statement 1**

  The perception of the two groups of respondents of the understanding and reinforcing of the policy of Black Advancement by managers in TEBA and on its impact on future black Advancement differed significantly statistically.

  Clearly Black subordinates perceive their managers as not fully understanding and reinforcing the policy of Black Advancement in TEBA.

- **Statement 2**

  The perceptions of the two respondent groups of the preparedness of TEBA management to commit time and effort to ensure Black Advancement opportunities, differed significantly statistically.

  Clearly Black subordinates perceive their managers as not committing enough time and effort to Black Advancement.

Management perceptions, although more positive, support this perception of the subordinates.

- **Statement 4**

The perceptions of the two respondent groups differ significantly on the issue of immediate managers having a say in what should be included in the the Black Advancement Programme

Black subordinates clearly perceive their immediate managers as not having enough say in what should be included in the Black Advancement Programme. This perception is supported by the management respondents' perceptions.

- **Statement 6**

As regards the issue of immediate managers being involved as coaches in the Black Advancement Programme, a statistically significant difference in perceptions between the two respondent groups is found.

Subordinates again indicate a significantly strong perception that their immediate managers are not being adequately involved as coaches with the Black Advancement Programme. Management perceptions although less positive support this perception of subordinates.

- **Statement 7**

The issue of Blacks with potential being given more opportunities to compete on equal footing with White co-workers also resulted in a statistical significant difference in perceptions.

Clearly Black Advancement Programme participants have strong perceptions that Blacks with potential are not given enough opportunities to compete on equal footing with White co-workers. Management respondents have a far more positive perception i.e. they do not perceive this activity to require more than some improvement. A divergent perception of this magnitude between the two respondent groups requires serious attention.

- **Statement 8**

  On the issue of White co-workers and management attitude towards Black Advancement, a statistical significant difference in perceptions is perceived.

  Although the statistical significance is more than the set critical value, the gap in perceptions of the two respondent groups is smaller. Stated alternatively, managers and subordinates perceptions are significantly more similar in regard to this issue. However, White co-workers' attitudes towards Black Advancement obviously require attention.

- **Statement 10**

  Perceptions regarding reinforcing training through real decision making responsibilities showed a significant statistical difference.

  Clearly one of the issues where the gap in perception as to what needs to be done in the future as regards Black Advancement is bigger. Black subordinate respondents have a much more sombre perception in regard to how much decision making responsibilities have been delegated to them. Black subordinate respondents perceive themselves to have very little decision making respon-

sibility on the job, hence litte on the job development takes place.

- **Statement 11**

  By far the most significant statistical difference resulted from the perception gap between management and subordinate respondents regarding the issue of discrimination in the way work is allocated and how instructions are given in TEBA.

  By far, the most critical issue in terms of the vast gap in perception that exist between management and subordinates. Serious investigation into this issue is required. Clearly subordinates perceive management to apply discriminatory practices in the work situation.

- **Statement 12**

  A significant statistical difference in perceptions between management and subordinate respondents exist in regard to the issue of constant monitoring and follow-up to ensure Black Advancement objectives are met.

  The perpections of this issue can possibly lead to the conclusion that if a better process of monitoring and follow-up in regard to Black Advancement existed in TEBA, some of the other critical issues would already have been resolved. Subordinates certainly perceive management to do no or little monitoring and follow-up on the Black Advancement process.

- **Statement 13**

  The issue of Black and White trainees sharing accommodation during training courses showed a significant statistical

difference although not to the same extent as other issues did.

Although an extremely significant statistical gap does not exist, the difference of perception within the subordinate respondent group requires attention. A possible conclusion can be that although accommodation facilities are shared no real social mixing takes place.

- **Statement 14**

Organisational obstacles in regard to time off to attend, and transport etc. to training courses showed a significant statistical difference.

Management respondents do not share the subordinate perceptions that they have practical problems to overcome. Taking the fact that subordinates at this level do not have company vehicles or allowances and are either dependent on public or specially arranged transport, a better understanding of this perception is obtained.

- **Statement 17**

Overcoming the deficiencies in the Black education system through special training and education opportunities for Blacks showed a significant statistical difference.

From the subordinates' perceptions and the divided perceptions of management regarding this issue, it is clear that further investigation is required. Ways and means are to be found to provide educational support.

4.6.4 Summary

Reviewing the perceptions of managers and subordinates with respect to statements one, two, four, six, seven, eight, ten, eleven, twelve, thirteen, fourteen and seventeen the following conclusions can be made, assuming that these perceptions do reflect the actual situation :

- The policy of Black Advancement in TEBA is not clearly understood and reinforced by all managers.
- Management in TEBA do no commit adequate time and effort to ensure Black staff members get advancement opportunities.
- Immediate managers of staff on the Black Advancement Programme should have a greater say in what should be included in the programme.
- The immediate managers of staff members on the Black Advancement Programme must be more involved as coaches in the programme
- Black staff members with potential must be given more opportunities to compete on an equal footing with White co-workers.
- A negative attitude amongst managers prevails towards Black Advancement.
- Black staff members do not get the opportunity to reinforce theory learned on courses through real decision making responsibilities in their jobs.
- There is discrimination in the way work is allocated and how instructions are given in TEBA.

- Not enough monitoring and follow-up is done to ensure that the objectives of the Black Advancement Programme were met.

- The issue of shared accommodation during training courses require investigation since a large proportion of Black employees do not experience it as being totally shared.

- There is a strong perception that some organisational obstacles in regard to time off for training, transport to training venues, etc. still exist.

- An effort should be made to overcome the deficiencies in education that Blacks have through providing specific opportunities for this purpose.

Recommendations and a Staff Development Model will be discussed in greater detail in Chapter V.

4.6.5 Comments On The Statements Where The Null Hypothesis Was Accepted (Questionnaire - Section I - Statements 3,5,9,15,16,&18)

In regard to these questions the null hypotheses (Ho) is accepted i.e. the two population groups have distributions falling within the limits of Alpha 10% and critical value 4,605. At face value, however, with the exception of statements three and eighteen, the perceptions of respondents regarding issues raised in statements five, nine, fifteen and sixteen require further attention. In all instances, the management respondents have a more optimistic perception of the way these issues impact on the Black Advancement Programme. The subordinate respondents have a more pessimistic perception of how these issues impact on the Black Advancement Programme.

In terms of future Black Advancement Programmes, it is important that these perceptions be addressed :

Statement 5 : evaluating managers of staff members on the Black Advancement Programme for their support of the programme. In the case of both managers and employees there is a strong perception for a need to evaluate managers on their support of the Black Advancement Programme.

Statement 9 : staff members on the Black Advancement Programme themselves participate in drawing up the programme. Both respondent groups have the perception that staff members on the Black Advancement Programme must participate in the drawing up of the programme.

Statement 15 : the belief of lower and middle level managers in the inherent capabilities of Black staff members. There is congruence in the two respondent groups perceptions that lower and middle level managers do not really believe in the inherent capabilities of Black staff members.

Statement 16 : management to allow staff members returning from training courses to apply what they have learnt. Black staff members returning from training courses are not given the opportunity to apply what they have learnt on the course.

Although the null hypothesis was accepted in these instances both management and Black employee perceptions indicate the need for action to improve management practices.

Reviewing the response to statement three where the null hypothesis was accepted at a critical value equal to 2.000 it

was obvious that both respondent groups are in agreement that there is no manpower and succession plan for employees participating in the Black Advancement Programme.

As regards statement eighteen, both respondent groups have the perception that Black staff members who have progressed through the Black Advancement Programme in TEBA need not spend more time with fellow Black employees than with White staff members as this will have no influence on Black Advancement. The strong perceptions both respondent groups have on this issue led to the conclusion that Black Advancement Programme participants should rather spend more time with White staff members.

Recommendations and a Staff Development Model will be discussed in greater detail in Chapter VI.

Table 4.7

COMPARATIVE RAW SCORES FROM QUESTIONNAIRE (Section I)

STATEMENT	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18	
MANAGER / SUBORDINATE	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S
no difference at all	3	4	2	0	1	2	2	6	3	1	3	3	4	5	2	4	4	4	2	3	7	2	1	1	10	24	7	15	3	5	3	7	2	2	9	30
a little better	9	5	5	8	3	9	8	5	5	11	9	7	6	8	6	10	6	15	9	8	6	5	7	9	4	9	8	12	6	10	6	7	7	8	6	16
much better	5	31	10	28	9	25	6	34	8	32	5	32	3	14	7	22	6	26	5	19	3	22	5	27	2	11	2	21	6	39	7	25	3	25	2	11
completely successful	0	23	0	27	4	27	1	15	1	19	0	21	2	35	2	27	1	18	1	33	1	33	4	26	1	19	0	15	2	19	2	24	5	25	0	6

4.7 Descriptive Analysis of Scores (Questionnaire Section II)

4.7.1 Findings (Questionnaire - Section II - Table 4.6)

- **Introduction**

In Section II of the questionnaire, the test of 2 proportions was applied at Alpha equal 10% and critical value level 1,645 to accept or reject the null hypotheses. A systematic recording of findings in relation to each statement was done.

In this section of the questionnaire, fourteen statements were put to the respondents to establish their perceptions of the impact of the specific issues on the Black Advancement Programme. The null hypotheses were rejected in six instances i.e. that is for statements

4,6,7,9,12 and 13. A high degree of confidence exists that the perception scores derived are reasonable indications of perception level, although no claim is made that the perception levels for each statement are independent of each other.

4.7.2 Discussion of Statements Where Null Hypothesis Was Rejected

- **Statement 4**

Black staff members in supervisory/managerial positions, are reluctant to discipline other Black staff members who are older than themselves.

A large gap in perception exists between management and subordinates regarding this issue. Management perceptions regarding this issue is alarming and may be based on

preconceived ideas regarding the respect the 'traditional' Black person has for his elders. This perception may result in a reluctance to appoint Blacks as supervisors/managers and may result in Blacks not being given training and development opportunities. Black subordinates reject this statement. It must therefore be concluded that Blacks perceive themselves willing to supervise/manage Black staff members older than themselves.

- **Statement 6**

  Black persons are reluctant to supervise persons from other ethnic groups

  Once again there is a marked gap between management and subordinate perceptions. Management perceptions may result in training and promotion opportunities being withheld from Blacks with potential since they are of the 'wrong ethnic group'. This is possibly the result of preconceived ideas and also perhaps an 'apartheid syndrome'.

  Based on their rejection of this statement, Blacks perceive themselves as willing to supervise staff from other ethnic groups.

- **Statement 7**

  Some Black subordinates become more confident when working under the supervision of Black superiors.

  Management respondents' perception, clouded by stereotyping and prejudices, is clearly in line with their perceptions of statements four and six. The same can be said of the Black subordinate group's perceptions.

There is no doubt that this issue must be addressed in general and in any future Black Advancement Programmes.

- **Statement 9**

  Black staff members doubt that there is any real benefit for them from the Black Advancement Programme.

  Without real results such as promotions and appointment of Blacks in senior supervisory and managerial positions, this perception is to be expected. Management perceptions may be based on preconceptions and paternalism.

- **Statement 12**

  Work standards will remain just as high if Black staff members are developed and promoted.

  The majority of both respondent groups perceive this statement to be true and must be seen as opening the way to reinforce training and development on the one hand but also to create opportunities for promotion of Black staff members.

- **Statement 13**

  Because of the poor Black education system, Black staff members must have different training programmes to those attended by White staff members.

  It could be deduced that Black subordinates reject this statement on the grounds that they do not want to be treated differently and that they wish to be given equal training and development opportunities.

4.7.3 Discussion of Statements Where Null Hypothesis Was Accepted (Questionnaire - Section II - Statements 1,2,3,5,8,10,11 & 14 - Table 4.6)

- **Statement 1**

  Management creates conditions where all staff members are equally willing, able and allowed to perform their jobs to the best of their ability.

  This reflects a situation where the maintenance of the status quo is supported but from responses to statements in Section 1 if new theory is to be applied or own initiative is to be used it is not tolerated.

- **Statement 2**

  Advancement programmes create expectations of job related progress which are not fulfilled.

  This agreement with Statement 2 supports perceptions revealed in Section I that career and succession planning is not done and employees with potential are not given the opportunities to fulfil their potential.

- **Statement 3**

  Usually Black staff members are promoted because of their length of service and not because of their skills.

  Employee perception is to some extent born out by the personal and demographic profile details, i.e. length of service and age profiles as well as their perceptions of statements posed in Section I.

- **Statement 5**

  Salaries paid are perceived to be low, hence trained Black staff members leave to join other companies.

  Again this is support for the finding that no strategic man-power planning is evident in TEBA.

- **Statement 8**

  Black staff members do believe the programmes are a determined effort to better their knowledge and skills.

  This high level of agreement forms an encouraging base for any future Black Advancement Programmes.

- **Statement 10**

  When promoted or transferred, Black staff members encounter extreme difficulties when trying to obtain finance for purchasing a house.

  This underlines the views of Human (1991) and Hofmeyr (1989) and others that Black Advancement does not just entail training but must address the broader environmental factors as well.

- **Statement 11**

  The development and promotion of Black staff members will be to the detriment of White staff members.

  The positive perception of managers is encouraging for any future Black Advancement Programme.

- **Statement 14**

  Having some lectures presented by Black training officers contributes positively to the advancement of Black staff members.

  The overall agreement with this statement can possibly be considered as a need for Black role models in the Black Advancement process.

4.7.4 Conclusions

A clear indication exists that this Black Advancement Programme is not currently achieving real Black Advancement. A detailed discussion and recommendations follow in Chapter VI.

Table 4.8

COMPARATIVE RAW SCORES FROM QUESTIONNAIRE (Section II)

STATEMENT	1		2		3		4		5		6		7		8		9		10		11		12		13		14	
MANAGER / SUBORDINATE	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S
TRUE	10	37	14	50	6	36	16	13	10	38	11	14	6	50	16	58	5	34	14	53	6	20	10	50	10	16	15	44
FALSE	7	26	3	13	11	27	1	50	7	25	6	49	11	13	1	5	12	29	3	10	11	43	7	4	7	47	2	14

CHAPTER V

RESULTS IN TERMS OF THE PURPOSE AND RESEARCH QUESTION

5.1 Reasons For Perceptions Gaps Between Managers and Black Employees

Establishing perceptions is extremely important since the individual's attitude and behaviour is formed by his perception. Having established perceptions, some insight will be gained into the attitude and behaviour displayed by people.

Perceptions thus play an important role in a person's life. Koopman (1987) put this as follows : "*His perception of a better future is what drives a man*" (Koopman, 1987:20). Therefore frustration and demotivation sets in if a better future does not emerge.

However, it must be born in mind that an individual's perception of a situation does not always reflect reality. The reason for this is that the functioning of the perceptual process is influenced by variables such as the object or occurrence surveyed, the environment within which perceptions take place, and the individuals directly involved with the perceptual process.

One of the major barriers that lead to distortion of perception is 'stereotyping' i.e. forming a judgement about people based on an 'ideal' or 'type' of impression we have formed about their group. Mistaken stereotypes lie at the root of a great deal of employment discrimination (Szilagyi and Wallace, 1980:74).

A number of misperceptions regarding persons and issues frequently develop in organisations. These misperceptions or inability to view events from another person's position, increase the danger of potential conflict (Le Roux, 1984).

Watts (1985) in her study of the perceptions, attitudes, reactions and experiences of black managers and their white work colleagues, found that substantial perceptual discrepancies existed between these in-

dividuals. In 1986, she goes on to say that : *"If organisations wish to implement black job advancement successfully, they should first de[illegible] what factors could militate against this. The place to begin is with the employees themselves. Not to understand what employees think are the issues and where they stand on these issues, really diminishes any Black Advancement Programme in terms of operational importance"* (Watts, 1986:8).

5.2 Perceptions and Black Advancement

Research by Day (1991) into the attitude of White male students supports the conclusions Szilagyi and Wallace reached regarding stereotyping. Day (1991) found that :

"Firstly, the extent to which White male MBA students are doubtful about the inherent capabilities of Blacks and, secondly, the surprising lack of support that they expressed for affirmative action, it would appear that the White male economic elite are concerned, perhaps unconsciously, with maintaining their privileged position."

"Stereotyping of Blacks as inherently less capable has given rise to negative expectations of Blacks. These negative expectations are reinforced when Blacks display an apparent lack of ability when performing relatively low level work. Performance is equated with lack of ability rather than with the underlying assumptions that Whites have about the abilities of Blacks. The lack of commitment of resources to Black Advancement is, therefore, apparently justified by Blacks' own displayed inherent incapability" (Day, 1991:51).

Szilagyi and Wallace (1990) came to the conclusion that an individual's motives, previous learning, and personality all influence perception. Managers must take such considerations into account in predicting the way their actions and orders will be perceived by others. Perceptions is a form of behaviour and, therefore, influenced by factors such as :

- A supervisor/manager issuing a job instruction
- the timing of a message
- characteristics of the perceiving person.

Reeves and Harper (1981) give some indication as to why gaps in perceptions of management and employees occur :

"Dissatisfaction stemming from treatment by supervisors or managers is an obvious case in point; or negative attitudes and behaviour among employees may be mistakenly discounted by management as not being indicative of seriously felt grievances; or a critical attitude towards management may be misinterpreted as alienation. Alternatively, absence of protest or complaint may be mistaken for satisfaction. These kinds of misinterpretations are not uncommon" (Reeves and Harper, 1981:12).

The research conducted in TEBA indicates a high incidence of perceptions of both respondent groups being distorted by stereotyping. Management constantly perceive their input to the Black Advancement process more positively regarding the clarification of values and corporate philosophy, commitment by management, strategic human resource planning, line management accountability, affirmative action, white attitudes, two-way communication, application of training, discriminatory practices and monitoring and follow-up. Black employee perceptions regard these same issues as more negative.

5.3 A Comparison of the Perceptions Recorded in this Research and Hofmeyr's Findings as to Why Black Advancement Programmes Fail

As shown in Table 3.1 all the statements put to the respondents by means of the questionnaire relate directly or indirectly to Hofmeyr's "Ten Important Reasons Why Black Advancement Programmes Fail".

As described in Chapter IV the null hypothesis was rejected for eighteen out of the thirty-two statements describing the Black Advancement process. For twelve of the other statements the null hypothesis is accepted, but both management and Black employee perceptions indicate strongly that for nine of these statements the Black Advancement process is not effective and requires attention. In the case of just two statements management and Black employee respondents' perceptions are positively inclined towards the Black Advancement

process. In one instance the statement was perceived as having no influence of the Black Advancement process (See Table 5.1).

In twenty-nine out of thirty-two instances, managers and Black employees participating in the Black Advancement Programme indicated that they perceive that inadequacies exist in the TEBA Black Advancement Programme.

As can be seen in Table 3.1 the statements put to respondents relate directly or indirectly to Hofmeyr's ten reasons why Black Advancement Programmes fail. When analysing the perceptions of respondents in this research, it is clearly shown (Table 5.1) that the problem areas and weaknesses existing in the TEBA Black Advancement Programme are similar to what Hofmeyr found in other organisations.

Therefore it must be concluded that according to lower and middle management and semi-skilled and skilled Black employee perceptions there is in the TEBA Black Advancement Programme :

- Inadequate clarification of values and corporate philosophy
- A lack of commitment by top management
- No strategic human resource planning
- Lack of management ownership and accountability
- No targets, or affirmative action
- Negative attitudes
- Poor two-way communication
- Reliance on formal training
- Discriminatory practices
- No management monitoring and follow-up

Most important reasons why Black Advancement programmes fail	Most important reasons why Black Advancement programmes fail	Most important reasons why Blck Advancement programmes fail
1. Inadequate clarification of values and corporate philosophy. Questionnaire Section I : S 1 Reject Ho S +	5. No targets or affirmative action action Questionnaire Section I : S 7 Reject Ho S 17 Reject Ho Section II : S 7 Reject Ho S 13 Reject Ho	8. Reliance on formal training Questionnaire Section I : S 6 Reject Ho S 10 Reject Ho S 16 M & E S 18 No influence on BA Section II : S 1 M & E
2. Lack of commitment by top management Questionnaire Section I : S 2 Reject Ho S 14 Reject Ho	6. Negative attitudes Questionnaire Section I : S 8 Reject Ho S 9 M & E S 15 M & E Section II : S 4 Reject Ho S 6 Reject Ho S 9 Reject Ho S 11 + S 12 Reject Ho	9. Discriminatory practices Questionnaire Section I : S 11 Reject Ho S 13 Reject Ho Section II : S 14 M & E
3. No strategic human resource planning Questionnaire Section I : S 3 M & E Section II : S 3 M & E S 10 M & E	7. No two-way communication Questionnaire Section I : S 4 Reject Ho Section II : S 5 M & E	10. No monitoring and follow-up Questionnaire Section I : S 12 Reject Ho
4. Lack of management ownership and account-ability Questionnaire Section I : S 5 M & E Section II : S 2 M & E		
Reject Ho - Significant difference in perception - requires attention	M & E Accept Ho but both management and employees perceive this activity requires attention	+ Particular activity presently done effectively

Table

COMPARISON OF RESEARCH FINDINGS WITH HOFMEYR'S FINDINGS

CHAPTER VI

RECOMMENDATIONS FOR STRATEGIC EMPLOYEE ADVANCEMENT

6.1 Introduction

Up to this point this research centred on the process known as 'Black Advancement' since this was the term used by TEBA when originating their programme. As detailed in Chapter I a variety of terms have evolved over the years and lately two terms are used that perhaps best describe what the actual process should be. Hofmeyr (1989) used 'Employee Advancement Programmes' as an alternative for the 'Black Advancement'. Human (1991) described the process as 'People Development'.

6.2 Black Advancement vs Employee Advancement

Why discard the term 'Black Advancement'? Mkele (1986) viewed Black Advancement as follows :

"*They call the new dispensation 'Black Advancement', which is another way of excusing a process of normal economic activity on grounds of moral rather than economic necessity*" (Mkele, 1986:7).

Malimela (1989) has even stronger views about 'Black Advancement':

"*Advancement where to, and who advances who? Why not staff advancement? Do we ever have White advancement? Is it Whites advancing Blacks or Blacks advancing themselves or both cooperative with each other on the road to economic and socio-political stability, and economic growth and competitiveness?*" (Malimela, 1989:3)

The latest person to object to the term Black Advancement is Mbatha (1992) who expresses himself as follows :

"*We have always been inundated with literature, conferences, seminars and work-shops on Black Advancement. Nothing wrong with that. I have*

always held, though, on the basis of analysis of some of the 'experts' (mainly White) in Black Advancement, that their ideas and thinking about Black people are not only patronising and insulting to Blacks, but also racist" (Mbatha, 1992:14).

There are strong indication that the term and concept of Black Advancement, affirmative action, equal opportunity, etc. as currently known should be discarded in favour of a programme that has no racial or sexual connotations and which reflect the true purpose of such a programme namely to develop staff.

6.3 Recommendations For Strategic Staff Development : A Theoretical View

- **Introduction**

  To date, organisations have tended to do strategic planning without really considering the human resource aspect of the organisation. In order to overcome this it is essential that an organisations' strategic plan include specific human resource plans along the same lines and at the same level of intensity and importance as for marketing, finance, technology, production, and so on.

- **Future Human Resource Strategy**

  Most strategic planning in organisations, apart from the difficulties in Human Resource planning, have placed emphasis on formulation of policy rather than implementation. According to Fombrun, Tichy and Devanna this led to the conclusion in the eighties *"that much time and thought had gone into analysing and planning strategy yet very little into its implementation"* (Fombrun, Tichy and Devanna, 1984:26).

  The challenge, therefore, is the effective implementation of strategy i.e. getting people to do the right things to obtain results from strategies. Fombrun, Tichy and Devanna go on to say that : *"In this respect, the human resource tools become central and focus specifically on selecting the right people to run a business, rewarding them from strategic activities, and designing staffing patterns that match the strategy*

plans, as well as creating more strategically motivated development and labour relations policies " (Fombrun, Tichy and Devanna, et al. 1984).

In view of the skilled manpower and management shortage in South Africa as well as the rapid changes taking place, closer contact must be achieved between the organisation and its environment on the one hand and management and worker within the organisation on the other hand. Human (1991) describes it as "*The issue of the 1990's and the art of riding the permanent white waters, will be to create intelligent organisations. By intelligent, I do not mean organisations flooded with PhD's but rather organisations which can learn. We need to unlearn old habits such as either/or thinking; splitting thinking and doing; planning and implementation; effectiveness and efficiency, and if you will, creating profit and distributing it; managing change and managing stability, etc.*"

"*Once we have unlearned our habits, we need to learn how to learn on a continuous basis. We need to start designing organisations which promote and enhance learning and which utilise and maximise all the intelligence in the organisation. We are going to need intelligence rather than weight and size to perform well in the future.*"

"*Thus, flatten the organisation : hierarchies are by nature unintelligent. Be conscious; one cannot learn when one does not open the mind. Know that you don't know; the greatest barrier to learning is thinking that you know. Immerse yourselves in, rather than isolate yourselves from the worlds of the important people (customers and employees) and learn from them. And to our educators of management this : teach people how to think and how to learn, for this is of far greater value than what to think and what to learn. We can't waste our limited resources on handing out fish every day; we need to teach management how to fish*" (Human, 1991:317).

6.4 Conclusion

Managing strategically and intelligently must increasingly become a way of life for South African organisations facing the turbulent economic, political and demogrephic forces of the 1990's. In order to survive and be successful, organisations and their managers will have to confront basic questions regarding the formulation and implementation of human resource strategies.

The area requiring most attention in the 1990's is human resource management and development as it has been the most neglected strategic area in organisations. Furthermore, it will be central to implementing the needed cultural and political changes in organisations.

A process for changing the human resource management of organisations will in future need specific strategic frameworks for dealing with the challenges before them.

6.5 Recommendations for Implementation of Staff Development Programme

6.5.1 Introduction

Results of this research and a review of the literature regarding Black Advancement and strategic human resource development brought no startling new issues to light. In fact, in the main it must be concluded that the real reason for the failure of most Black Advancement Programmes in the past resulted from :

- the process not being part of a larger Human Resource strategic plan, and
- the non-implementation and reinforcing of whatever plans were made.

Any recommendations should therefore address these two issues as a matter of priority.

6.5.2 Recommendations

Strategic staff development which has as one of its main purposes the development of all disadvantaged staff must as a strategic process involve the following :

- Mission and Strategy

  The organisation within which the strategic development takes place must have a reason for being (mission) and a sense of how to apply information and resources through staff to carry it out (strategy).

- Formal Structure

  Human Resources (staff) and tasks are organised to implement the organisation's strategy.

- Human Resource Systems

  Staff are recruited and developed to do jobs defined by the organisation's structure; their performance must be monitored and rewarded.

6.5.3 Mission and Strategy

The organisation must clarify its mission and strategy and ensure it is communicated to all management and staff. Not only must all management and staff be made aware of it but they must also have clarity as to their individual functions in this regard. Job descriptions and work standards must be directed at achieving the mission and strategy of the organisation.

6.5.4 Formal Structure

The organisational structure must be such that it maximises the staff's abilities to implement strategies. Organisational structure is required but not to the extent that it stifle staff activities and development.

6.5.5 Human Resource Systems

In order to introduce a successful formal Staff Development Programme a critical pre-development phase needs to be completed namely the Human Resource Planning phase.

- **Human Resource Planning Phase**

  The organisation's strategic plans must be interpreted to outline a forecast of the staff required in each project or job category. This forecasted human resource requirement must be compared with the projected supply of human resources within the organisation after taking variables such as promotion, transfers, wastage, etc. into consideration. As with all strategic planning external factors i.e. political, economic, social, etc. must also be taken into consideration. This forecast enables management to decide how many staff members must be developed in general more specifically, how many from disadvantaged groups must be developed. This plan must include targets and deadlines for the development and promotion of identified staff. The Human Resources Development Phase then follows.

- **Staff Development Programme**

  This phase must be introduced with a specific briefing of senior managers by the Chief Executive Officer of the organisation. This process must cascade through the various levels of the organisation and must be supported by the various inhouse circulars, newsletters and committees. Only once the briefing of staff has been completed can the actual Staff Development Programme be implemented as part of the organisation's overall strategic plan. Once the formal Staff Development Programme has been established in the organisation, it should form part of the continuous Human Resource Management and Development process.

- **Staff Development Model**

Figure 5.1 displays an holistic Staff Development Programme Model which integrates solutions for problems identified by this research.

The model must be seen as a cone viewed from above with the top of the cone being the centre of the model. The centre of the model is, therefore, the strategic planning cone flowing outwards towards line managers and supervisors (4th circular band from centre) who are ultimately in the forefront of the development process. Co-ordinating of the Staff Development Programme takes place through a joint Line/Staff Management Committee chaired by at least a Senior Manager.

The specific tasks to be carried out in the various phases of total staff development is displayed in the broad circular band (5th from the centre). The numbered headings show the various Human Resource Management and Development phases commencing with (1) Nominating, (2) Testing, etc.

An aspect that does not show up clearly on the model is the fact that it accommodates various levels of staff development. Staff with higher aptitude will not necessarily undergo similar training and development as lower aptitude staff would undergo. The model also has a major division of development phases. The 'training' phase (4), stretching over 18 months consists of modules covering topics such as Basic Principles of Business, Report Writing and Presentation Skills, Interpersonal Communication Skills, Assertiveness, Culture Bridging, Planning and Problem Solving, Leadership, Team Building, Job Description Writing, Performance Appraisals, etc.

Learning is reinforced through applications, assignments, role plays, presentations in front of videos, etc. As the training phase progresses, line managers and coaches ensure practical experience in the 'development' phase (5) through on-the-job coaching, projects and transfers.

Towards the end of the training phase, phase (6), 'assessment' introduces the second major development segment. Staff who are evaluated and assessed to have managerial potential will be diverted into phase (7), 'progression', while lower potential level staff will be diverted into phase (8) 'Productivity Improvement'.

All staff, but more specifically disadvantaged groups benefit from phase (9), 'Social Upliftment' and phase (10) 'Conditions of Employment Equity'. Phase 9 addresses those areas where the policy of separate development took its biggest toll on disadvantaged groups. Phase 10 addresses in-company discriminatory policies and practices.

Finally, throughout this whole process, management must ensure through 'discrete manipulation' that the selected trainee group broadly reflects the country's population ratio. This ensures that the targets set are met but most importantly, White and disadvantaged groups learn more about each other thus countering stereotyping and prejudices. It furthermore ensures inter-departmental communication and liaison overcoming inter-departmental miscommunication and friction.

The recommendations provide for involving coaches to assist trainees. Volunteer, junior and middle managers, from the same department/section as the trainees are nominated as coaches. The final selection then takes place through input from line managers, human resource practitioners and trainees.

6.5.6 Summary

As a result of this research and Hofmeyr's ten reasons why Black Advancement Programmes fail, the critical success factors addressed in this model are the following :

- **Clarification of Values and Corporate Philosophy**

  Values are understood and reinforced at all levels of the organisation through the cascade effect initiated by the Chief Executive Officer. "Affirmative Action" takes place at the selection phase only through direct manipulation and thereafter all staff are developed and promoted on merit. The development of disadvantaged groups must be seen as part of staff development in general.

- **Commitment by Top Management**

  Being involved in the strategic human resource planning process and understanding the internal and external factors impacting on it ensure total commitment.

- **Strategic Human Resource Planning**

  Requires recognition of staff development as a key strategic objective. Career and succession planning is essential to ensure promotion and development from within.

- **Line Management Ownership and Accountability**

  Throughout line managers are involved and held responsible i.e. deciding how the staff development programme objectives should be achieved.

- **Set Staff Development Targets**

  Targets provide a goal to strive for and a basis for monitoring progress. The model provides opportunities to assess the individual trainee and the overall process at specific phases in the process.

- **Attitudes**

  In the short term in order to overcome negative attitudes it requires involving managers in the staff development process. In future, as ex-trainees, managers will overcome stereotyping and negative attitudes as a result of their exposure and interaction with other groups during courses.

- **Communication**

  Involving managers and staff through briefing and the cascade effect will improve communications. The model provides the opportunity to address wider issues than mere training and promotion.

  Future managers through their experience as trainees or coaches, will communicate more easily about staff development.

- **Training**

  The model specifically avoids providing only for formal training. Training is only a single phase out of the ten phases that entail the programme. Emphasis is placed on coaching and on-the-job development for groups and individuals. This process addresses the actual requirements of the job.

- **Discrimination**

  Involving all groups, Whites included, in the Staff Development Programme, counters discrimination in the selection process. Senior management involvement and continuous monitoring and evaluation of the process, trainee and coach will further counter discriminatory practices. In the long term, ex-trainees, having lived through the process alongside disadvantaged groups, will have outgrown the inclination towards discrimination.

- **Monitoring and Follow-up**

  Monitoring and follow-up are an inherent part of the Staff Development Programme, both taking place at regular intervals. Managers are part of the process on a direct day to day basis.

6.5.7 Conclusions

'Black Advancement' is not the answer. Black Advancement has failed repeatedly :

"*Firstly, they fail because they are based on a model of development that sees development simply in terms of pumping 'education' into Black people. Unless we address prejudice, racism, stereotypes and/or negative expectations on the part of White managers as well, then education per se will have a limited payoff.*"

"*Secondly, an important, and possibly the most critical reason why these programmes fail is that top management is not committed to them. Top management must stop identifying 'middle management' as the area of resistance; middle managers will only 'resist' as long as top management allow them to*" (Human, 1991:325).

Staff development is a process of give and take from both sides between management and staff. Management must be committed to apply all their means and resources to the process while staff (Black) and others must be willing to put time and effort into developing themselves.

The results and findings of this research indicates that Black staff do not seek special favours. They only ask to be given the same opportunities that Whites (males) have had over the past years. Furthermore, based on the above findings, the assumption is made that this statement applies to other disadvantaged employee groups as well.

MODEL FOR STAFF DEVELOPMENT PROGRAMME



CONTROL AND CO-ORDINATION OF PROGRAMME
FLOWING FROM CENTRE TO OUTSIDE

FIGURE 5.1

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APPENDIX 1.

ADVANCEMENT OF BLACK STAFF MEMBERS QUESTIONNAIRE

Introduction

Thank you for completing this questionnaire. The purpose of this research is to identify critical factors contributing to or detracting from the success of the Black Advancement Programme within TEBA as perceived by lower and middle managers, as well as semi-skilled and skilled employees in TEBA.

The results of this questionnaire will be strictly confidential. No individual will be identified by name in the ensuing research report submitted in partial fulfilment for the Degree of Master of Management, University of the Witwatersrand Graduate School of Business Administration.

Any queries regarding the questionnaire can be referred to :

NAAS VAN NIEKERK
CHAMBER OF MINES TRAINING CENTRE
(011) 493-3158 ext. 164

It is herewith certified that Mr Naas van Niekerk is a registered Master of Management student at the University of the Witwatersrand Graduate School of Business Administration, conducting this study for his research report.

F.M. Orkin

PROF F M ORKIN
SOCIAL RESEARCH METHODOLOGY

INSTRUCTIONS

Please complete the questionnaire only if you have attended one or more of the Senior TEBA Courses i.e. Administration Course; Basic Management Course; Problem Solving Course and Industrial Relations Course, presented at the TEBA Training Centre in WELKOM.

The questionnaire consists of two sections:

SECTION I

Consists of eighteen statements describing Black Advancement activities in TEBA. Make a cross (X) in the appropriate block to indicate to what degree you consider the statement will influence the success of the Black Advancement Programme in TEBA.

EXAMPLE (Using statement 1 page 4)

If the policy of Black Advancement in TEBA were clearly understood and reinforced by all managers, the Black Advancement process would in future be:

no different at all	a little better	much better	completely succesful

When responding to this statement, should you feel that the way Black Advancement is presently done in TEBA is totally effective then you must mark (X) the first block

no different at all

Should you feel that the way Black Advancement is presently done in TEBA can be improved upon then you must mark (X) the second block

a little better

Should you feel that the way Black Advancement is presently done in TEBA can be improved upon substantially then you must mark (X) the third block

much better

Should you feel that the way Black Advancement is presently done in TEBA need serious reconsideration, then you must mark (X) the last block

completely successful

Please note:
You must mark (X) only one block for each statement.

SECTION II

Consists of fourteen statements describing activities considered to be important when an organization participates in a Black Advancement Programme. Make a cross (X) in the appropriate column to indicate whether you find the statement to be true or false.

* **The questionnaire will take you approximately thirty minutes to complete.**

** **Please ensure you have made a cross next to each statement.**

Please return your completed questionnaire (by internal mail, if possible) no later than 15 November 1991, to:

NAAS VAN NIEKERK
Manager, Training and Development
Chamber of Mines Training Centre
c/o TEBA
P O Box 62251
MARSHALLTOWN
2107

PERSONAL DETAILS

PLEASE MARK (X) IN BLOCKS RELEVANT TO YOURSELF:

1. HOME LANGUAGE

Northern Sotho	
Southern Sotho	
Tswana	
Xhosa	
Zulu	
English	
Afrikaans	
Other (specify) :	

2. AGE

18 - 34 years	
35 - 49 years	
50 + years	

3. SEX

Male	
Female	

4. PERIOD EMPLOYED BY TEBA

less than 1 year	
1 - 4 years	
5 - 9 years	
more than 10 years	

5. PERIOD EMPLOYED IN PRESENT JOB

less than 1 year	
1 - 4 years	
5 - 9 years	
more than 10 years	

6. PRESENT JOB TITLE

7. EDUCATION/TRAINING

Some Highschool	
Highschool completed	
University degree completed	
Other post-matric qualification	
Chamber of Mines Training Courses	
Other TEBA Training Courses	
Other Training Courses	

8. SENIOR TEBA COURSE ATTENDANCE

Administration Course	
Basic Management Course	
Problem Solving Course	
Industrial Relations Course	

9. GEOGRAPHIC AREA WHERE PRESENTLY EMPLOYED

Johannesburg	
Pretoria	
Rest of	
Klerksdorp Area	
Welkom	
Rustenburg	
Witbank Area	
Other Urban Areas	
O.F.S	
Cape	
Natal/KwaZulu	
Transvaal	
Transkei	
Ciskei	
Bophuthatswana	
Venda	
Outside R.S.A.	

SECTION I

Rate the following statements in terms of what you believe would contribute to or detract from the advancement of Black staff members in TEBA. Make a clear cross (X) over the box of your choice.

1. If the policy of Black advancement in TEBA were clearly understood and reinforced by all managers, the Black Advancement process would in future be :

no different at all	a little better	much better	completely successful

2. If management in TEBA were more prepared to commit time and effort to ensure Black staff members get advancement opportunities, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

3. If there was a definite plan for the promotion of participants in the Black Advancement Programme into specific jobs, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

4. If the immediate managers of the staff on the Black Advancement Programme had a say in what should be included in the programme, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

5. If the immediate managers of staff members on the Black Advancement Programme were evaluated on their support of the programme, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

6. If the immediate managers of staff members on the Black Advancement Programme were involved as coaches in the programme, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

7. If Black staff members with potential on the Black Advancement Programme were given more opportunities to compete on equal footing with White co-workers, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

8. If the attitude of White co-workers and managers to the advancement of Black staff were more positive, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

9. If the staff members on the Black Advancement Programme themselves could participate in drawing up the programme, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

If what was learned during senior courses at Welkom by Black staff members was reinforced through having real decision making responsibility in their jobs, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

11. If there was no discrimination in the way work is allocated and how instructions are given in TEBA, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

12. If management in TEBA constantly monitored and followed up to ensure that progress was made and that the objectives of the Black Advancement Programme were met, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

13. If Black and White trainees shared the same accommodation blocks at TEBA Training Centre (Welkom), then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

14. If there were no organizational obstacles in regard to time off for training, transport to Welkom etc. then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

15. If TEBA lower and middle level managers really believed in the inherent capabilities of Black staff members, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

16. If management in TEBA allowed staff members returning from training courses to apply what they have learnt at the courses, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

17. If Black staff members were given the opportunity to catch up on the educational and training opportunities that White staff members have had before they participate in the Black Advancement Programme, the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

18. If Black staff members who have progressed through the Advancement Programme in TEBA spent more time with fellow Black employees than with White staff members, then the Black advancement process would in future be :

no different at all	a little better	much better	completely successful

SECTION II (all participants to complete)

Mark with a cross (X) whether you consider the statement to be "True" or "False" in respect of the advancement of Black staff members in TEBA.

	TRUE	FALSE
1. Management creates conditions where all staff members are equally willing, able and allowed to perform their jobs to the best of their abilities.		
2. Advancement programmes create expectations of job related progress which are not fulfilled.		
3. Usually Black staff members are promoted because of their length of service and not their skills.		
4. Black staff members in supervisory/managerial positions, are reluctant to discipline other Black staff members who are older than themselves.		
5. Salaries paid are perceived to be low, hence trained Black staff members leave to join other companies.		
6. Black supervisors are reluctant to supervise persons from other ethnic groups.		
7. Some Black subordinates become more confident when working under the supervision of Black supervisors.		
8. Black staff members do believe the programmes are a determined effort to better their knowledge and skills.		

	TRUE	FALSE
9. Black staff members doubt that there is any real benefit for them from the Black Advancement programme.		
10. When promoted or transferred, Black staff members encounter extreme difficulties when trying to obtain finances for purchasing a house.		
11. The development and promotion of Black staff members will be to the detriment of White staff members.		
12. Work standards will remain just as high if Black staff members are developed and promoted.		
13. Because of the poor Black education system, Black staff members must have different training programmes to those attended by White staff members.		
14. Having some lectures presented by Black training officers contributes positively to the advancement of Black staff members.		

PLEASE ENSURE THAT YOU HAVE CLEARLY MARKED YOUR ANSWER TO EACH STATEMENT IN SECTION I AND SECTION II.



The Employment Bureau of Africa Limited

(Incorporated in the Republic of South Africa)

R.S.A. Reg. No. 01/01680/06

All communications to be addressed to the General Manager

P.O. Box 62251, Marshalltown 2107
Telephone: 493-3165
Telegraphic Address: "Pambili"
Telefax: 493-0559
Telex: 82727

121 Eloff Street Extension
Selby, Johannesburg

In your reply please refer to No.

16 October 1990

RES 1/2/90

Chamber of Mines Training Centre
House 41
Rand Refinery
Refinery Road
GERMISTON
1400

Dear Sir

MASTER DEGREE IN MANAGEMENT : TEBA RESEARCH PROJECT

In response to the request contained in your letter of the 11 October 1990, I wish to inform you that I have no objection in principle to your selecting TEBA as a research topic for your Management Degree. TEBA Management is also willing, where possible, to be of assistance to you in this important project.

Yours faithfully

EAM HOLMES
GENERAL MANAGER

S11

AH Munro



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S11

AH Munro

Author:Van Niekerk I
Name of thesis:Management and employee perceptions of a black advancement programme

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