

Barriers to career advancement of Black professionals into managerial positions in a steel manufacturing company in South Africa

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List of major revisions made as advised.

- 1) Removed and corrected unsupported statements.**
- 2) Included the section of Black Professionals in the context of study sub-section (section 1.2.1).**
- 3) Rewrote the section of Corporate Culture to be relevant to the topic.**
- 4) Included a section of Mentorship.**
- 5) Included a section of Succession planning.**
- 6) Combined the results and discussion section into one chapter.**
- 7) Ensured that there are no inconsistencies and contradictions in the text.**
- 8) Revised the abstract and the final chapter.**

I. ABSTRACT

The aim of this study was to identify barriers to the career advancement of Black professionals into managerial positions. The need for the study stems from the current statistics reported in the 2012/2013 Commission for Employment Equity (CEE) Report, showing that there is still disparity in the representation of Black professionals at management level. The study was limited to the manufacturing industry.

A qualitative study was conducted at a South African steel manufacturing company which is not meeting the Employment Equity (EE) target as far as such representation is concerned. One-on-one interviews were conducted on 12 Black professionals in the professionally qualified category as defined by the CEE reporting i.e. a level below senior management. The analysis was done on the basis of the participant's background, exposure in the steel manufacturing environment, age and job level.

The findings indicate that EE policies are in place but the translation of policies into practical means by Leadership is still a challenge due to the prevalent lack of congruence between EE policies and the existing organisational culture. As such the environment is not conducive to advancement of Blacks into managerial positions.

The study concludes that barriers to career advancement of Black professionals into managerial positions will still be active and in force unless there is a drastic culture change in support of transformation through implementation of the recommendations made.

There is a need for further research and this is proposed in order to gain an understanding and to resolve the challenges currently faced.

II. DECLARATION

I, **Andrew Senakangwedi Makena**, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at this or any other university.

Signed at_.....

On the day of2014

III. DEDICATION

This Research Paper is whole-heartedly dedicated to my two beautiful children who have always been and are still my constant source of inspiration. I would also like to thank my parents and everyone in my family for their everlasting support throughout my MBA journey. I am humbled, grateful, appreciative and thankful for their unconditional love throughout and that it is only through God's grace, their continued support and encouragement that I managed to reach this milestone.

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1. CHAPTER 1: INTRODUCTION

1.1 Purpose of the Study

The study sought to explore and establish barriers hindering the advancement of Black professionals into managerial positions. The barriers are impeding Employment Equity (EE) implementation as legislated by government to redress inequities of the past. The need for the study stems from the repeated failure of attempts to achieve the equity targets legislated by government as reflected in the recent 2012 Commission for Employment Equity (CEE) Report. The need for the report is also underlined by the current conditions with regard to advancement of Black professionals within the steel manufacturing organisation studied.

As with many countries, EE has been topical in South Africa. It is almost two decades since democratisation of the country but the problem with regard to obtaining equal representation of demographic groups in management still persists. The study is aiming to identify inhibitors to advancement of the Black professionals into managerial positions, thus addressing the issue of why equity targets are not being achieved.

To gain a better understanding of the true nature of the difficulties encountered, an inference can be drawn from the descriptive qualitative study conducted at one of the South Africa's (SA) steel manufacturing companies. A case study approach was therefore adopted for the purpose of the research. Also data will be collected from Scaw Metals to support the research.

1.2 Context of the Study

In order to gain a better understanding of the context within which the research was conducted, a brief background of post-apartheid SA and government legislation will be outlined in the paper. The research focused mainly on the organisational and individual level in terms of coherence and alignment to the Employment Equity legislated policies. Moreover, emphasis was given to the racial inequity evident at the management level (both top and senior) as demonstrated by unequal representation of different population groups in terms of their demographics. Black professionals representation in such managerial positions are largely absent as reported later in this document.

To start with, it was appropriate to use the latest Commission for Employment Equity (CEE) report as a baseline to justify the much needed research. The report covers EE statistics gathered since the enactment of the EE Act and describes the modest strides taken over time, which fall short of the prescribed objective.

1.2.1 Black Professionals

To better understand the background and context in which the research will be based on, the professionally qualified group of focus falls within the Patterson D band comprised of four sub grades, D1, D2, D3 and D4, with D1 being the lowest and D4 being the highest grade within the band. The figure below is a true representation of the status quo currently at play within the organization.

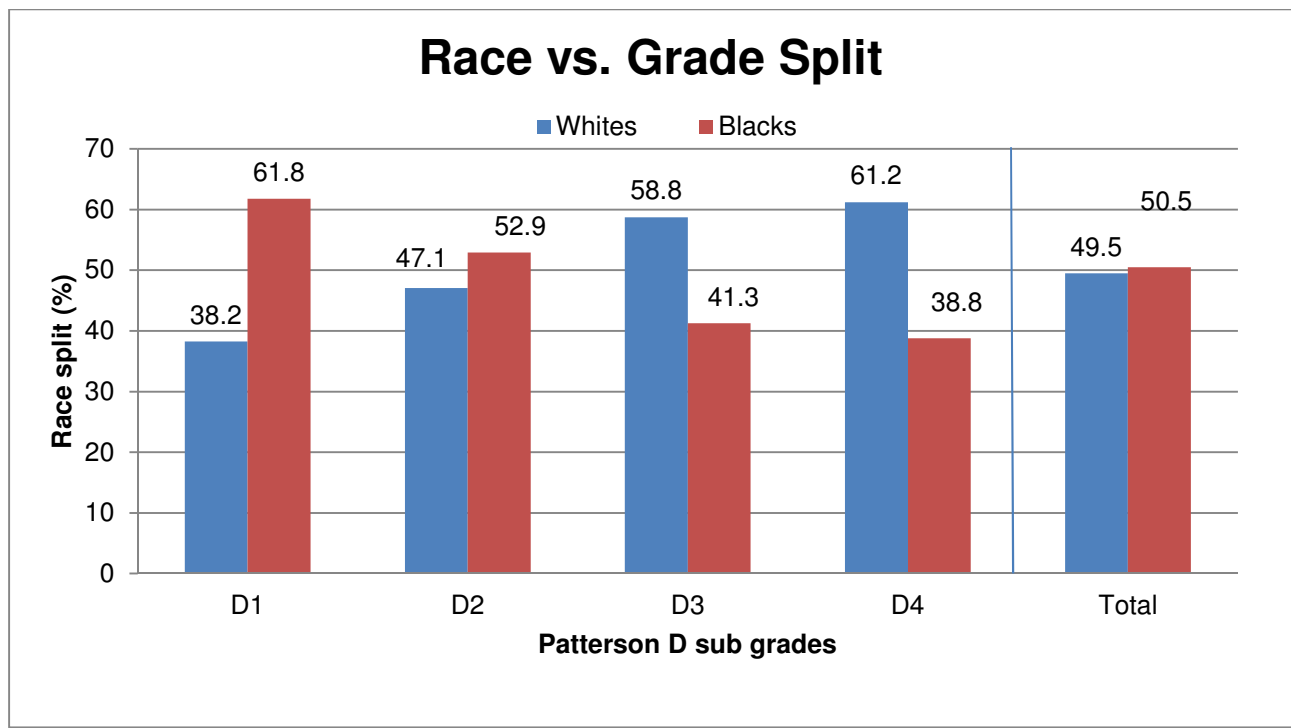


Figure 1: Race and Grade comparison including aggregate representation for the D-band

Table 1: Employee representation per level

Race/Grade level	D1	D2	D3	D4	TOTAL
Whites	39	32	47	30	148
Blacks	63	36	33	19	151
TOTAL	102	68	80	49	299

Table 2: % change of Race representation within the D-band

Race/Grade level	% change D1-D2	% change D2-D3	% change D3-D4
White	-17.9%	46.9%	-36.2%
Black	-42.9%	-8.3%	-42.4%

Based on the presented statistics above, Table 1 and 2, it can be seen that Black representation is higher at 61.8% (63) at the lower end of the band (D1) and drastically decreases by 42.9% at D2 with increasing dropping trend higher up the band to D4. However, the opposite is true for their White counterparts as higher representation of 61.2% is evident at the higher band of D4 and only 38.2% at the lower end band of D1 as indicated in figure 1. In short, there is a direct relationship between White representation and the

grade, that is, the higher the grade, the higher the white representation. The opposite is rather true for Black professionals where an inverse relationship exists with lower representation at higher end of the band and higher representation at the lower end band. This is indicative of the challenges still in existence.

Interestingly the aggregate figure indicates Black professional slightly above their white counterparts and might be mistakenly construed as being corrected.

This picture is bleak and still reflective of the inequalities in existence within the organisation. Therefore, it can be concluded that with the absence of a proper mentoring programme, performance management system, and succession planning these statistics are reflective of the concerns raised by the interviewees. It can be concluded that with low representation of Black representation higher up within the professionally qualified band, the challenge will still persist.

1.3 Problem Statement

1.3.1 Main problem

There is a low representation of Black professionals at, or promoted into, senior and top management levels, relative to the South African Economically Active Population (EAP) as reflected by the statistics later presented in this paper i.e. National EAP for the third quarter of 2012 was 88.7% Blacks vs. 11.3% Whites (Mbabane, 2013).

1.4 Significance of the Study

It is critical to identify barriers hindering career advancement of Black professionals into managerial positions in order to strive towards achieving the prescribed objective of racial equality milestones legislated in South Africa.

1.5 Delimitations of the Study

The limitations of this study are as follows:

- The study was confined to one steel manufacturing company situated in Johannesburg.

- Focus was mainly on the extent of representation of Black professionals at managerial positions i.e. senior (Patterson E grading band) and top management (Patterson F grading band) level.
- Personnel interviewed were limited to the Black professionals in the Patterson D band grading as detailed in the sampling procedure.

1.6 Definitions of Terms

Blacks: refers to Black Africans, Coloureds and Indians.

Commission for Employment Equity (CEE) is “a statutory body established in terms of section 28 of the EE Act to advise the Minister of Labour and submit annual report on the implementation of EE in terms of section 33 of the Act.”(Mbabane, 2013).

Affirmative Action (AA): is defined as measures designed to advance the historically disadvantaged groups (Blacks). AA is invoked as the antidote to injustice of the past and means to Employment Equity (EE) (Uys, 2003).

Employment Equity (EE): is defined as the implementation of AA measures which will ensure equitable representation in all occupational categories and levels in the organisation (Republic of South Africa, 1998). In this context, EE relates to career advancement of Black professionals into managerial positions thus achieving the goal of equal representation in terms of demographics.

Workforce Movement: Pertains to any movement in the workforce, including recruitment, promotion and terminations (Mbabane, 2014).

Diversity Management (DM): is defined as measures designed by the organisation to accommodate employees of different origin and backgrounds into formal and informal organisational structures. Through this approach, equal footing is established for all irrespective of background; DM embraces a broad range of people as individuals (Uys, 2003). Focuses solely on individual's different needs (Lewis-Enright, Crafford, & Crous, 2009).

Top management: is defined as employees in the F band of the Paterson job grading system. This level of management is responsible for coordinating and policy making.

Senior Management: is defined as people in the Paterson E band; this level of management is responsible for programming and coordinating; for example, a General Manager and Administration Manager.

Middle Management: is defined as people in Paterson's D band; management responsible for interpretive and coordinating, that is, Departmental Manager.

1.7 Assumptions

It is assumed that all participants are capable of articulating challenges preventing them from rising into higher levels of management and also willing to express their views.

2. CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This literature review will touch on the South African background with regard to legislation enacted since 1994 to redress the imbalances or inequities of the past. Some similarities will also be drawn regarding practices (AA, EE and systemic discrimination) adopted internationally in addressing racial inequities from the perspective of government legislation. Employment Equity is discussed more in detail as it highlights the foundation of the problem faced to address the research topic. Furthermore, the first section of this literature review will also cover key issues or statistics drawn from the 2012/2013 CEE Report relating to the research topic.

The research sought to identify barriers to career advancement of Black professionals and thus bring some focus to the issues faced by South Africa in trying to address the imbalances of the past. Although some companies (Sasol and SAB) are making positive inroads and are striving towards attaining the prescribed EE goals. The current CEE Report still reflects to a large degree, that a high percentage of companies are still lagging behind with regard to racial equity at various management levels (Mbabane, 2013). As such, a need for a more qualitative case study is evident in order to address the concealed hindrances currently not identified. Once identified and coupled with current success factors of currently compliant organisations, the knowledge should be shared with the organisations that have not complied. Hopefully, this approach may eventually yield positive outcomes as anticipated and in line with the government's objective. With such a background in mind the second section of the literature review will cover barriers hindering career advancement of Black professionals from an organisational and individual point of view. The literature review will concentrate on the themes that are relevant to the main problem addressed by the research work.

2.2 Affirmative Action

Affirmative Action (AA) is defined as a set of remedial policies to address past discriminatory practices which led to social injustice and inequality. AA was adopted as restitution for the past historical wrongs, where the White minority had positions of influence to the detriment of the Black majority. Affirmative Action entails condoning the appointment of Blacks to the exclusion of Whites, who are suffering today to compensate for the victims of the past (Greef & Nel, 2003). Booysen (2007), advocates that coherence should exist between the legislative guidelines and customised organisational policies with attention focussed on the development of human capital and supplemented by an inclusive practice approach. Since past discrimination led to inferior education and training of Blacks, AA is a means of dismantling the historical inequalities through legislation in an attempt to level the playing fields (Greef & Nel, 2003).

After the 1994 elections, numerous examples of legislation and many policies were enforced by government to entrench democracy and equality. Efforts were made to improve the numbers of the previously disadvantaged groups at management levels. Table 1, below, illustrates the progress made towards attaining EE goals, after 1994. The table includes amendment periods of legislation promulgated by the SA government to redress past inequities.

Table 3: Legislation Promulgated in South Africa

Acts	Labour Relations	National Qualified Framework	Basic Condition of Employment	Skills Development	Employment Equity	Skills Development levies
Period Enacted	1995	1995	1997	1998	1998	1999
Amendments	1996, 1998, 2000, 2002	2008, 2009	2002, 2003, 2013	1999, 2003, 2008	2009, 2013	SETA 2006

Referring to Table 3 above:

- Skills development and skills development levies Acts shifted focus from AA to human capital development for Black professional candidates. This was later covered by alignment between organisational and individual values (Booyesen, 2007).
- EE amendments in 2009 and 2013 arose from the need for anti-discriminatory provisions (Booyesen, 2007).

The measures outlined in the timeline shown in Table 3 were all strategies to redress imbalances of the past and thus accelerate transformation (Booyesen, 2007).

Drawing from the research conducted by Thomas (2003) and Booyesen (2007) as well as from the CEE Reports for the respective periods, it is evident that the much-needed advancement is rather stagnant or at a snail's pace, taking into consideration the inception of the social justice and equality intervention 19 years ago (Booyesen, 2007; Mbabane, 2013; Thomas, 2003). The same approach holds true for and was also adopted and embraced by other countries (USA, Australia and India) where injustice affected the ethnic minority racial groups (Uys, 2003).

2.3 Employment Equity

Despite 19 years of equality legislation, from 1994 to the present date, not much progress has been made in private companies as articulated in the CEE Report; in contrast, the opposite is true for government institutions and parastatals (Mbabane, 2013). This slow progress in eliminating the social, structured and systemic discrimination is not unique to South Africa but the trend seems to be common globally (Benschop & Doorewaard, 1998; Lewis-Enright *et al.*, 2009).

For instance, Australia adopted an Equal Employment Opportunity policy in 1986 to address gender-based discrimination, and 14 years later, no notable progress was evident (Ainsworth, Knox, & O'Flynn, 2010). The disappointing years since the inception of the legislated EE interventions raise the question of whether such policies were well understood by relevant stakeholders as a first step towards proper implementation and execution (Ainsworth *et al.*, 2010). In addition, Probert (2002) advocates that a good understanding of the situation is critical to better comprehend the shortfall, gaps or lack of progress made regarding effective implementation. An in-depth study was carried out by Oosthuizen and Naidoo (2010) examining attitudes towards an experience of EE. In addition, Booysen (2007) studied barriers to EE implementation.

Several authors including Oosthuizen and Naidoo (2010) viewed EE as being rooted in divisive sentiments where one party (Whites) considers it to be reverse discrimination and indirect victimisation with the opposite being true for the beneficiaries (Black professionals). Similarly, other authors view it as tokenism, lacking training and development support and only perceived as a numbers game (Booyesen, 2007; Greef & Nel, 2003; Hite, 2004). Even though there is evidence of transformation, it can be argued that the EE exercise is mainly for legal compliance purposes (Oosthuizen & Naidoo, 2010). Other authors concur that a vast discrepancy exists between reporting and reality with regard to progress in removing systemic impediments (Booyesen, 2007; Lewis-Enright *et al.*, 2009; Strachan & Burgess, 2000).

Ironically, such invisible barriers which were created through systemic discrimination toward the historically disadvantaged (Blacks) must be systemically eliminated through what is currently termed reverse discrimination by the previously advantaged groups (Whites). It could be argued that this is because of poor DM (Diversity Management) practices within organisations (Greybe & Uys, 2001).

Although AA is a means towards EE implementation, the extent of compliance with the Skills Development Act can be questioned. Thus, van Jaarsveld (2000) postulates that remedial policies are viewed as creating polarisation instead of the diversity that was initially intended. He further articulates that since Black appointments are often contested on the basis that appointees lack the required skills and qualifications, more emphasis and recognition by government should be placed on skills and training development programmes.

2.4 Mentoring

The subject of mentoring has received critical scrutiny by many researchers since the theoretical work conducted by Kram (1985). Mentoring is regarded as knowledge transmission to others, assisting the organisation in developing a competent workforce through a developmental relationship enhancing individual growth and advancement (Arora & Rangnekar, 2014; Gentry, Weber, & Sadri, 2008; Gilbert & Rossman, 1992). Furthermore, it provides a mechanism for organisational learning (Gentry *et al.*, 2008). Simply explained, traditional mentoring is linking the experienced with the new mainly aimed at benefiting the protégé (Bozionelos, Bozionelos, Kostopoulos, & Polychroniou, 2011; Gong & Chen, 2014). Some researchers conceptualise mentoring as constellation relationship network also referred to as superior-subordinate dyad. On the contrary, other researchers view mentoring as a one-to-one relationship (Arora & Rangnekar, 2014).

Several researchers have contested the school of thought of viewing mentoring as only benefiting the protégé and conducted studies confirming that mentoring is a developmental relationship of mutual benefit for both the mentor and the mentored (Bennion, 2004). Therefore, it is also referred to as the scaffold for and an effective approach to career

advancement (Bennion, 2004; Gong & Chen, 2014; Kram, 1985; Ragins & Kram, 2007). It is purported to influence career progression – most researchers strongly link career success to subjective indicators such as career and job satisfaction (Allan, Eby, Potect, Lentz, & Lima, 2004).

In light of Kram (1985) theoretical work, most previous studies measured mentoring under two broad categories of career mentoring and psychosocial mentoring (two overarching mentoring functions). In addition, Scandura (1992) later added a third category of role modelling (Kram, 1983; Ragins & Kram, 2007)

- 1) Career mentoring relates to enhancement of extrinsic factors covering mainly sponsorship, exposure, challenging assignments and visibility, and provides information and instrumental social support. This results in protégés' confidence improvement, that is, career decisions, enhance career related efficacy through coaching (Allen, McManus, & Russel, 1999; Kram & Isabella, 1985; Noe, 1988).

Personal learning facilitated through mentoring enhances the protégé competencies hence considered to be an effective approach towards career advancement (Aryee & Chay, 1994).

Objective career outcomes relates to having stronger relationship with career mentoring. Success indicators are compensation, salary growth and promotions. Studies conducted by Allan *et al.* (2004) confirmed that unlike the non-mentored, mentored protégé benefited more with regards to career outcomes and advancement. In contrast, Wanberg, Welsh, and Hezlett (2003) argue that there is no causal link. Instead they claim that career advancement is dependent on either the protégés' independent abilities which draw mentors to volunteer. Arguably, this may be supported by the notion that mentors themselves may be high performing established stars (Ragins & Kram, 2007). Wanberg *et al.* (2003), further indicate that in cases where mentoring is not formalised; advancement first starts with a simple relationship between the novice and the experienced leading to a mentoring relationship being developed. Singh, Tharenou, and Ragins (2007), also critique such causal link.

Provision of networking, opportunities outside the organisation, intellectually challenging assignments leading to breadth of skill development, rather than increased specialisation,

help develop lateral and cross functional relationships in addition to hierarchical relationships, and the provision of specialised feedback and career strategy advice were particularly important for protégés (Allan *et al.*, 2004)

A consistent congruent finding is reached by mentoring researchers that the mentored accrue benefits substantially (Allan *et al.*, 2004).

Subjective career mentoring relates to having stronger relationship with psychosocial mentoring. Success indicators are job satisfaction, advancement expectation, that is, promotion (rate) opportunities or career plateau. Intangible outcomes include career satisfaction, commitment, job satisfaction, turnover intentions (Noe, 1988).

- 2) Psychosocial mentoring refers to as the affective component of mentoring, enhances intrinsic elements of the protégé, that is, satisfaction with the mentor. Predicts satisfaction on quality of emotional bonds and psychological attachments in the relationship (Allan *et al.*, 2004; Wanberg *et al.*, 2003). It is also regarded as individual's social capital (Gentry *et al.*, 2008).

Arora and Rangnekar (2014), consider psychosocial mentoring as relating to career development and socio-emotional support to be a significant predictor of career resilience, mainly focusing on competence building and risk adoption behaviour as opposed to career mentoring which is objective or subjective. In addition, London and Mone (1987) define career resilience as the protégé's ability to withstand and overturn career limiting elements into career enhancing elements through mentorship facilitation (intrinsic development). From such mentoring, the mentor is able to uncover and tap into the hidden potential of the protégé (Bozionelos *et al.*, 2011). His studies also confirmed the significance of mentoring in influencing career outcomes (extrinsic development).

Contrary to Allan *et al.* (2004), Ramaswami, Dreher, Bretz, and Wiethoff (2010), Pellegrini and Scandura (2008) are of the view that psychosocial mentoring with cultural background/race in mind is more crucial than career mentoring.

Psychosocial mentoring behaviours – role modelling, acceptance, confirmation, counselling, and friendship - related to satisfaction with the mentor. Emotional bond between the mentor and the mentee (Allan *et al.*, 2004).

Workplace mentoring benefits individuals through facilitation of employee counselling regarding organisational and individual challenges critical to career resilience and advancement. Career resilience is deemed to be one of the toughest challenges in existence within globally competitive organisation. Career resilience enhancement caters for individuals' career advancement. Mentoring is thus advocated for instilling and reinforcing perseverance in one's career path (Arora & Rangnekar, 2014).

- 3) Role modelling – this element is illustrative of a behaviour the protégé identifies with the mentor (Scandura, 1992).

According to Ragins and Kram (2007), over time, research has uncovered four key insights about mentoring functions. They are as follows:

- Career and psychological mentoring are considered to be two relatively independent dimensions with different roots and outcomes. The former is dependent on the mentors' position and influence in the organisation which yields a compensation and advancement towards the protégé. Conversely, the latter is more rooted to the emotional bond existing in the dyad mentor-protégé relationship with a satisfaction outcome (Ragins & Kram, 2007). The notion is further supported by Allan *et al.* (2004) that both predict subjective indicators like job and career satisfaction. Scandura (1992) and Ragins and Kram (2007) later added role modelling as a third dimension. The protégé outcome is dependent on the mentoring function adopted.
- A significant variation in the range and degree of mentoring function exist within and across the mentor-protégé dyad relationship (Ragins & Kram, 2007). Kram (1985), advocates that critical to the mutually desired outcome of the relationship (reciprocity) is the alignment between the needs of the protégé or the mentor and the mentors ability and interest to meet such needs within the organisational context. The variation in the adoption of which mentoring function dominates within and across a relationship is dependent on the mentor-protégé dyad relationship hence the

outcome will differ with each relationship. Relationships can yield either of the two functions or both depending on the needs.

- According to Kram (1983), mentoring relationships are divided into four phases which requires adoption of a different mentoring function. The four phase process includes initiation, cultivation, separation and redefinition. The last stage of the process is more prevalent where psychosocial mentoring is dominant.
- The existence and exercising of informal mentoring without necessarily being mentors.

Since mentoring yields a mutually beneficial relationship, mentors benefit through improved job performance, career success and revitalisation, recognition by others and a loyal base of support from the protégé.

However, Ragins, Cotton, and Miller (2000) argue that mentoring alone does not lead to positive career outcomes but dependent on the quality of mentorship, and the mentor – protégé dyad relationship which impacts on job satisfaction (psychosocial mentoring element).

2.5 Succession Planning

Succession planning is defined as involving a translation of a business strategy into a talent strategy through a systematic and cyclical process of early identification and development of a potential successor to a new role (Dowell, 2002; Garman & Glawe, 2004; Rothwell, 2005). It is furthermore suggested that for effective execution, the HR professional should design, provide effective tools and appropriate evaluative metrics and top and line management to be actively involved (Karaeveli & Hall, 2003; Kessler, 2002).

It is reported that many organisations have implemented succession planning systems. But there is a disturbing trend in literature confirming not only the inadequateness of the system implementation but also the low levels of confidence in the organisation to remedy it (Barnett & Davis, 2008). This is further supported by a study conducted by Bernthal and Wellins (2006) where they found over a third (34%) of over 900 organisations surveyed considered their succession management to be ineffective. Further concerns raised by other

researchers were the turnover rate of CEO's, managers' incompetency and success rate of employees in new managerial positions (Charan, 2005).

Failure to proactively identify and develop organisational talent breeds a culture which is replacement-oriented (reactive) instead of future-oriented which is based on leadership quality requirements to fulfil organizational goals (Barnett & Davis, 2008). This in turn leads to talent depletion, leadership crisis and the organization being overly dependent on external recruitment for survival.

To assist organisation on how to best implement succession planning in a much more practical approach, Barnett and Davis (2008) proposed a five stage integrated, simplified and cyclical process. The process is regarded to be future-oriented, aligning the business and talent strategies through incorporating the role theory. Role theory place more emphasis on leadership qualities required to meet future organisational needs to succeed and be competitive. Potential candidates are identified and developed to assume key roles believed to be critical to meet the business future needs.

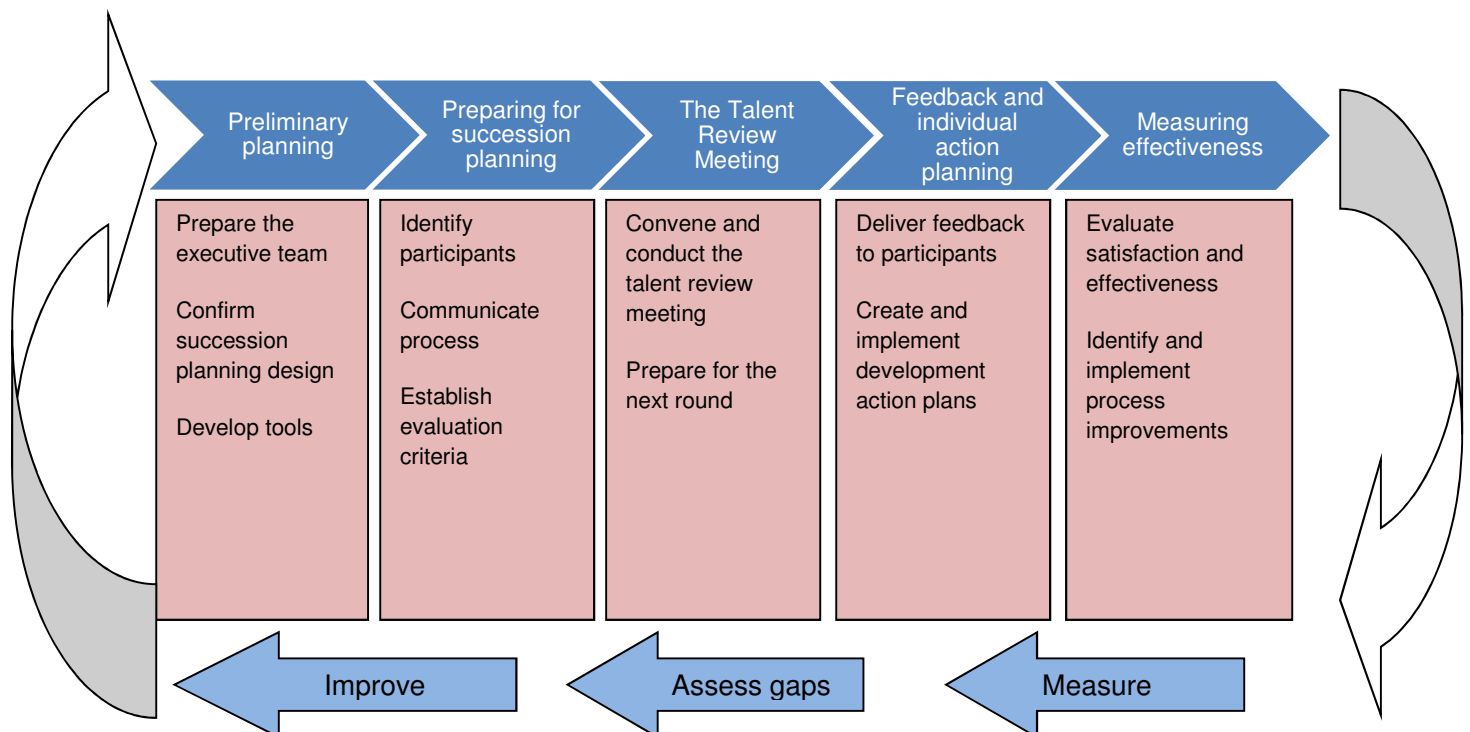


Figure 2: High impact succession process. source: (Barnett & Davis)

Step 1: Preliminary planning phase

- Key aspects of succession planning are identified and agreed upon by top management. HR support, advice, coordinate and facilitates the process throughout.

Step 2: Preparing for succession planning and talent review

- Identification and evaluation of potential candidates in line with organizational future leadership requirements.

Step 3: The talent review meeting

- Involves an in-depth analysis of the chosen candidates, alignment of management and candidates development expectations to meet future requirements and agreeing on timelines

Step 4: Providing feedback and facilitating development action planning

- Communicate and initiate development planning agreed upon and cascade down the succession planning process.

Step5: Measuring effectiveness

- Evaluate the process, interpret the results, and make recommendations for future improvements of the process.
It is claimed that once successfully implemented and practiced, succession planning can positively impact the organization through provision of leadership continuity, less turnover rate, increased retention of key individual and business sustainability.

2.6 Diversity Management

As diversity is individualistic, Uys (2003) posed the question: What are the attitudes and experiences of employment equity? Similarly, another question is: What is the understanding of employment equity by employees and management; also, what is management's accountability? (Booyesen, 2007; Greybe & Uys, 2001; Uys, 2003).

Findings by these three researches led to government being perceived as the EE "watchdog", and the view of EE as reverse discrimination or racism by the previously advantaged group whereas the current beneficiaries see EE as lacking HR back-up with

regard to training and development. This finding will be reviewed in the third section of the paper as it relates to organisational culture and individual development.

Despite such systematic barriers, it is the employers' duty to ensure that career paths are opened up. However, this will not be possible without a proper diagnostic approach and policies customised to address diversity within the organisation or industrial climate, thus ensuring alignment to legislation (Lewis-Enright *et al.*, 2009).

According to Sheridan (1998), the previously advantaged group, being the current non beneficiaries (Whites), view EE as being unfair and preferential treatment. He further argues that since implementation, AA has been considered globally as unjust to historically advantaged groups. Booysen (2007), advocated that career advancement of Blacks rests on three pillars. These are: firstly, human capital development which relates to training and development; secondly, skilling and empowerment of Black individuals; and, thirdly, the practices of inclusion (diversity management) and organisational culture change. All three pillars are a key to its success. Summarised below are findings from research conducted by Booysen (2007) regarding barriers to EE implementation which relates to career advancement of Black professionals into management positions:

- Slow EE progress at managerial level and inconsistency in the manner of application across departments in organisations;
- Low commitment and no accountability from top management with regard to EE compliance;
- Consultation and communication around EE progress and implementation is ineffective;
- Diversity management regarding new recruits is poor;
- Organisational culture is White male dominated and excludes Black recruits;
- Exclusionary (in)formal networks practices evident;
- Tokenism;
- Training and development is discriminatory and only afforded to Whites; and
- Lack of Black mentors.

2.7 Commission for Employment Equity Report

2.7.1 Trend analysis (adapted from the CEE 2012-2013 report).

The analysis extracted from the CEE Report is based on the workforce distribution as a percentage of the Economically Active Population (EAP). The EAP is used to guide employers in determining allocation of resources and subsequent interventions needed to achieve an equitable and representative workforce (Mbabane, 2013).

Note: The EAP includes people of between 15 and 64 years of age who are employed or unemployed but seeking employment. Table 2 below indicates national EAP by race.

Table 4: Profile of the national EAP by race

Race	African	Coloured	Indian	Total: Blacks	Whites
EAP (%)	74.0	10.8	3	88.7	11.3

Source: Statistics South Africa (QLFS 3 2012)

Table 3 below is indicative of the percentage progressive change for the decade that has passed since the introduction of the EE legislature. It addresses the following three levels: Top Management, Senior Management and Professionally Qualified.

Table 5: Percentage Progressive change over the 10 year period 2002 - 2012

Grouping	Top Management		Senior Management		Professionally Qualified	
	% change 2008-2010	% change 2002-2012	% change 2008-2010	% change 2002-2012	% change 2008-2010	% change 2002-2012
African	-0.9	+2.3	-4.6	+7.6	+3	+17.8
Coloured	-0.1	+1.2	-2.3	+2	+1	+1.2
Indian	+0.9	+2.3	-1.5	+3.2	-0.1	+2
Blacks	-0.1	+5.8	-8.4	+12.8	+3.9	+21
Whites	+0.3	-8.9	+7.9	-15.5	-3.9	-23.4

Mbabane (2013) reports that the first four occupational levels of top management, senior management, professionally qualified and skilled show under-represented by Blacks. The trend analysis for the past ten years, as indicated in Table 3, shows a steady but slow decline in representation of Whites at the top management level. The decline for the next two levels, though not satisfactory relative to the EAP, shows reasonable strides. Of concern is the change between 2008 and 2010, during the economic downturn; here, racial equity is reversed at two key levels. It can be deduced that in times of economic meltdown, Blacks suffered the most. This impacted more at the senior management level where the

designated groups decreased by 8.4% in contrast to a 7.9% increase in the Whites' representation. Also, evident from the statistics is that the Whites' representation is decreasing at a very disappointingly slow rate while the representation by the Blacks is increasing at what is considered an appallingly slow rate. Indians benefited more than Africans and Coloureds based on percentage increase relative to EAP statistics (Mbabane, 2013).

According to (Mbabane, 2013), it is of great concern that at this rate, the transformation trend trajectory to an equitable representation looks bleak. Therefore, it is imperative that barriers hindering career advancement of Black professionals into managerial positions be identified. Since the study is focusing on the manufacturing industry, an understanding of the current representation of Black professionals in the manufacturing industry had to be established from the CEE Report.

2.8 Systematic Discrimination

Hite (2004), concurs with the notion that trust issues inhibit Black professionals from owning high stakes projects. This, in turn, hinders further development and growth when compared to their White counterparts. Such preconceived notions and perceptions are said to be some of the invisible barriers that exist within an organisation.

Discrimination is seen as a profound inhibitor with regard to compensation, promotion, assignments to challenging tasks, access to authority, job responsibility and opportunity to cultivate developmental relationships with mentors, sponsors and peers (Giscomb & Mattis, 2002; Hite, 2004; Mc Millan-Capehart, Lee Grubb, & Herdman, 2009). As a result, it leads to dysfunctional consequences for career success including fewer opportunities to enhance, sharpen or hone one's skills. The impact of a sponsor's absence or assignment to routine tasks, are classed as self-limiting behaviours. In addition, there is a need to identify just what perpetuates performance differences between Black and White professionals and also why there are such vast discrepancies regarding the inadequate representation of Black professionals at senior management level even after almost two decades of EE promulgation (Kiaye & Singh, 2013; van Zyl & Roodt, 2003).

It is common knowledge that racial imbalances have been a topic of contention for many years. In trying to redress these imbalances, AA practices were thought to be the remedial measure and therefore the panacea to achieve a point of "social equilibrium" (Booyesen, 2007; Mbabane, 2013; Mc Millan-Capehart et al., 2009; Thomas, 2002, 2003; Uys, 2003). This practice was then legalised and adopted by many countries seeking equity. It can be argued that Black professionals representation at senior management level has previously been a point of focus and a large amount of research has been conducted around the topic. However, it is clear that HR practitioners and Government enforcers are still struggling to reach the desired goal; this is because of a myriad of factors associated with rooting out the problem. To meet the constitutional mandate to ban discrimination against Blacks, a holistic human resource management practice which recognises diversity needs can assist (Oosthuizen & Naidoo, 2010).

Against all this background, it is interesting to note the statistics reflected in the latest 2012/2013 CEE Report, which show progress being made with regard to Black professional representation at senior management level.

2.8.1 Manufacturing industry

For the purpose of the research, the profile data for the manufacturing workforce shall be considered per race per level.

Figure 3 below, shows the workforce representation of Blacks and Whites for the three levels of concern.

Figure 3: Racial workforce representation in the Manufacturing Industry for the 2012/2013 period (Mbabane, 2013)

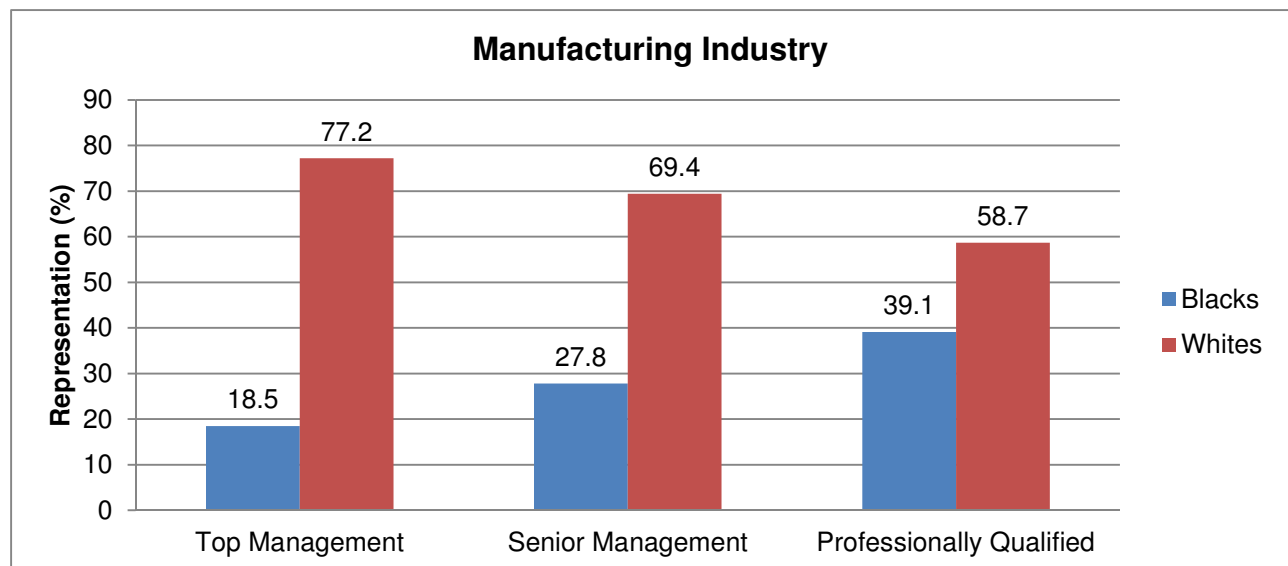


Figure 3 shows a disproportionate racial representation within the manufacturing industry. It is White dominated at all three levels, with Blacks being more noticeable at the professionally qualified level. Foreign nationals which make up the balance of the representation at each level were omitted from the study.

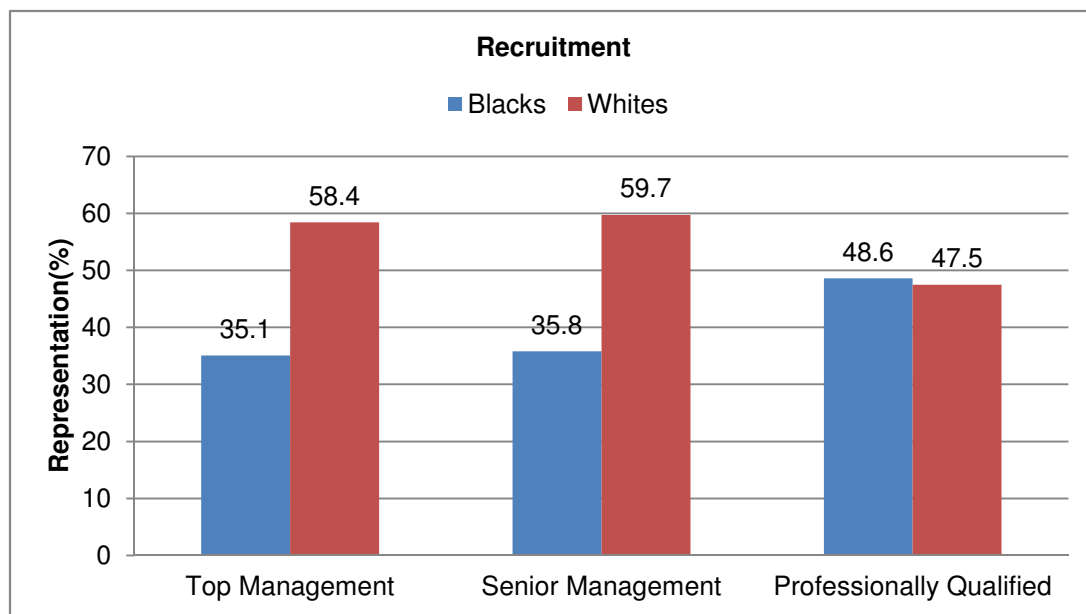
It is evident that although representation at the professionally qualified level is high when compared to the two higher levels, it is still not a sufficiently large pool to source from, for a positive impact to be made higher up in the management ranks. The findings shown in Figure 3 support Booyesen (2007) study regarding a lack of Black mentors; the study showed that this is because there is not a sufficiently large pool of senior Black managers who can

act as mentors for others. This is also evident within the professionally qualified group as the responsibility level increases.

2.8.2 Human capital development

Booyesen (2007), argues that for effective career advancement, the human capital development policies within an organisation are of critical importance. The statistics for recruitment, skills and development, and promotions are shown in Figures 4, 5 and 6 below as drawn from the CEE Report for the industry studied. The workforce movement at the three levels is required to further understand the discrepancy in racial equity. The comparison is made for the 2012 period.

Figure 4: Racial comparison of the total number of recruitments (2012)



Figures 3 to 5 show how the two higher levels of management are dominated by Whites. However, the opposite is true at the level of professionally qualified candidates.

The recruitment comparison results (Figure 4) suggest the absence of stringent policies to address equal representation within the organisation.

Figure 5: Racial comparison of the total number of skills and development (2012)

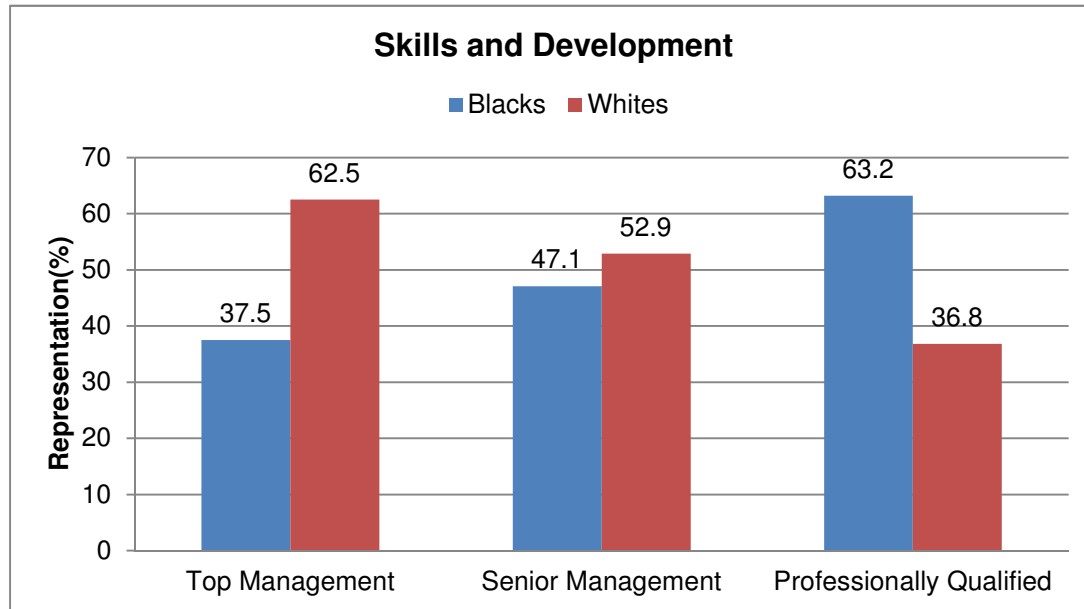


Table 6: Skills development stats CEE 2012/2013

Occupation level/Race	White Employees	Black Employees	Total
Top Management	6909	4146	11054
Senior Management	22419	19961	42380
Professionally Qualified	77372	132879	210251

The skills development results (Figure 5) paint a better picture with a questionable disparity only existing at top management; this can be attributed to delayed implementation of a development programme. This attribution also applies to promotions, as skills and development are pre-requisites to career advancement. However, it can be argued that with a low intake of Black recruits as a base, the percentage of developed and trained and later promoted (Figure 6) will be low as well.

Figure 6: Racial comparison of the total number of promotions (2012)

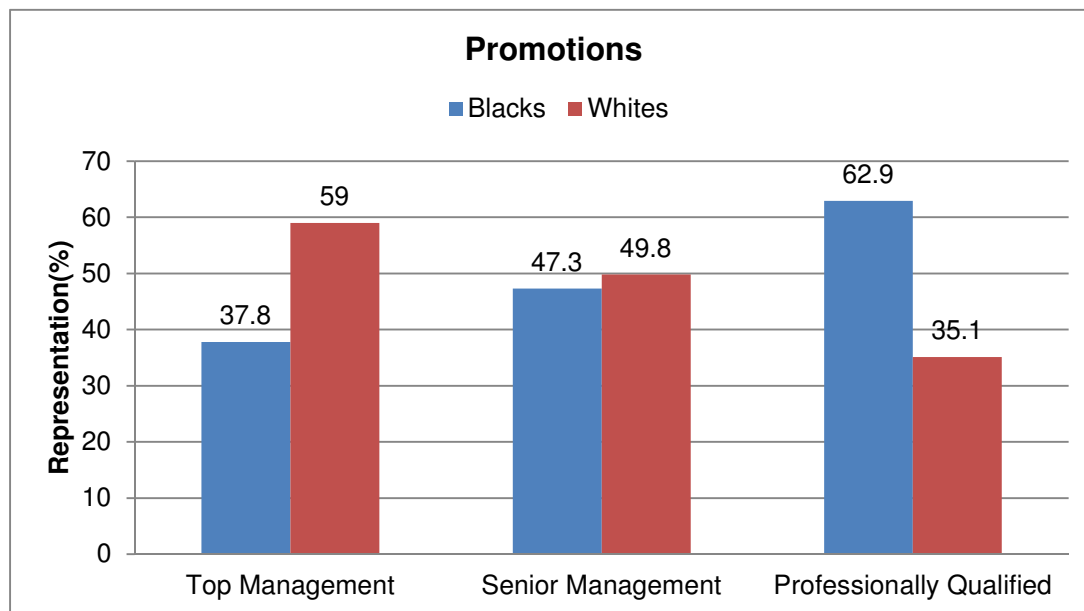


Table 7: Promotions:

Occupation level/Race	White Employees	Black Employees	Total
Top Management	1362	947	2309
Senior Management	5601	5645	11246
Professionally Qualified	17212	32095	49307

Mbabane (2013), postulates that based on the current statistics and after almost two decades since the EE intervention, the inequity *status quo* at the top and senior management levels will remain intact for years to come. Figure 5 shows that more than 60% (6909) of Whites at the top management level undergo skills and development training compared with only 37.5% (4146) for Blacks. This in turn translates to better promotional opportunities as reflected in Figure 6.

Based on the results shown in Figure 4 to 6, it can be implied that an increase in the intake of Black recruits, supported by stringent organisational policies towards skills and development of Blacks, will result in the subsequent promotion advancement of Blacks; these requirements are currently not happening.

2.9 Barriers to Career Advancement

This section of the literature review will address barriers to career advancement in two ways: firstly, from an organisational point of view and secondly, from an individual's perspective. This approach has also been adopted by several authors, notably Esterhuizen and Martins (2008). Most importantly, interaction between these two points of view creates a culture within an organisation and is considered to influence the effective implementation of Employment Equity (Leonard & Grobler, 2005). By studying both perspectives, the researcher had a better understanding of the challenges faced and was in a better position to make the necessary recommendations to resolve the current challenges faced.

2.9.1 Organisational barriers

In this section, the researcher addresses organisational barriers that impede progress.

2.9.1.1 *Organisational culture*

The organisational culture still forms the context within which career development takes place.

Organisation culture also known as corporate culture is considered to be a critical determinant of organisation success which Schein (1985) terms it a strategy constraint if not understood. Researchers have over time discovered and observed that organisation members engage in informal practices which may foster or hinder management's goal for the organisation.

Researchers have formulated various definitions of organisational culture. To name a few, Shein (1983, p. 14) defines it as a pattern of basic assumption – invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration". He further describes it as an outcome of external pressure, internal potential and to some degree chance factors. Similarly, Smircich (1983, p. 344) on the other hand, defines it as "a social or normative glue holding the organisation together.....express the values or social ideas and the beliefs that organisational members come to share.....manifested by symbolic devices such as myths, stories, legends, and specialized language".

Whereas, Uttal (1983) on the other hand, defines it as a system of shared values (what is important) and beliefs (how things work) that interact with a company's people, organisation structure, and control systems to produce behavioural norms. Similarly, Deshpande and Webster (1989, p. 4), define it as "pattern of shared values and beliefs the help individuals understand organisational functioning and thus provide them with norms for behaviour in the organisation". Hofstede (1991, p. 180), however, consider organisation culture to be "a collective programming of the mind which distinguishes the members of one organisation from another".

Schein (1985), identified three organisation specific attributes that constitutes an organisation culture namely,

- 1) Artefacts – comprise of the organisations physical and social environment discovered through dialogue and observation
- 2) Values – principles and standards valued by employees
- 3) Basic assumptions – underlying cognitive structures, describing the group members behaviour.

According to Smircich (1983) and Hofstede (2001), organisational culture has visible norms and less visible norms, values and behaviour shared by group of employees which shape the group's sense of what is acceptable and valid.

Schein (1985) and Gordon (1991) suggests, organisational culture is comprised of internal and external pressures with the former created by the founder's values and behaviours; and community values of its employees and the latter by how it responds to and reflects the characteristics of the environment or the industry it operates in.

Conversely, (Bate, 1994) regards culture not to be a separable facet of an organisation, difficult to manipulate or change and therefore not created or manipulated primarily by leaders.

Over time, beliefs and behaviours of the founders are translated into assumptions which are adopted by employees (operating at a sub-conscious level), shaped by external pressures and subsequently guiding and reflecting the organisational identity. This identity or

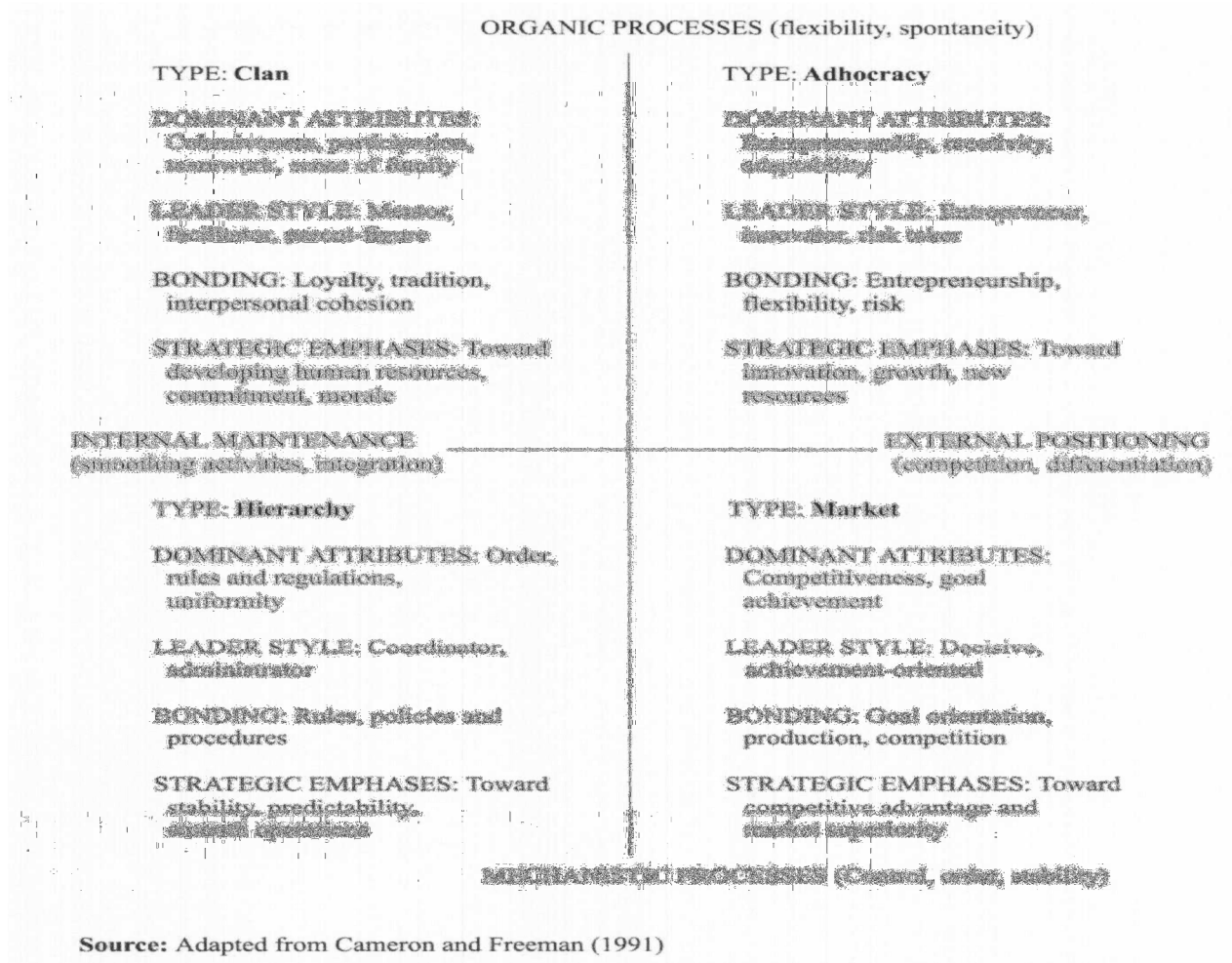
corporate personality is not easily displaced by the values and beliefs articulated by the new leaders. The challenge is for the new organisational values and beliefs to permeate and take over the organisation as the root of the culture is at a sub-conscious level (Willcoxson & Millet, 2000).

Based on the early researches on the subject matter, Cameron and Freeman (1991) identified a useful framework of organizational culture described by four sets of key attributes.

- 1) Dominant values or characteristics
- 2) Dominant leadership style
- 3) The bases for bonding or coupling; and
- 4) Strategic emphasis present in the organisation.

Figure 7 below indicates different types of culture depending on the makeup of the internal and external pressures. The resulting culture types are clan, adhocracy, hierarchy, and market (Cameron & Freeman, 1991).

Figure 7: A model of organizational types.



In the case of the organisation understudy, the culture type in existence as set by early leaders, translated by managers and reinforced through rewards and sanctions is that of the market type. In this culture type, of dominance is the elements of competitiveness, production, decisiveness and market superiority which is more externally driven rather than achieving a balance through internal integration also.

According to (Eskildsen & Dahlgaard, 2000; Martins & Martins, 2002), organisation practices are regarded as the core elements that characterize the organisation culture and consisting of four major dimensions and sub-elements.

- 1) Policy and strategy – Formal and influenced by internal and external elements i.e. vision and mission, customer satisfaction, competition etc.

- 2) Management processes – Formal and strictly internal i.e. people management, decision making etc.
- 3) People – Informal and mainly internal. Employee and organisation needs must be aligned and integrated (work/life balance), interpersonal relationships, diversity and interdepartmental relations.
- 4) Leadership – Informal and internal. Perception of leadership by employees.

According to Robinson (2006) informal practices adopted by people and leadership are critical in the organisation culture and therefore a determinant to the success of any change to be effected. He further notes that failure is inevitable where congruency lacks between employees and organisations' values, goals and norms i.e. as in the case of implementation of EE regarding the representation and advancement of Black professionals in managerial positions.

It is often advocated that organisational culture is the most potent source of prejudice as it supports ingrained behaviours and values of the employee (Kandola, 2004). If segregation exists in terms of an in-group and out-group for the under-represented, then career mobility can be easily hindered.

An understanding of the organisational culture is critical in order to lead and manage a diverse multicultural workforce of illiterate, unskilled and skilled educated people more effectively (Schein, 2008). As defined by Schein (2008), the term “organisational culture” in a nutshell refers to the distinctive sets of values and ways of living developed over time and giving an organisation a “corporate personality”. Understanding this corporate personality as it is made up by a diverse work force is critical. Once an understanding of the organisational culture is gained then it is crucial for a match to exist between one's values and that of the organisation. This helps to a larger degree if career advancement within the organisation is the objective.

An inclusive culture (idealistic) is one where all employees are equal and achieve success on the grounds of ability and performance. Conversely, organisational culture can act as a barrier to career advancement of an individual (Claassen, 2005). This writer further postulates that there are three scenarios that could be at play within South African

organisations due to regulatory frameworks enforced on companies to redress past inequities. They are as follows:

- Gender and race inequities with White and male dominance, thus contravening EE attempts;
- Gender and race inequities with Blacks in power and Whites alienated and reverse discrimination dominant; and

No group is in power, an integrated culture exists and promotion/success is merit based (Diversity management).

The three scenarios are reflective of the researched topic in the manufacturing industry; here, scenario one is in operation currently, as outlined in the CEE Report. A drive towards scenario three as the goal will not succeed without going through the scenario two phase. This transition shapes the organisational culture into one which fosters or hinders career advancement of an individual.

Crampton, Hodge, and Motwani (1994) emphasise that an organisational culture conducive to employee development starts with top management support towards career development. In addition, De Vos, Dewettinck, and Buyens (2008) argue that career dynamics are mostly influenced by organisational factors.

2.9.1.2 *Life cycle of an organisation*

Career progression in organisations is believed to be hampered by delayering strategies in times of economic downturn, as a cost cutting and business re-engineering exercise; this was researched by Holbeche (1995) and also became evident in the 2008-2010 statistics discussed earlier. He further suggested that flattened hierarchies limited career mobility within the organisation.

2.9.1.3 *Human resource practitioners*

Human resource practitioners play a critical role in shaping the organisation and fostering career mobility. For example, Garavan and Coolahan (1996) highlighted the impact that overstaffing due to poor HR planning can have on limiting career mobility within an organisation. Another key impact results from the policies regarding recruitment, skills development and training, promotion, succession planning and reward systems; these are also considered to have an influence on career advancement (Garavan & Coolahan, 1996).

This statement supports the findings shown in the recruitment, skills and development and promotion (Figures 2 to 4) drawn from the CEE Report as discussed earlier.

2.9.1.4 *Training and development*

Inglos (1987), found that the selection of employees for training and development creates an expectation for advancement and the opposite is true for the non-selected employees. However, excess training in one field creates a barrier for advancement as one becomes a specialist. Lateral movement in this instance becomes difficult too (Guntz, 1990).

2.9.1.5 *Systems and procedure*

Organisations also need to consider barriers to career development as identified by Nicholson and Arnold (1989). They suggested that career development can be:

- Restricted: due to the pyramidal structure of most organisations.
- Politicised: for example, because of union interventions fostering or impeding employee advancement.
- Mechanistic: rigid adherence to rules and procedures for advancement. Lack of flexibility can be a de-motivator.
- Neglected: a lack of development training and career paths.

Garavan and Coolahan (1996), commented further on the effect that selection criteria methods adopted by the organisation have on inhibiting career advancement due to a mismatch between the individual's abilities and attributes and the selection device methods used; these include interviews, assessment tests and the like.

Another barrier relates to the absence of an equality and diversity policy for promotions, development and leadership activities. Without this, inconsistency can creep in, causing discriminatory and prejudiced outcomes. In such instances, policing is difficult to manage especially for organisations with multiple sites (Kandola, 2004). In instances where promotional decisions rest with the line managers, inconsistency creeps in as they develop only individuals within their own teams.

2.9.1.6 *Promotions*

The internal labour market within an organisation is dependent on the promotion policy and if one's job is on a career ladder or not (Garavan & Coolahan, 1996). Career success and

mobility can be measured through the frequency of promotion within an organisation, as suggested by Gattiker and Larwood (1988).

Rosenbaum (1987), argues that a correlation does not always exist between structural indicators and ability and this informs the career mobility of individuals. Structural indicators relates to educational credentials, supervisor ratings, past education and age relative to status level. Whereas Fagenson (1989) notes that the absence of a mentor limits career mobility, Sicherman and Galor (1987) suggest that better schooling and job experience increase the chance of promotion.

Another barrier found by Lee and Piper (1989) is that of labelling. This term refers to the unfair discrimination experienced by an individual due to stereotypical or uninformed, subjective opinions and prejudging of one's abilities and capabilities by the workforce, manager or supervisor. This practice is most evident with Black women and is also termed the glass ceiling when referring to stereotypical and subjective boundaries set for women. It is designated as tokenism when referring to incompetence (Booyesen, 2007; Booyesen & Nkomo, 2010; Kandola, 2004; Lee & Piper, 1989; Linehan & Walsh, 1999).

2.9.1.7 *Ethnicity*

Another factor hindering progression in organisations is discrimination in the workplace due to ethnicity.

Studies conducted by Kandola (2004) in the United Kingdom indicate similar findings concerning barriers to the career progress of ethnic minorities (Blacks); thus, there was a different perception of male and female managerial success and of changing leadership. Kandola (2004), highlighted that even after a decade of implementing diversity strategies, there was lack of progression with regard to career advancement for minorities. It appears that minorities are not perceived as leadership material. Again, his findings are similar to those revealed by South African statistics as reflected by the 2012/2013 CEE Report. Several other authors concur by suggesting that stereotypical notions exist and the problem seems to be universal (Ainsworth et al., 2010; Cox Jnr & Nkomo, 1986; Kandola, 2004; Mbabane, 2013; Uys, 2003; van Jaarsveld, 2000). Kandola (2004), then further suggests that since managers are involved in appraising performance of their subordinates, they contribute to the gap that exists regarding the career paths of Whites and Blacks.

2.9.1.8 *Line management as a barrier*

Schein (1978), suggests that an individual's career development is wholly dependent on the effort and commitment of his or her line manager. It is widely asserted that besides the individual's commitment, support of the line manager is imperative (Hirsh, Jackson, & Jackson, 1995; Leibowitz, Kaye, & Ferren, 1990; Mayo, 1991). Line managers are considered to be the first point of call for career development matters instead of the Human Resource Manager.

Similar sentiments are shared by Yarnall (1998) who writes that that managers need to have a paradigm shift towards incorporating a developmental role to the individual's career development in order to benefit the organisation. Moreover, it is recommended that for the organisation and individuals to benefit, line managers need to undergo skills training in coaching and counselling. According to Bolton and Gold (1994), line managers do not often promote development but rather consider this to be an HR function. However, Bowen and Hall (1977) indicated that there is an inherent conflict when a manager has to play the

roles of boss and career coach. As a result, line managers are reluctant to be involved in employee career development. These writers argue that the career development role can only prosper if the organisational culture is one of openness, honesty and trust. This supports the third scenario outlined by Claassen (2005) where diversity management is the key to advancement of Black professionals.

Other researchers and practitioners proclaim the role of individual factors such as career management initiatives and socio-demographic characteristics on an individual's career mobility (Beehr & Juntunen, 1990; Stroh, Brett, & Reilly, 1992; Valcour & Tolbert, 2003).

Buhler (1994), outlined three main categories considered to be the role of the line managers.

The following summary draws on the literature concerning the key elements of the role of line managers in career development:

1) Promoting career development.

- Communicate the importance and meaning of career development;
- Raise awareness of the benefits;
- Create a climate suitable for development; and
- Encourage use of developmental resources.

2) Spending time with staff individually:

- Act as a coach and counsellor;
- Provide frequent performance feedback;
- Share information on future opportunities within the organisation;
- Offer support to individuals by examining their career goals and plans;
- Be a resource or source of ideas for development options;
- Help identify and overcome obstacles to development;
- Act as a sounding board; and
- Set realistic expectations.

3) Taking actions to further staff development.

- Champion career interests;
- Redesign jobs to create more challenging opportunities; and

- Reinforce development through rewards for staff.

2.9.1.9 Organisational career management (OCM)

The term OCM refers to those activities undertaken by an organisation in planning and managing an employee's career programme and those interventions addressing a match between individuals and the organisation's needs (Sturges, Guest, Conway, & Mackenzie Davey, 2002). In addition, OCM practices can make or break an individual's career mobility as shown by the findings of several researchers (Callanan & Greenhaus, 1990; Orpen, 1994; Ragins *et al.*, 2000; Sturges *et al.*, 2002; Sturges, Guest, & Mackenzie Davey, 2000). Although there is no generally recognised typology of OCM practices, these can be categorized into two types (Orpen, 1994; Sturges *et al.*, 2002):

- 1) Activities ensuring a pipeline of employees at different levels of the organisational structure. Traditional career management style with more focus on the vertical career path approach.
 - Assessment of employee potential through development centres, interviews or tests (Gatteridge, Leibowitz, & Shore, 1993).
 - Succession planning and job matching: the tools used are job posting systems, information on career ladders and paths and skills inventories for each department (Baruch & Peiper, 2000; Gatteridge *et al.*, 1993)
- 2) Activities providing employees with the feedback and support they need to develop themselves further. A contemporary approach type with career success based on broadening an individual's learning.
 - Development opportunities for knowledge enhancement: more related to internal and external training. Career goals are achieved through structured learning experiences (Hallier & Butts, 1999; Noe, 1996). This approach stimulates lateral movements. The advantages of such an approach are that the individual is more informed, knowledgeable and has a broader spectrum of moves and interests to explore, when compared to one locked in a linear type career move.
 - Performance and competency feedback: line manager and employee discussion regarding identification of strengths and weaknesses and then

filling the gaps with a view to future career development. Mentorship and counselling as advocated by several authors help employees to reflect on their future career based on current status, competencies and interests (Yarnall, 1998).

These experiences are instrumental in enabling the career mobility of an individual (Eby, Butts, & Lockwood, 2003). In the case of contemporary career management, both HR practitioners and line managers are responsible for OCM and this helps adaptation to the organisation's changing needs and to new types of psychological contracts (Baruch, 2004).

2.10 Individual Barriers

The term “psychological success”, also referred to as subjective or internal career success, is success in relation to one's goals and values; this factor is considered to be a major career motivator (Garavan & Coolahan, 1996). An objective or external career is one that is tangible and defined externally to the employee. These writers further suggest that when examining careers from an individual's perspective, a distinction must be made between internal and external career successes outlined, as this has implications on an individual's career outcomes and development.

Stereotyping, interpersonal dynamics and networking can all restrict promotion prospects for Blacks or an the ethnic minority (Kandola, 2004).

- 1) Stereotyping: this refers to preconceptions of others and a lack of understanding of one's culture; it can act as a hindrance. Differences are individually interpreted and are subjective.
- 2) Interpersonal dynamics: social support and ties are also critical to career mobility and tenure; after all, a poor relationship with fellow workers inhibits further progression.
- 3) Networking: Kandola (2004) considers informal networks to be critical for career mobility. Therefore, promotion can be fostered or impeded by the number and kind of informal networks that ethnic minorities and the under-represented have within the organisation. Thus, the Asian women managers in Kandola (2004) study felt excluded from informal networks due to cultural differences: they did not drink

alcohol. He found in the UK that women from an ethnic minority have less mentoring than their White colleagues because of such social differences.

2.10.1 Internal career self-concept

Schein (1993), identified five career anchors that can also act as barriers to career mobility: these anchors were: technical-functional; managerial competence; creativity; security and stability; autonomy and independence. Schein suggested that an individual's choice can limit career mobility; in other words, choosing one of the career anchors can limit one's career mobility.

The second barrier is organisational culture which is critical to internal career self-concept. Individual choice relates to what is an individual's guiding focus regarding career advancement and the latter to alignment between an individual's values and interest and the prevailing culture of the organisation. It is further suggested that failure to align organisational culture with an individual's career anchors immobilises and acts as a barrier to that person's career and in addition, negatively impacts the organisational goals. This is more evident in cases where talent is not retained within an organisation or where promotion due to excellence in one field leads to disastrous consequences for both the individual and organisation; in other words, a person with a good technical specialty gives poor results in managerial competence (Schein, 1993, 2008).

Interestingly, another barrier identified by Dalton and Thompson (1986) is self-imposed constraint; this means a failure to develop the necessary skills and/or to take up promotional opportunities during the early stages of one's career.

Another barrier is the individual's low growth needs due to that person's perception of a misfit between rewards and increased responsibility (Garavan & Coolahan, 1996).

Garavan and Coolahan (1996), suggest another barrier to an individual's advancement is due to mismatch between job responsibility and extrinsic rewards.

2.10.2 Familial influences and situations

According to Forster (1990), career mobility can be restricted by community ties, family commitments or disruptive effects on their spouses. Conversely, Hall and Isabella (1987) found the financial independence of the dual-earners to be a barrier.

2.10.3 Social status, grouping and background

Parks-Yancy (2006), reported on research findings on the effects of race, gender and social capital resources on promotions and earnings; this author indicated that Blacks suffer a social capital deficit relative to their White colleagues. Further findings were that Whites seem to accumulate career advantages whereas the opposite is true for the Blacks. Various researchers advocate that access to, and use of, social capital and resource sharing with regard to information, opportunities and influence affects a person's career trajectories (Burt, 1992; Granovetter, 1995; Portes, 1998). It is further suggested that career mobility is enhanced more to those with larger social ties.

Lin (2001), suggests that inequality in career mobility occurs due to capital deficits or return deficits. Here, the term "capital deficit" is defined as a limited access to social capital resources while "return deficits" refers to outcome differences for different social groups when using social capital resources. Lin's finding implies that a lack of social ties or limited (in)formal networking in the case of Blacks limits or restricts their career advancement; this is in contrast with those Whites who have unlimited access to information, opportunities and influence. Elliot (1999), shares the same sentiment that this capital deficit results from the social circles to which women and Blacks are exposed; these are not rich in capital resources to facilitate upward mobility. This author further suggests that men and Whites have better schooling and have more socially and financially rewarding careers than women and Blacks.

The term "return deficits" refers to the inequalities experienced as a result of the social grouping of an individual. The implication is that as reflected in the CEE Report, a White mentor will benefit a White recruit more than a Black recruit. This outcome stems from the homophilic preferences co-existing in the social grouping (race and ethnic) background (Ibarra, 1992). As a result, the White recruit will advance faster than the Black recruit due to better access to information and better exposure to influential (in) formal networks.

Additional studies were conducted by Ibarra (1995) on the differences between the informal social networks of minority managers and White managers; these studies revealed a correlation between career mobility and the extent to which high potential minority managers have a wider range of informal networks. It is further suggested that social ties with White managers in the organisation were necessary for career advancement. Conversely, when compared to White managers, the minority managers still lag behind. Burt (1998), concurs with Ibarra in finding that women who formed strategic ties with influential networks advanced faster than those who did not develop such ties. However, his findings were more focused towards legitimate acceptance as opposed to racial background.

From these studies cited, it becomes apparent how critical the role of a mentor is for an employee's career mobility (Seibert, Kraimer, & Crant, 2001). In conclusion, it is also apparent that the development of social ties may be equally important in enhancing career mobility.

These two deficits also play a role in recruitment and selection as found by Petersen, Saporta, and Seidel (2000); thus, because they have greater access to information, Whites find out about available jobs through networking. In contrast, ethnic minorities or Blacks are at a disadvantage from the onset with regard to interview preparation, salary offer, and the like, as they follow formal channels. Finally, it should be noted that all the studies cited regarding the impact of differences in social capital resources were conducted within a singular time frame and not over time.

2.11 Research Question

What are the barriers for Black professionals to advance into senior and top management levels?

3. CHAPER 3: RESEARCH METHODOLOGY

This study is qualitative in nature. Qualitative analytical methods can be divided into two camps. The first of these consists of the theoretical or epistemological position whereas the other camp is independent of theory and epistemology and can be applied across a range of theoretical and epistemological approaches (Braun & Clarke, 2006).

The one method as detailed in the research methodology was explored.

To analyse data, thematic content analysis techniques was used. Thematic Analysis “is a method used for identifying, analysing and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 79). Grounded Theory includes theoretical sampling, whereas thematic analysis does not (Liamputtong, 2009).

In an attempt to ascertain barriers to career advancement of Black professionals into managerial level as part of a broader problem, an intensive study of one of the SA steel manufacturing companies was conducted. According to Gerring (2004), an in-depth study on a single unit can be used to define a broader phenomenon, allowing a generalised conclusion to be made across a larger set of units.

For the purpose of this study, an approach entailing a single unit case study is considered to be appropriate in order to ascertain features of a broader similar phenomenon (Gerring, 2004). In addition, Gerring (2004, p. 2) defines a case study as an “intensive study of a single unit with the objective of understanding a larger class of (similar) units”. From this definition, a steel manufacturing company, which is not meeting the prescribed EE targets, was the single unit studied and represented the broader phenomenon of similar instances.

One data collection method was used to inform the research problem studied. The method adopted was that of conducting semi-structured one-on-one interviews as these were relatively easy to arrange. However, they require careful preparation and planning. This method offered an opportunity to examine, in more depth, the dimensions of the climate-

survey already conducted and allowed examination of the human resources practices adopted. Also, it will provide an opportunity to the interviewees to express their opinions on improvements and solutions.

3.1 Research Design

Since the research objectives are exploratory and descriptive, a qualitative approach will be used in accordance with the recommendations of Merriam (2002).

3.2 Case Site: Scaw Metals Group

This case site was selected because it is one of the organisations that did not meet the EE requirements stipulated by the Government.

3.2.1 Population

The study was conducted at Scaw Metal Group situated in Johannesburg. It is a steel manufacturing company with more than 3600 employees. The company was previously owned by Anglo American Plc and underwent a divestment process in which it was sold to the Industrial Development Corporation of South Africa Ltd (IDC SA).

After this divestment, and with IDC as the new owner, IDC first embarked on understanding the old culture. A consultancy company was appointed to conduct a climate survey to examine the prevailing culture so that it could be understood and then managed to deliver the desired goal. IDC noticed that the representation of Black professionals in key management positions was lacking and it is currently in a process to ensure that equity gaps are identified.

As a first step, a transformational consultancy company was appointed to develop an understanding of the current organisational climate and culture. To initiate change within the organisation, it was critical to first understand the status quo.

3.2.2 Sample and sampling method

Huysamen (1994) and Lewis-Enright *et al.* (2009) postulate that a convenience sample comprising 12 employees is considered to be sufficient for a qualitative research. As such, 12 employees were interviewed for the research work. Details of the sample are given in Table 4 below. The selection of the members was based on the need to ensure a representative sample at different managerial levels to ascertain experiences at those levels in terms of race and roles. A sample of at least 15 is considered to be sufficient and informative with regard to accessing diverse information as advocated by Schurink (2003).

The sample make up will be as indicated in Table 8 below.

Table 8: Sampled participants

Grouping	African	Coloureds	Indians
Professionally Qualified/Artisans	9	2	1

3.3 The Research Instrument

Since a qualitative paradigm was used to conduct the study, the data collection technique adopted was that of semi-structured face-to-face interviews (Huysamen, 1994). According to Talmy (2010), interviews have been considered for decades to be one of the primary means of gathering data for conducting an empirical inquiry. He further described interviews as “tacitly theorised as a resource for investigating truths, facts, experience, beliefs, attitudes, and/ feelings of respondents” (Talmy, 2010, p. 131).

Interviews can be viewed either from a social practice perspective or as a research instrument. Holstein and Gubrium (2004), argue that the former is considered active and therefore preferable, in that it addresses both the “*whats*” and “*hows*” (*process-oriented*), whereas the latter conventional perspective focuses solely on the “*whats*” (*product-oriented*) of the interview.

These interviews were structured around different facets of the one research question.

3.4 Procedure for Data Collection

3.4.1 Procedure

First, there was a need to obtain permission from the Group Human Resource Manager of the company where the interviews were conducted.

The researcher then contacted the prospective participants telephonically, informed them about the research intentions and established their interest in participating in the study. Once an agreement to participate was reached, availability was established, appointments scheduled and face-to-face interviews were conducted. Most importantly, the sequence of the interviews was such that each interview session comprised one respondent per level/category. The sequence followed assisted in getting a broader picture of some issues that needed further clarification or that became relevant for subsequent interviews. This was done to cover a full spectrum of any interdependence of roles that existed. Prior to the start of each interview, a formal introduction was made, followed by a brief explanation of the reason for the research and the format of the interview. All respondents were given an opportunity to withdraw from participating prior to start of the interview. Respondents were reassured that the information shared will be confidential and only used for the purpose of the writer's MBA course.

3.4.2 Climate survey

The need for transformation became apparent following a divestment process, and so a climate survey was conducted recently at the company; the intention of that survey was to gain a better understanding of the prevailing organisational culture. The researcher has read the findings of the survey, but did not incorporate the findings as part of the study.

3.4.3 Semi-structured interview

One-on-one interviews with relevant parties ranging from professionally qualified people and artisans to top management were conducted. The face-to-face interview was the chosen method as the interviewer had the advantage of observing social cues provided by the

interviewee. The interviews were recorded after the interviewees consented, and note comparisons conducted later so that no information is lost during note taking (Opdenakker, 2006).

Racial lines were taken into account to ensure a true sample representation. Open-ended questions prevailed throughout the interview in order to avoid restricting the respondents' answers. This in turn triggered an enquiry to inform the study further. Although the interview was steered in light of the response from the interviewee, a structured questionnaire was used to serve as a consistent guide and ensured that the interviewer does not deviate from the research question. According to Willig (2008), note-taking is required, instead of recording, even though this is not recommended. This is because of perceptions and the culture within the organisation with regard to tape recording any interview. Since the organisation where the interview is conducted is highly unionised, careful consideration was taken with regard to interview recordings. The targeted interviewees are Black professionals on Paterson grading C and D as detailed below:

- Human Resource Manager and officer;
- Engineers; and
- Line managers – Operations.

The race and gender mix selection was based on the current representation of managers within the case site and also getting broader perspective on inhibitors of career mobility as articulated in the literature review.

3.4.4 Data analysis and interpretation

Since thematic analysis was used for data interpretation, the themes identified in the literature review were used to create a coding guide and a questionnaire. The interviews were open-ended to allow respondents to share additional relevant information that the questionnaire did not explicitly intend to explore.

As advocated by Creswell (1994) and suggested by Struss and Corbin (1990), the researcher kept track of the emerging and common themes during the data gathering process. The underlying themes were deduced and coded accordingly. Interpretation of the

identified themes were informed and contextualised in light of the literature review earlier outlined. Therefore, a meaningful interpretation should result.

Boyatziz (1998), suggests that thematic analysis can be conducted in three stages:

- Sampling and design where an analysis of separate interview transcripts is done to determine categories reflecting the researched topic;
- Developing themes and codes; and
- Validating and using the codes.

Data analysis involved transcribing the interviews to gain insights into the research problem. Moreover, questionnaires were based on certain themes which after analysing patterns, led to an informed conclusion. Thematic analysis is regarded as an interpretive process in which patterns are searched in data to provide informed insights (Tesch, 1990). In addition, Attride-Stirling (2001) argues that thematic analysis lacks depth and that data can be so fragmented that it is misinterpreted. If this is the case, it yields subjective findings with no substantive evidence of how themes were developed. In view of this concern, Attride-Stirling (2001) developed thematic networks. Another analytical framework gaining popularity is the framework approach as it adopts the same approach of thematic networks (Ritchie & Lewis, 2003). The two framework approaches consist of interconnected stages enabling the researcher eventually to reach data coherency. These two analytical frameworks will thus be explored to analyse the respondents' data (Smith, 2011).

As prescribed and recommended by several authors, the following steps were adopted to analyse data (Booyesen, 2007; Oosthuizen & Naidoo, 2010; Selby & Sutherland, 2006):

- Created research categories as guided by the literature review of the researched topic;
- Extracted major themes from the interview sessions and cluster together;
- Related the themes back to the research question outlined; and
- Interpreted the data.

According to Smith (2011), data can be obtained through participant interviews and a common set of principles followed for the subsequent data analysis. At first, interviews were transcribed, followed by gathering detailed insights into the phenomenon investigated, then coding the data. The codes were then linked to specific themes in line with the literature (Morse & Richards, 2002).

3.5 Limitations of the Study

One limitation of the study could arise if human resources practitioners fail to offer the necessary support with regard to disclosure of certain data considered to be confidential as *per* the company code of conduct.

According to Gerring (2004), another limitation arise from possible unavailability of participants due to work commitments and time constraints. This was the case as some of the participants had to reschedule their interviews.

It was anticipated that one-on-one interviews might be prejudiced due to the interviewee and the interviewer being from the same organisation. However, this was not the case. This also applied to trust issues as the researcher

The researcher had the concern that some data critical for the study will not be disclosed due to confidentiality clauses. Nevertheless, this was also not much of an issue as data required was provided when required.

3.6 Validity and Reliability

Multiple perspectives of validity in qualitative enquiry exist and this point is illustrated by different authors (Lather, 1993; Maxwell, 1992; Merriam, 1998; Schwandt, 1997). For the purpose of the study, credibility was established from two perspectives as advocated by Creswell and Miller (2000):

- The researcher's lens (Patton, 1980);
- The researcher's paradigm assumptions (Guba & Lincoln, 1994).

Of these two validity procedures, the study focused more on the post-positivist or systematic paradigm (Guba & Lincoln, 1994). This translates to adoption of three methods as follows:

- triangulation through recording the interview and hand writing of notes to ensure consistency of information;
- member checking by asking research participants similar questions; and
- external audits to ensure consistency of interview information with literature.

3.6.1 External validity

Establishment of the credibility of the study is ensured through the involvement of an external party not affiliated with the study “to examine the narrative account and attest to its credibility” (Creswell & Miller, 2000, p. 128).

3.6.2 Internal validity

Using the researcher’s lens, the triangulation procedure was used to validate the findings as it searches for common themes from different sources of information in the study: for example, interviews, documentation, and the like (Creswell & Miller, 2000).

The member checking procedure will be carried out using the lens of the study participants. This procedure involves taking the data and interpretations gathered during the study back to the participants to confirm the credibility of the narrative account (Guba & Lincoln, 1994).

4. CHAPTER 4: PRESENTATION OF RESULTS AND DISCUSSIONS

4.1 Introduction

This section will cover the current race and grade split within the professionally qualified Patterson-D band category, the demographic profile of the respondents and the findings of the research questionnaire (Appendix 1) used for the interviews of the respondents and.

4.2 Demographic Profile of the Respondents

Participants were sampled and interviewed in accordance with the initial selection. Employees selected had to meet one of two mutually exclusive requirements. The first of these requirements was they should have greater five years with the organisation under study. The second and alternative requirement was that recently recruited employees could be selected if they had previously worked in the same industry and having less than five years with the organisation.

The demographic profile of the sample is presented in a graphical format in Figures 8 and 9 below, for easier interpretation. Both gender and race were considered when drawing up a sample.

Figure 8: Gender

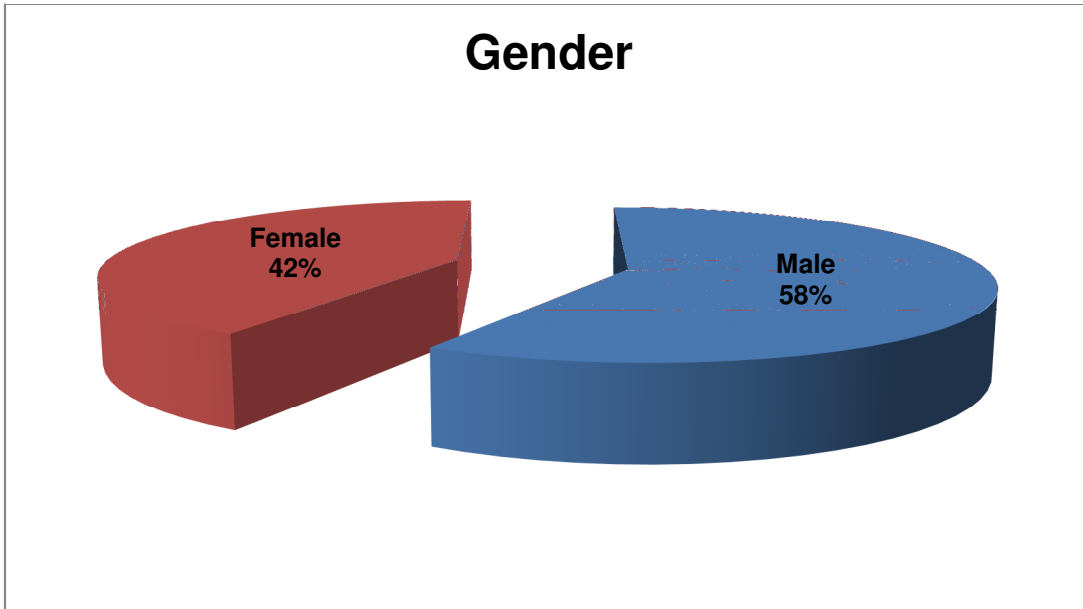


Figure 8 shows a gender representation of the interviewed employees consisting of seven males and five females.

Figure 9: Race

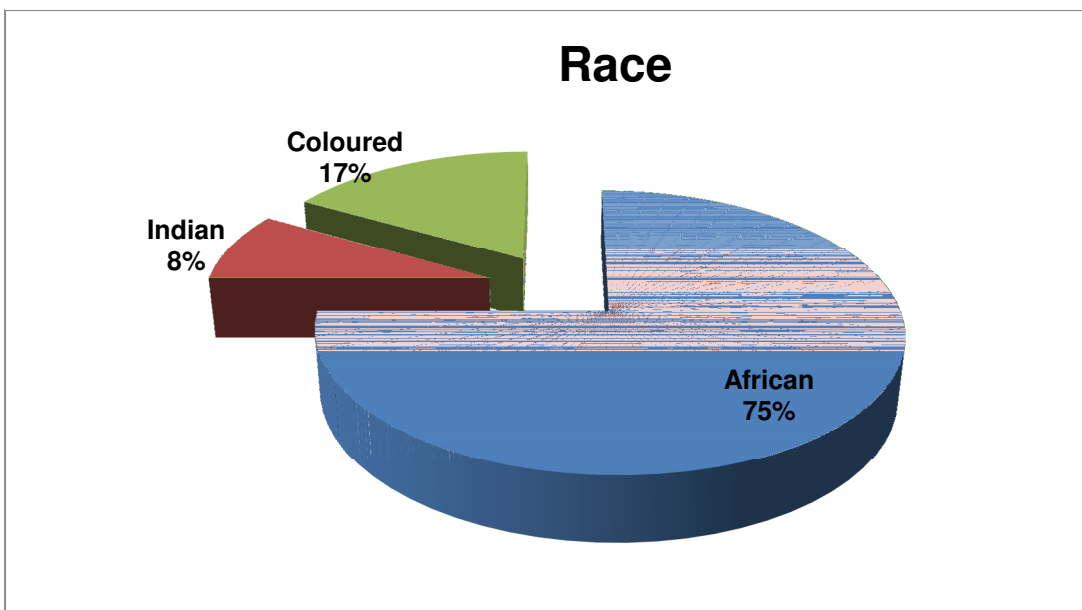


Figure 9 shows a sampled race makeup of one Indian, two Coloureds and nine Africans.

The age of the participants, their years of service in the industry and their level of management were also considered for sampling; the information is graphically presented below.

Figure 10: Age of participants

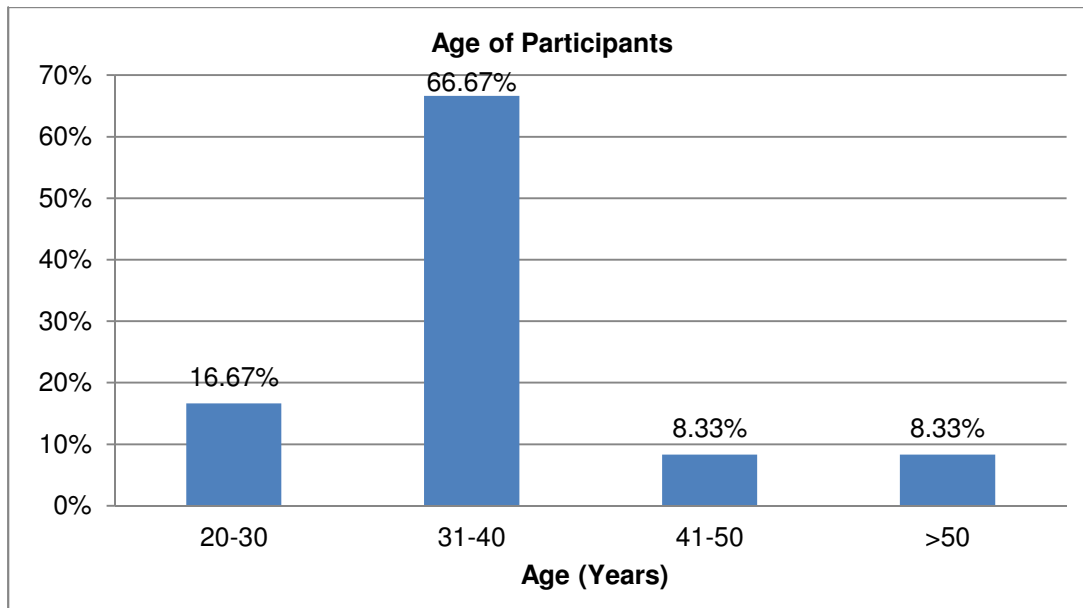


Figure 10 shows only two of the interviewed employees are above the age of 41 years, two between 20 – 30 years of age and the remaining eight between 31-40 years. The number of interviewees per age grouping was considered to also capture different barriers experienced over time.

Figure 11 and 12 below indicates participants' years of service and level of employment respectively.

Figure 11: Years of service

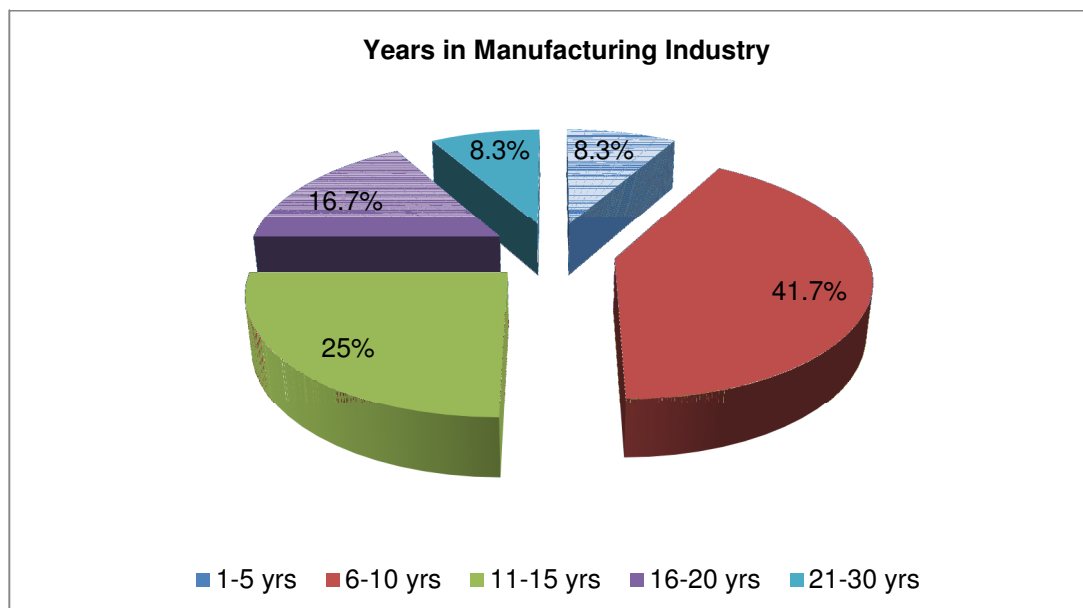


Figure 11 shows the participant's years of exposure in the manufacturing industry. Six participants (50%) have between one and ten years of service; five (41.7%) have between 11 and 20 years' service while one (8.3%) has more than 20 years. Such sampling representation and exposure in the industry was considered to be fair in order to ascertain barriers experienced throughout the career advancement.

Figure 12: Level of employment

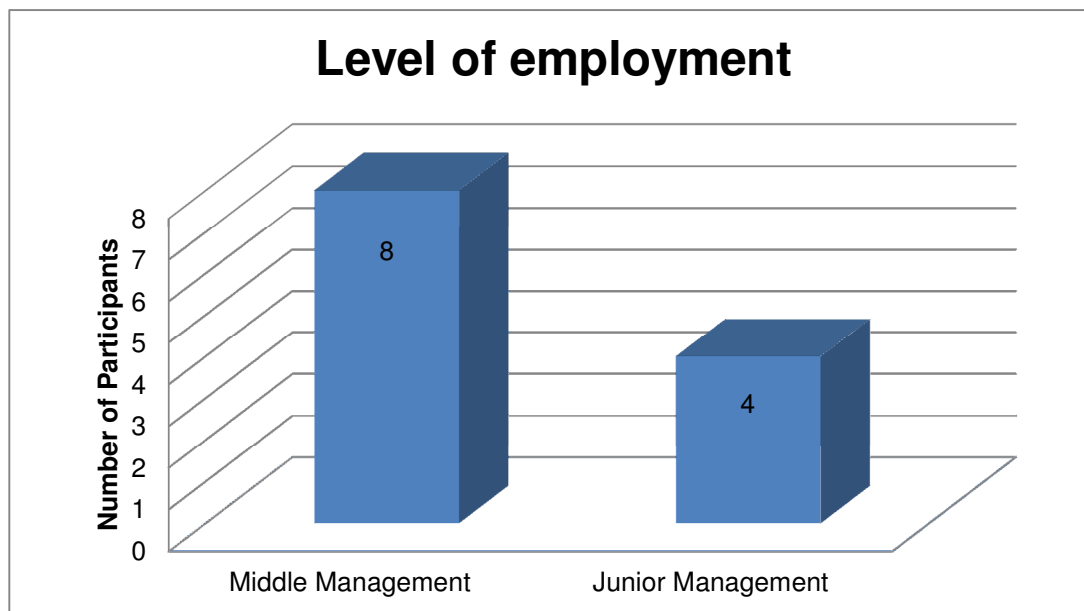


Figure 12 shows the sample make-up with regards to the level of employment, with eight participants representing the middle management category and four representing junior management.

4.3 Results

4.3.1 Question 1: In general, provide me with your background.

Table 9: Background of participants

Position	Years in Industry	Highest Qualification	Current/Previous Employer	Gender	Age (years)	Race
SHE Manager	20	LLM – Labour Law	Scaw/Anglo	Male	41-50	African
Plant Manager	14	National Diploma – Metallurgy	Scaw/Consultancy	Male	31-40	African
Production Manager	9	National Diploma – Metallurgy	Scaw	Male	31-40	African
Mechanical Foreman	30	T1 – Mechanical and Fitting	Scaw	Male	Above 50	Indian
Technical Superintendent	4	B Eng Honours – Metallurgy	Scaw/Arcelor Mittal	Female	20-30	African
Continuous Improvement Manager	10	BSc - Chemical Engineering, MBA.	Scaw/De Beers	Female	31-40	African
Human Resource Manager	7	B Com. – Human Resource	Scaw	Female	31-40	Coloured
Head of Logistics	19	National Diploma – Mechanical Engineering	Scaw/Consultancy	Male	31-40	Coloured
Technical Marketer	9	National Diploma – Metallurgy	Scaw	Female	31-40	African
Human Resource Officer	9	BA (Hon) - Industrial and Organisational Psychology	Scaw	Female	20-30	African
Refractory Manager	12	Honours - Metallurgy, MBL	Scaw/Arcelor Mittal	Male	31-40	African
Plant Manager	14	BSc – Chemical Engineering	Scaw/Anglo	Male	31-40	African

All participants regarded the absence of life skills and career guidance prior to their tertiary education as a setback to their career advancement. Furthermore, they added that the absence of parental involvement and lack of access to resources were common barriers to career advancement. Previous studies confirmed that Blacks are negatively affected by lack

of social capital resources thus creating a barrier to career advancement (Parks-Yancy, 2006). This view was supported by the studies by Portes (1998), Burt (1998) and Granovetter (1995) which identified lack of access to and use of social capital resources to be one of the factors limiting career advancement. The participants confirmed this to be an issue. Most significantly, the EE legislation has good intentions of redressing such imbalances of the past. The challenge is how it is addressed at an organisational level; in other words, what are the EE improvement plan and interventions adopted by the organisation to address the issue? According to participants, neither plan nor practicable interventions existed that will accommodate or cater for the historical background limitations experienced by Blacks. As such inconsistency in policy implementation or lack of transformation of culture and practices prevailed, this further exacerbates the imbalance. The organisation needs to conduct a hard, objective and honest rigorous analysis of the status quo, identify and articulate the policies in place, identify gaps and unintended consequences, and then develop practicable solutions at each level and share the approach with relevant stakeholders to achieve and maintain consistency and standardisation. This critical step seems to be lacking hence disparity is still experienced.

The findings of this study are consistent with the findings from previous research conducted internationally by Ainsworth *et al.* (2010), which indicated that even after 14 years of implementation of EE, organisations were still experiencing disparity at management level. As we are now 20 years into democracy, the trend indicated in the Commission Report is rather worrying. Horwitz, Jain, and Mbabane (2005), described the failure of organisations to implement and internalise good policies in compliance with the EE legislation; their findings were also applicable to the organisation studied. It can be deduced that failure to offset the imbalance of the past regarding equal racial representation at senior and top management level is because of lack of understanding and implementation of policies of the organisation.

As suggested by Seibert *et al.* (2001), one of the practical ways for an employee's career mobility to be facilitated is to have a formalised structure of mentoring. But this does not

exist in the organisation studied. Participants indicated the need for such an approach to mentoring instead of the current trial and error approach in their journey to advancement.

4.3.2 Question 2: What were the challenges you experienced throughout you career?

With regard to the participants' background, two important general points were the lack of life skills, and career guidance at their secondary schooling and also a lack of parental support due to educational challenges. As a result of these points, participants believed that they were more disadvantaged than their White counterparts who were regarded as having such a support system. A lack of career guidance prior to going to tertiary institutions played a negative role in career advancement insofar as uninformed career choice decisions were made after matriculating. Indeed, most participants (58%) wasted at least a year before realising the exact career that they should have followed. In the contrary, some (33%) were rather fortunate to have had mentors in the early stage of their career and this helped them advance with fewer challenges.

Some (40%) participants emphasised that career choices were based on survival or economic reasons such as affordability.

All participants mentioned the lack of resources at their disposal after matriculating. This related mainly to access to tertiary funding and later employment.

Economic circumstances and deprivation of access to information were cited as the foundations for career setbacks. Here, participants referred to a low household income and to lack of access to technology (that is, Internet cafe) for job searching amongst other reasons.

"The legacy of apartheid is certainly a burden on us".

It became clear that the institution where participants graduated had an influence on their employability. However, the institution was chosen based on affordability at the time.

All participants confirmed what was previously found by other researchers regarding the lack of transformation with a view to correcting historical inequalities. The main contention

was the inconsistent application of the policies designed to address the imbalances of the past. Most (nine) of the participants attributed that to misinterpretation of the policies due to lack of communication and training of line managers on EE requirements, hence the misalignment. As mentioned at the beginning, this conclusion is in accordance with the findings of other authors (Leonard & Grobler, 2005; Twala, 2004).

4.3.3 Question 3: In general, what do you consider as major inhibitors to your career advancement?

The elements identified as key inhibitors throughout a participant's career advancement are discussed below.

4.3.3.1 Training

All participants claimed to have initiated self-development due to need to grow and advance within the organisation. They emphasised that training is limited and does not cover all the aspects of the job. Although there is on-the-job training, this is limited to developing technical expertise and does not include the human resource aspect of training which is critical for developing the management skills needed for advancing up the organisational ladder. Moreover, lack of such development was considered to limit upward mobility.

All respondents felt that the known tendency of Black professionals to job hop was used as an excuse for failing to train and develop employees within the organisation.

Training was mostly self-initiated and self-sponsored. Ten out of twelve participants felt that training and skills development policies are not known to Black professionals but their White counterparts know about them. The participants believe that their White managers are not concerned about developing them. Hence, a White manager does not bother about communicating critical information that will help their careers. This stems from the limited access to information earlier highlighted as being a barrier.

Personal development is done through the employee's own initiative or is influenced by the Head Office, with no involvement of the immediate line manager. It appears that line management is less concerned about employee development.

For example, one of the participants commented that: *"Lack of training is definitely a barrier at all levels; I am currently always working a level below my role."*

Indeed, all participants felt that it is common in the organisation to work at a level below their actual role due to the lack of training in the organisation. As this is inherent in the organisational culture, it becomes difficult to break away from it, which reduces upward mobility and therefore acts as a barrier.

“The organisation is a parasite. They take people developed by other companies (and other sectors) and bring them in - ignoring ones already in the organisation”.

67% of the respondents further stated that the organisation has adopted the behaviour of acquiring skills through external recruitment in most cases (and is hence labelled as a parasite) instead of escalating the level of training internally, which would motivate and empower employees. Those new recruits will also be locked in the same cycle.

“My training programme was structured where every milestone had to be signed off. I feel I got a well-rounded exposure to the business which sets me apart from my colleagues. I can only thank my line manager’s involvement in all that”.

Only two respondents confirmed exposure to relevant training to support their roles and in both instances this was due to their line manager’s intervention. This has made them adopt the same approach towards their subordinates, to address the training deficiency earlier highlighted.

Another source of training which was outlined by the participants as a major inhibitor is lack self-awareness. One participant commented that: *“you first need to master your inner self before externalising barriers to career advancement.”*

Respondents indicated that before externalising barriers to career advancement, self-mastery and awareness was critical. This was identified by all participants as the root source of a barrier to advancement since it is internal. Participants highlighted the need to know their strengths and weakness and noted that the absence of such knowledge makes it

difficult for them to identify training needs and areas of development. They reached consensus that not knowing one's core competencies is a limitation.

A few participants (three) who have been with the company for a relatively long time underwent a personal mastery course (self-discovery programme); all those participants praised it as it triggered self-introspection, thus positively impacting on their careers and helping them reach where they are currently.

Participants emphasised that the company policies identify and rate training as a priority but implementation at floor level is non-existent. Therefore, they resort to self-imposed training which at times is not in alignment with the organisational goals. This training fulfils individual needs but due to the mismatch to organisational goals and lack of support from HR and line management, the resulting career progression is limited. Misalignment between an individual's guiding focus and organisational goals was identified by Schein (2008) as one of the career anchors. Other authors such as Sturges *et al.* (2002) concur that for career progression to be realised, a match is critical between an individual and the organisational needs.

This highlights the inconsistency at play with regard to implementation of policies. Management intervention is needed to enforce policy compliance and drive implementation. One of the levers could be to use employee training as a Key Performance Indicator for line managers. This leads to the next identified barrier: leadership style.

4.3.3.2 Leadership style

Individual training and development is supported by HR if approved by line manager. This is the key to advancement since it provides a head start at an early stage of a person's career within the organisation. The authority of the line manager becomes a barrier in most cases. This was experienced by most (75%) respondents at different stages in their careers.

As mentioned earlier, development and training was mostly self-initiated without the line manager's involvement. This section will address how respondents viewed leadership as a barrier to advancement. Participants felt that with the right training, they become a threat to their line manager. Therefore, the line manager gives the participant the less challenging projects which, over a period of time, disempower the participant as far as upward mobility was concerned.

The respondents emphasised that over a period of time, the leadership style adopted by White managers has been that of a directive or autocratic style in the manufacturing industry. Senior management expects participants aspiring to advance their career to adopt the same style. In emulating this approach, participants find themselves in conflict with their followers as it contradicts the followers' expectations. Conversely, the lower level Black employees expect Black professionals managers to adopt a democratic, consultative African leadership style. The assumption is that the participants as Black professionals understand the African culture more than the White managers do, so the followers expect the participants to operate within that framework.

This is problematic for participants in terms of career advancement because their seniors expect them to use a leadership style similar to other White managers and so they are caught in between. Furthermore, senior management can task Black professionals with making unpopular decisions and their followers expect the Black professionals to be more lenient in many cases.

Some respondents emphasised that line management is mostly White and therefore social/work interactions could pose an immediate barrier due to different cultural backgrounds.

However, the respondents tended to differ on this issue with 35% feeling that any barrier reflected a certain attitude or a lack of relationship maturity between the line manager and the Black professional. In contrast, the other 65% disagreed, basing their response on the better opportunities their White counterparts get as a result of such interactions. This was well articulated by one of the participants who was quoted saying that *“not being part of the action cricket team limited his relationship building with other decision-makers which hamper my career advancement.”*

In contrast, the respondents who had reported to Black line managers indicated they got support because they could relate easily to them. They further commented that other White line managers were also generally good.

Most agreed that their immediate managers were never part of their development plan which indicates that managers fail to do what is best for their subordinates.

Only a few respondents (25%) felt that direct access and exposure to senior personnel at an early stage in their career fast-tracked their advancement or that if this was replicated at every level, then more exposure to opportunities would have been created and translated into further advancement. Absence from such exposure was felt to be a major limitation to career advancement. Participants identified two most important factors in their career mobility; internally, self-mastery is needed and externally, leadership is a key factor. Even though Black professionals are motivated to advance in their careers, the absence of leadership support within the prevailing organisational culture becomes a career anchor. This finding was in line with other studies where several authors articulated clearly that without the line manager's commitment, a person's career is not anchored (Leibowitz et al., 1990; Mayo, 1991; Schein, 1993). As highlighted earlier, it first starts with an employee's commitment to career advancement supplemented by supporting structures where leadership is key in ensuring alignment to organisational goals. The absence of understanding and implementation of the EE policies by leadership is a recipe for disaster and career limitation is inevitable.

4.3.3.3 Organisational culture

Organisational culture also stood out as one of the barriers identified by the interviewees.

All respondents painted a rather disconcerting picture about their work environment and this theme recurs throughout the data presented.

Black professionals expressed a concern that there is a need for the workforce to be trained to accept Black leaders. It was further articulated that the Black workforce expect Black professionals to be more lenient towards them than their White counterparts. Such expectations define the culture prevailing in the organisation. Since these expectations are inevitably in conflict with the organisational objectives, career advancement becomes limited due to lack of support.

“We get put under a lot of pressure – there are high expectations from senior management as its expected you can relate better with the workforce than it is for a White professional and on the other extreme the workforce expect much more leniency unlike if it were a White professional”.

It was further articulated that a psychological contract exists between the White professionals and the workforce and that this does not apply to the Black professionals. This assertion is based on the history of the manufacturing industry which is predominantly managed by Whites and operated by Blacks. Therefore, it is much more challenging in such a culture for Blacks to lead, manage, thrive and advance their careers. This is exacerbated by the lack of development and high expectations from senior management.

All respondents concurred about the need for transformation and acceptance of cultural diversity but expressed concerns about resistance to change by individuals and the complexities of the culture in existence.

Respondents felt that most Black employees resist accepting the authority of Black professionals. Instructions from Whites are treated differently and are respected and acted upon quickly, while the opposite applies to Black professionals. All participants concluded that the culture is not geared to embrace Black professionals as managers. So, culture is a major obstacle.

The respondents further expressed the view that Black professionals in the organisation will fail to advance because of lack of support from the workforce and management.

Newly recruited participants expressed concerns about the toxic nature of the culture and how challenging it is to attain a cultural fit. It was also attested that people resign due to organisational politics. The comment supports what Schein (2008) advocates, that organisational culture affects the way people consciously or sub-consciously think, make decision and ultimately, perceive, feel and act.

The culture is perceived as tough and in order to thrive and make an impact, a person must be a change agent, adopt and embrace change, be open-minded and focus on deliverables.

One of the challenges faced by the participants is to fit in with the organisation, which is difficult to achieve. According to Human, Bluen, and Davies (1999) where disconnection is evident and still prevalent between what the organisation says and what is done, failure is inevitable. Such incongruence has a negative impact on the transformation process. All respondents had a concern that cultural fit is achieved by compromising individual values over a period of time without realising it; as a result, the organisational culture was considered to be toxic, immobilising one's advancement and therefore a barrier. Respondents concluded that to thrive in such a culture one must break the barrier of trust.

As highlighted earlier by participants, the third most important factor is the environment within which the two key factors are at play: in other words, the organisational culture. All participants described the culture as hostile in general. They believed the hostile climate emanates from the inconsistent application of policies which are perceived to be discriminatory in nature and as such, act as barriers to their career mobility. Organisational culture depends on the interaction between leadership and employees. If the interaction is standardized and consistent, then common values, alignment and goals will be realised. This view is supported by the observation made by Kandola (2004), to the effect that an ideal culture is one that elevates the quality of the human capital on an individual basis; this is done by creating an enabling environment for advancement which is aligned to

organisational objectives. As this should be individually based, it is termed diversity management. The organisation should seek to put formal structures in place and then ensure compliance to such structures so that standardization is maintained.

Diversity management is definitely lacking and basically non-existent and is therefore needed.

4.3.3.4 Trust

Trust was a key issue within the culture and a barrier to advancement. There seems to be a lack of trust between Black and White managers to the extent that Black managers confide and trust trade union representatives instead of their White counterparts. Such trust issues build a silo mentality which limits exchange of ideas and knowledge sharing.

Participants indicated that critical and sensitive information is deliberately withheld from Black professionals by their White colleagues.

Few participants voiced being trustworthy as being one of their weaknesses as this quality was innate in them and therefore, to thrive and advance in such an organisational climate will be difficult due to individual and cultural misalignment.

"I don't know how not to trust. But I have been warned not to trust too much in this hostile environment. There are definitely trust issues in the organisation".

On the contrary, most have adapted well to the environment and learnt how to thrive.

"You need to know what to say, when to say it and who to you say it to. It eliminates the trust issues around the people you (work) with".

All respondents emphasised the lack of trust prevailing in the organisation together with a division at leadership level. This lack of trust creates incongruity higher up in the organisation which leads to different perceptions being created by the followers and thus negatively shaping the culture. De Vos *et al.* (2008), consider trust to be one of the organisational factors influencing career dynamics. Such an environment is not conducive for career advancement as articulated by Hirsh *et al.* (1995). Hite (2004), also highlights

lack of trust as an inhibitor to growth because the less critical projects will be allocated to Black professionals, which will limit their exposure and opportunity to grow.

4.3.3.5 Transparency

Lack of transparency is another element identified as prevalent within the culture. It is alleged that opportunities are not openly transparent, putting Blacks at a disadvantage. Favouritism towards Whites is still considered to be in existence since senior management is predominantly White. A lack of transparency around the grading system emerged as a burning issue from all participants.

“I happen to notice my White subordinate's pay the other day and was shocked to see he was earning more than me. I have more responsibilities with less reward.”

All participants still believe that even when given an opportunity to advance, they are paid either the same as or less than their immediate White subordinates, who have fewer responsibilities. Only one of the participants confirmed this, having coincidentally seen his subordinate's payslip.

This attribute and value will not exist in the absence of trust. All participants indicated its absence in one way or another. This absence, they felt, contributed to a situation in which opportunities only became known to the preferred employees, amounting to discrimination. In addition, lack of transparency is termed to be an invisible barrier unless it is identified. Of major concern was the grading system which participants considered to be misaligned with their job responsibilities; one outcome was that they were remunerated less than their White subordinates. It was earlier emphasised that a person's social grouping and background have an influence on one's career advancement. If this is the case then the cycle is not broken and so certain people will remain disadvantaged, when compared to those people getting preferential treatment. This was earlier affirmed by Elliot (1999) and as well as by studies conducted by Lin (2001); they found that, based on structured historical reasons, Whites have a more financially rewarding career than Blacks. Based on what the participants experienced, and because of the confidentiality policy with regard to remuneration, this element can be an obstacle to advancement as it will demotivate the

Black professional once uncovered. Garavan and Coolahan (1996) also pointed out the sentiment with regard to mismatch between rewards and job responsibilities.

4.3.3.6 Information accessibility

All respondents felt that their White colleagues withheld large amount of information because they perceive them as a threat. Moreover, the perception of respondents is that Whites are trained and protected as they have a similar social identity to senior management.

The concern raised was: “How can the participants develop, grow and prosper without exposure and access to relevant and valuable information?”

The general view of the prevailing culture is one of lack of alignment and accountability.

“There is no collaboration and alignment, everyone for himself mentality” Such inconsistency creates barriers for us Blacks.”

Participants (75%) raised the concern of encountering a lack of information and knowledge transfer from their White counterparts. As Black professionals have higher qualifications than their White line managers, they were always seen as a threat by line managers and therefore only limited information which was considered non-critical was disclosed. This was viewed by Mc Millan-Capehart *et al.* (2009), Hite (2004) and Giscomb and Mattis (2002) as a systematic invisible barrier. The elements highlighted earlier are all mutually dependent: after all, once there is trust, transparency will be evident and prevail. Through transparency and trust, information will be shared easily without fear of prejudice or power shift.

4.3.3.7 Individual or personal attitude

Eleven participants felt that their own attitude towards work ethics, environment, and responsibilities determines how they respond to work aspects in general. A poor attitude means that they are their own impediment.

“Through attitude, we become our own obstacle. Sometimes people become their own worst enemies. Attitude is the biggest barrier. You must have good attitude and show interest”.

A typical example is how one participant handled the task of reducing overtime which immediately put him in conflict with his subordinates' needs at the time. Instead of the participant personalising, the instruction from the line manager and thereby creating a hostile environment for himself, he engaged employees on what were the grounds for the overtime cut and as a result, productivity was not negatively affected and the relationship was still maintained. If this reduction was not properly motivated to the workforce, then it would have resulted in employees going on a go-slow to force management into approving overtime to make up for reduced productivity.

Conversely, one respondent felt that no matter what happens, there will always be a divide between Whites and Blacks. That participant's responses were always pessimistic.

Lack of interest by participants was raised as a concern with regard to efforts to grasp knowledge. This lack of interest was perceived as a symptom of an attitude problem, which was believed to be common amongst Black professionals. This perception arises because some participants seem to have a sense of entitlement based on the Employment Equity policy and feel that their performance should not be questioned. If this attitude is detected by the line manager or the decision maker, then it creates a solid barrier towards career advancement into senior management.

On the contrary, five respondents felt that only through proposing a value add concept to their internal customers created a platform for more opportunities. Besides encountering barriers earlier highlighted, application of such a concept of continuously adding value worked in their favour as they were rewarded by line managers through promotions.

Consensus was reached regarding self-attitude and performance as the first barrier to be addressed, as articulated by one of the respondents: *"You are only as good as your last performance"*.

Interestingly, participants had contradicting views about whether being an extrovert or introvert influences career advancement.

There was a 50/50 split as far as the views of participants were concerned. Some observed that being extrovert was viewed by managers and followers as being articulated, engaging and a decision maker, enabling career advancement earlier in their career. On the contrary, other participants felt that introverted participants are good listeners, analytical and not confrontational.

An extrovert will challenge the system and might get noticed or considered to be dissenting whereas introverts might miss the opportunity because they never dared to articulate their frustration.

“Being confrontational worked for me”

One extrovert indicated that only through challenging the system and with the trade union’s involvement was he able to advance to the next level; however, he remained there for years and so his advancement was only of short term advantage because invisible barriers were created to inhibit future advancement.

4.3.3.8 *Familial influence*

Familial influence was not generally perceived as a barrier but should not be disregarded. One respondent felt strongly about rejecting a promotion opportunity due to family responsibilities and well-being; in other words, a promotion would jeopardize family well-being.

Of all the participants, only one considered family well-being before promotion. This can be attributed to the age of the respondent (41-50 yrs). Forster (1990) identified spousal influence as having disruptive effects that can limit career growth, which was the case for this one participant. Influence by spouses was not identified by other participants as a hindrance to advancing. However, this could be attributed to the age grouping of the sample selected. In addition, there is little literature on how the family situation influences the career of male employees regarding promotion opportunities. The comment is interesting and warrants further investigation.

4.3.3.9 Organisational structure

Career paths were changed following the recent acquisition of Scaw by IDC and the resulting change of management. Restructuring was first experienced when Anglo, the parent company at the time, wanted to standardise supporting functions.

The organisational structure is also regarded as a limitation. Respondents felt they could not advance to the next level due to structure limitations and in most cases the position at the next level is occupied by a White counterpart with the same qualification and experience. Participants felt that this situation leads to job hopping as the wait for advancement can be prolonged.

“If given the opportunity I can do my senior’s position with my eyes closed. I am overqualified for my current job. I have reached the ceiling for now as there is no available opportunity at present. If I get an opportunity outside I will go for it”.

In contrast, four of the other respondents felt that organisational restructuring created opportunities for them to advance further, thus highlighting the importance of opportunities created at an early stage. They further indicated this as a particular advantage to White professionals as they often get such opportunities at early stages of their careers.

“Restructuring created (an) opportunity for me to advance faster because I was reporting to a different line manager who was helpful in supporting and creating opportunities for me”.

On the contrary, some respondents felt that restructuring created a barrier to advancement by introducing the need for an element of trust and relationship building with the new line manager before being considered for promotion.

“With a new line manager, the level of effort required for a Black professional to gain trust is much higher than it is for a White candidate. It’s also a psychological barrier because it is inherent in the system”

It is believed by all participants that during restructuring in the White dominated environment, Blacks suffered the most; this was evident during the 2008 economic downturn.

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4.3.3.10 Ethnicity/Racism

All respondents regarded social relations as one of the major barriers to advancement. A comment was made about the manufacturing industry being White dominated at managerial level and so it was inevitable that only those with a white skin will advance.

All respondents shared the sentiment that when there is a promotion opportunity, preference is first given to the White line manager's own ethnic group.

Respondents showed concerns about advancement not based on merit but on underlying norms such as social relations and favouritism.

"Whites don't like Blacks and Blacks don't like Whites, Whites promote only those of the same colour as them".

"Race is an issue, always been and still is. Skin colour is the prerequisite for advancement".

"Preferential treatment is given to Whites. I remember one position was put on hold and later given to a White professional who was claimed to have the relevant qualifications but did not have the experience.....how convenient".

Most respondents (75%) are of the opinion that, as Black professionals, their weaknesses are exploited and are limiting their advancement. Also, they feel that the goal posts are always being shifted in that: *"when you have the qualifications, it is said you lack the experience and if you have the experience, you lack the qualification".*

This leads to a lower level job with less responsibility being allocated to Black professionals which impacts negatively on their future growth and development, when compared to their White counterparts.

Three of the respondents raised concerns that discrimination existed not only between Whites and Blacks; ethnic grouping amongst Whites, Blacks, Coloureds and Indians was also a barrier to advancement. This idea was expressed as follows:

"There is also Black "Stooges" or rather puppets that will endeavour to pull you down as a Black professional."

Another classic example of race discrimination highlighted was the intake of apprentices. The current intake is mostly Black and they report to White supervisors. It is believed that these supervisors intentionally restrict access to information and provide little training and support. Such behaviour is believed to be some form of retaliation by the supervisors to

stifle growth of the Black apprentices. It is believed that the “White manager - Black operator” mentality is still in existence and difficult to root out as senior roles are still dominated by the White minority.

4.3.1 Question 4: What are your current obstacles with regard to advancing to the next level?

Mixed emotions were raised by participants on their current status in the organisation. Some felt no change, whereas others felt the element of organisational structure contributed negatively or positively with regard to their career mobility. Under new management, restructuring is favourable to those who had exposure, with the right qualifications but unfavourable to those who were promoted for the wrong reasons. Under new management, Lee and Piper (1989) assert that unfair discrimination can be corrected due to the absence of labelling. As such, Sicherman and Galor (1987) affirm that better education and work exposure increases a person’s advancement.

Although Rosenbaum (1987) argued that structural indicators should not be used for career advancement, this was the case in the organisation studied. Opportunities were created and given to those with relevant qualifications. If the company had not been sold, promotion opportunities would have not been realised.

All respondents felt that in addition to some of the barriers highlighted in the previous question, the organisational structure also had an impact on their advancement; however, some regarded that impact as positive and others as negative.

4.3.1 Question 5: What advice would you give to a new recruit with regard to career advancement within the organisation?

All participants felt that based on their experience and organisational culture, new recruits should show commitment, immediately identify a formal or informal mentor and avoid organisational politics at all times. Absence of a mentor contributes to limitations in career mobility as noted by Fagenson (1989) findings: participants expressed lack of mentoring as one of the barriers to career growth. A common response was to work hard, add value and most importantly identify which internal battles to fight, and learn how to fight them. By doing

so, it is believed that you gain recognition and trust, while opportunities are created for you by management.

4.3.2 Question 6: What's your opinion on organisational support towards employee mentorship?

Respondents felt that lack of a mentor is definitely a barrier because with mentors *"you don't have to reinvent the wheel"*. Some respondents had their own external mentors who assisted them through their careers.

Two respondents had mentorship and felt that they were privileged to have had this without any assistance from HR.

The other ten respondents felt that there is no formal mentorship programme in existence within the organisation.

All respondents believe that the absence of a mentor stifles one's career advancement and is therefore a barrier. *"Without mentorship you will not discover your personal core competencies critical to advancement"*.

Again with hindsight, participants felt that the absence of mentors, either informally or formally, limited their career growth. Yarnall (1998) articulated this very well in stating that through proper mentorship, one can reflect on a future career based on one's current status, interests and capabilities. A mentor can be regarded as a catalyst to career growth.

4.3.3 Question 7: Are you part of any formal or informal networks within or outside the organisation?

It became evident that networking in general, whether formally or informally did not exist within the organisation due to the prevailing trust issues.

Most respondents referred to the church as an external networking point. Others cited professionally related forums such as the South African Institution of Mining and Metallurgy (SAIMM), BUSA and ALUMNI.

Kandola (2004) identified networks relevant to one's career as an opportunity for access to information and knowledge critical for advancement. Conversely, less relevant networks and social groupings can be construed as limiting.

5. CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This research study focused on the Black professionals' journey to career growth and on the barriers they came across, how they managed to surmount them and recommendations for an ideal situation. Such recommendations should be the panacea for upcoming Black professionals to be able to thrive and advance into management positions, thus reducing the gap currently experienced in the manufacturing industry. If each organisation understands challenges inherent in their organisation and addresses them adequately, government's concern over racial inequality in management positions will diminish.

The following four sections cover: the limitations of the study, research conclusions, and recommendations for improving the current situation experienced by the organisation and lastly, suggestions for future research to be conducted to complement this research which focused solely on Black professionals.

5.2 Limitation to the Study

The study was limited to a single organisation in the manufacturing industry selected because it was not compliant with EE. A sample of 12 participants was selected to represent the organisation. As this sample was small, any generalisation from the findings can be considered to be flawed and therefore questionable. Therefore, the recommendations made for the organisation cannot be generic to all other manufacturing industries experiencing similar trends. However, lessons can be drawn from studies conducted.

5.3 Conclusion of the Study

The study focused mainly on closing the Employment Equity gap still experienced, as articulated in the 2012/2013 EE report (Mbabane, 2013). It appears that the selected

organisation complies with the EE requirements procedurally but the practical impact is not being made on the ground, which explains the racial disparities encountered at management level. This legal compliance has also been found internationally, even with organisations showing over 30 years of compliance, but with no physical results to show (Ainsworth et al., 2010). The South African organisation studied is almost 20 years into democracy but is still not having sufficient demographic representation of different racial groups in the Black professional group. This is due to the invisible barriers in existence within the organisation and requires more in-depth analysis through engaging all stakeholders in order to uncover any other burning issues that the study might not have addressed.

For the EE gap to be closed, non-complying organisations need to be open and transparent regarding decision making to avoid any negative perceptions created. The skills gap needs to be bridged by the organisation while aligning company goals to individual goals. This can only be achieved through frequent dialogue between the well informed (of solid human resource management practices) line management and the Black professionals. Above all, for barriers to be removed, self-awareness is the starting point. Through the interaction of line managers and Black professionals, a culture conducive of trust and transparency will be created. Such a culture is ideal for equity to be achieved.

These findings are similar to those discovered by other researchers, not only recently but a decade ago (Booyesen, 2007; Greef & Nel, 2003; Hite, 2004; Lewis-Enright et al., 2009; Oosthuizen & Naidoo, 2010; Strachan & Burgess, 2000). This is also confirmed in the recent 14th annual CEE report since the first report 2000 (Mbabane, 2014).

5.4 Recommendations

- Leadership needs to take charge of promoting a culture of diversity and inclusion.
- A skills audit is needed to bridge the gaps through training and development. There is no overview of the current workforce's skill levels and therefore no analysis of individual training and development needs.
- Leadership needs to enforce organisational policies to maintain standardisation. It was evident that even though the organisation might have good policies to address

past inequalities, failure to enforce them causes inconsistency which leads to the perception of preferential treatment. There is a discrepancy between HR policies and actual practice by leadership (line management). Leadership training is essential to meet the ever changing and challenging environment of diversity management. Line management is currently promoted on the basis of their technical skills and are not equipped with people skills and training needed for the new positions. This gap impacts negatively on support needed for Black professionals to prosper.

- The organisation needs to align goal expectations of individuals with those of the organisation.
- The organisation should create a formalised structure for a mentorship programme. Moreover, Black professionals need to identify their own mentors and have frequent informal and formal meetings.
- There should be a communication strategy for addressing changes in the organisation in a timely way. Also, the organisation should adopt a transparent practice regarding appointments; have leadership commitment towards diversity management and inclusion; and define challenges currently faced and achievements.
- A lack of communication and access to information created the perception that only the “privileged few” are informed. It is recommended that this perception be reversed through using resources to ensure open and robust communication at all levels of the organisation. Through this approach, a “one voice, one message” will prevent any speculation and wrong perceptions. Communication should be two way, mainly bottom-up and top-down. Culture shaping can start with constant and frequent feedback. This approach will address lack of trust and any negative perceptions that are created at early stages.
- Management should create a climate conducive for the EE process through establishing formalised mentoring and succession planning programmes. This will address concerns that mentorship is informally offered to White colleagues thus disadvantaging Black professional mobility relative to that of their White counterparts.

5.5 Suggestions for Further Research

This study is valuable as it addresses current challenges faced by the country as far as redressing racial inequalities at management level is concerned. Although the study focuses on one company, results can be generalised to other organisations within the manufacturing industry that are faced with similar challenges. The study provides an in-depth understanding of key burning issues within organisations not meeting the legislated requirements.

Intriguing revelations were made during the course of the interviews which justified further research and could not be explored due to time limitations. Themes that called for further in-depth research are presented below. Thus, future research can focus on:

- Testing the understanding and implementation of the organisation's EE policies of the non-complying organisations from different stakeholders within the organisation.
- Perceptions of White senior management concerning barriers for Black professionals to advance to senior management positions in non-complying organisations.
- The relationship between line management and Black professionals in the context of the EE drive in non-complying organisations.
- The White managers' perspective on barriers to advancement for Black professionals. The current research is one-sided with regard to the Black professional's experience and line management, which is predominantly White, is regarded as the major obstacle. Therefore, it will be ideal to get White managers' views within a similar environment. This will supplement the study and contribute to the understanding of racial inequalities encountered in the management category within the manufacturing industry. The research will assist in reaching a compromise as both views will be captured.
- The difference in psychological contracts of employees towards White and Black professionals and how this impacts on either of these two categories advancing.
- The need to attain equity with regard to the grading system for organisations complying with EE. There is evidence of race and gender-based grading disparities in EE complying organisations. The interviews revealed that in some instances, promotions are made for statistical reasons and are not supported by a grade

increase; a White candidate would supposedly be treated differently. However, this disparity is justified on the grounds of inexperience.

These studies should be performed at different organisations using larger samples.

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7. APPENDIX A – INTERVIEW QUESTIONNAIRE

7.1 Interview Questions

Question 1: In general provide me with your background.

Question 2: What were the challenges you experienced throughout your career?

Question 3: What do you consider as major inhibitors to your career advancement?

Question 4: What are your current obstacles with regard to advancing to the next level?

Question 5: What advice would you give to a new recruit with regard to career advancement within the organisation?

Question 6: What's your opinion on organisational support towards employee mentorship?

Question 7: Are you part of any formal or informal networks within or outside the organisation?

8. APPENDIX B - RESEARCH PLANNING

8.1 Time-Table

Table 10: Time-plan for completion of research report by March 2014.

	Week 46	Week 48	Week 50	Week 52	Week 04 (2014)	Week 06	Week 08	Week 13
Finalise proposal								
Gain Approval								
Gather data								
Do data analysis								
Write report								
Finalise report								

8.2 Consistency Matrix

Table 11: Consistency Matrix

Problem	Literature Review	Research Problem	Source of data	Type of data	Analysis
Apparent poor representation of Black employees at or promoted into managerial levels. Practical challenges organisations encounter with regard to translating and aligning EE legislature into organisational policies. The problem will be addressed through identification of career advancement inhibitors in existence and enablers from an organisational and individual perspective.	Ainsworth, S.K. (2010) Booyesen, L. (2007) Greef, A.N. (2003) Thomas, A. (2002) Dr Mbabane, L. (2013) Uys, I. (2003) Lewis-Enright, K.C. (2009) Benschop, Y.D. (1998) Probert, B. (2002) Greybe, L. (2001) Van Jaarsveld, I.L. (2000) Oosthuizen, R.M. (2010) Strachen, G.B. (2000) Schein, E (1993, 2008) Garavan, T. & Coolahan, M. (1996) Gattiker, U. & Larwood, L. (1988) Kandola, B (2004) Yarnall, J (1998) Parks-Yancy, R (2006) Sturges <i>et al.</i>, (2002) Baruch, Y & Peiper, I. (2000) Sheridan, A. (1998) Hite, L.M. (2004) Giscomb, K.M. (2002) Kiaye, R. E. (2013) Van Zyl, B.R. (2003)	What are the barriers to career advancement of Black employees into managerial positions?	Actual interview questions	Qualitative data	Thematic analysis and framework approach