

THE ATTITUDES OF BLACK BUSINESSMEN AND BUSINESS WOMEN TO THE CAPABILITIES OF BLACK PEOPLE IN BUSINESS

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ABSTRACT

In light of the skills shortages as well as the economic and political realities facing South Africa there has been a growing realisation of the need to integrate Blacks and women into the mainstream of organisational life. Enabling Blacks and women to achieve their economic aspirations through non-discriminatory employee development has been recognised as crucial to long term economic growth in South Africa. In response to this reality a number of organisations have implemented affirmative action programmes. However, many South African organisations express dissatisfaction with the progress in Black advancement, despite considerable investment of resources in training and development initiatives.

Human (1991a) has suggested that one of the primary reasons for the failure of affirmative action programmes is the negative expectations of Black capabilities which are prevalent among White South African managers. These negative expectations impede performance, self-confidence and motivation of Black subordinates. (Human, 1991; Day, 1991).

A premise of the current research is that if these negative expectations held by Whites are internalised by Blacks, the consequences would be extremely adverse. Not only will own expectations and self-confidence be damaged, but there is also a danger that these negative internalised expectancies will in turn be transmitted to Black subordinates. This does not bode well for Black advancement in business.

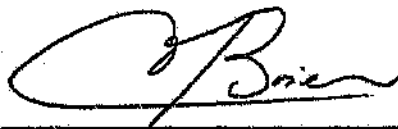
To investigate the attitudes of Black businessmen and business women to the capabilities of Blacks in business, the researcher adapted a questionnaire initially used by Terborg (Terborg, et al, 1977) in exploring attitudes towards the capabilities of women as managers. The adapted questionnaire was posted to Black business people (BMF members). In the current research, male and female responses were also compared to identify gender-related influences. Furthermore, a comparison was made of attitudes towards Black men and women. In addition, demographic trends were investigated.

Results did not strongly suggest the existence of internalised inferiority as respondents were extremely positive about the capabilities of Blacks in business. There is some indication however, that Black women are not perceived to be as capable as their male counterparts. This sentiment was shared by the majority of respondents, male and female alike. As existing research suggests that people tend to have negative attitudes with respect to women's business capabilities and also the ability of Blacks to control their emotions, it appears likely that 'inferiority' has been internalised to some extent.

Suggestions have been made for possible further research.

DECLARATION

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



Carol Ann O'Brien

On this 7th day of December 1992.

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CHAPTER ONE

INTRODUCTION

1.1 A CASE FOR BLACK MANAGEMENT DEVELOPMENT

1.1.1 Introduction

The resolution of South Africa's sociopolitical problems will largely depend on the country's rate of economic growth.

The current economic picture is "profoundly disturbing" and specifically, our (South Africa's) economic growth is "among the worst in the world". This is according to Preece (Finance Week, 1-7/10/1992, p. 10) who also observes that the country's average annual real gross domestic product has increased by only 0,7 percent over the past decade.

It is widely recognised that a major impediment to higher productivity and economic growth is the skills level of the workforce. The problem is further compounded by the fact that, due to a history of structural inequality, the majority of existing administrative and managerial skills are held by a declining White minority.

A quote by Harbison (1973, p. 3) sums up the South African economic dilemma as follows:

"Human resources - not capital, nor income, nor material resources - constitute the ultimate basis for the wealth of nations Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else."

That Black South Africans must be developed, and that business has a critical role to play in this major challenge is an understatement. A review of demographic trends, the education system inadequacies, managerial skills shortages, and the racial mix of the workforce, make it evident that there is no alternative. As Mazwai (Finance Week, 25 - 31/1/1990, p. 18) puts it, "...business can and must take a lead role for it has so much to lose. Its choice is between the development or destruction of the strongest economy on the continent".

1.1.2 Demographic trends

According to Nel and Nel (1990) the population distribution reflects approximately six Black South Africans for every one White. By the year 2010 this will have changed to approximately ten to one. What is even more significant is that the White population has an age group spread in which close to 50 percent are older than 35 years of age whilst 82 percent of Blacks are younger than 35.

This indicates that in the foreseeable future Whites will no longer contribute to population growth. By the year 2015, the White population could very likely experience a reduction in size (Nel and Nel, 1990). In contrast, the Black population faces the opposite trend. By the year 2000, 86 percent of people entering the labour market will be Black, Coloured or Indian (Yudelowitz, 1991).

The demographic realities which confront South Africa make radical change in the racial mix of the workforce a fundamental inevitability.

1.1.3 Education system inadequacies

Another major problem relates to the current education system (De Vries, 1984; Pruett, 1986). That it is unable to meet the requirements of commerce and industry is all too evident. Overcrowded classrooms, inadequate facilities, unmanageable teacher-student ratios and the quality of educators, do not bode well for the skills required by an industrialized economy.

A case in point is the acknowledgement in 1988 by the Deputy Minister of Education that well above 90 percent of high school teachers were either unqualified or not qualified at all (Nel and Nel, 1990).

Nel and Nel (1990) point out that the education Black students have received has not only been inadequate but also irrelevant to the needs of business. This is starkly illustrated by the fact that in 1989 less than 1000 Black students passed matric with mathematics and science (Nel and Nel, 1990).

1.1.4 Management skills shortage

Yudelowitz (1991) points out that South Africa has one of the lowest manager to worker ratios in the world, at 1 to 42 compared with an average 1 to 10 in developed countries. Nel and Nel (1990), suggest the current ratio is even more extreme, at 1 to 60 and contend that the trend will deteriorate to 1 to 110 by the turn of the century. This indicates a ratio soon to reach unmanageable levels unless the trend is reversed.

The bleak but undeniable fact is that South Africa is not developing the managers it needs. According to Nel and Nel (1992), current estimates are that there will be a shortage of more than 210 000 managers by the year 2000. In addition, they state that there are not enough Whites to fill even one fifth of the managerial needs of our economy.

It is generally accepted that the shortage of skilled manpower set against the South African demographic trends make it imperative that the skills of groups other than Whites be developed and utilized as a matter of dire urgency (Charoux, 1990; Kemp, 1992).

According to Don Mkhwanazi, former B.M.F. president, less than 2 percent (or about 40) of the 2550 directors from the top 100 companies listed on the Johannesburg Stock Exchange are Black. Mkhwanazi argued, in a paper presented at a recent B.M.F. seminar that "Black representation on boards of directors reflects the immense economic imbalance which apartheid has had on Black economic participation." (Business Day Supplement, 31/08/1992, p.15).

The imbalance is also referred to by Mofasi Lekota in an interview for Business Day when he states that "...in a country where more than 70 percent of the population is made up of indigenous Africans, they represent only 4 percent of management in companies." (Business Day Supplement, 31/08/1992, p. 20).

Erwee (1988) quotes statistics which support those of Lekota. According to Erwee, only 11,2 percent of the economically active labour force is classified as "higher level manpower" (HLM) - a category that includes individuals who have completed more than two years of tertiary education. In 1985 Blacks constituted 3,8 percent of this group. More

specifically, White males constituted 80 percent of the HLM group, while Black males represented only 12 percent of all males, and Black females represented 32 percent of all females, the latter largely in teaching or nursing professions.

1.1.5 Conclusion

Mofasi Lekota, a B.M.F. member, says in an interview for Business Day, (Business Day Supplement, 31/08/1992, p. 20).

"In a country so endowed with a diversity of natural resources, to find extremes of absolute wealth co-existing with absolute poverty, extremes of modern health and advanced education co-existing with disease and illiteracy, one has a good recipe for class conflict ... To correct this is not only morally essential but is more of an imperative for the strategic growth of our economy. No country can sustain significant economic growth while excluding the majority of its population from participating in wealth-creating activities."

The challenge of forging an effective economy cannot be left to the politicians and it is naive to think that the introduction of universal franchise and the demise of apartheid will redress the nation's problems.

Business needs to adopt a proactive and leading role to avert further deterioration of the present crisis.

The implementation of affirmative action and employment equity programmes is a matter of national urgency if South Africa is to generate and sustain the required economic growth rate.

1.2 THE PURPOSE OF THIS RESEARCH

In the South African context, the strategy for developing the potential of Blacks rests upon the belief that there is a critical need for capable managerial resources regardless of race. If economic growth is to continue, Blacks will have to be incorporated into positions of greater responsibility and authority in business (Sadie, 1988; De Vries, 1984).

Non-discriminatory, focussed management development has been identified as an important means by which long term economic development can be achieved.

However, empirical research (see, for example, Human and Hofmeyr, 1987; Human and Allie, 1988; Day, 1991; Brook, 1990) suggests that racial and sexual discrimination appears to be institutionalised in South African organisations.

Recently, in attempting to understand the failure of Black advancement programmes, the emphasis has shifted from individual deficits (educational and skills) to

the skills of those who manage these, and the organisational environment. In respect of managers, their attitudes, beliefs and behaviour are strong determinants of subordinate performance.

Both Day (1991) and Human (1991, 1991c) argue that a fundamental problem with the people development processes adopted by most organisations is that there is inadequate focus on the attitudes and skills of the (White) managers who are made accountable for results. Human (1991, p. 16) contends that we often see Black managers failing because of "...a lack of job clarity; unclear expectations; because of unprofessional people management; negative expectations; etc."

Negative expectations and attitudes of White managers towards Blacks affect Black management development in a number of ways. Day (1991, p. 54) points out that as long as Whites believe that Blacks "do not have what it takes" there is unlikely to be any meaningful application of resources to their development and advancement. As Human (1991a, p. 224) points out, White discrimination and negative attitudes "... dictate who is given the challenging assignments and where the manager will put the blame for underperformance."

A second possible effect of negative management attitudes is that these stereotypes held by Whites are internalised by Blacks themselves. Should this occur the related problems include low self-concept and self-confidence which result in reduced effort and performance. This would serve to reinforce the already negative attitudes of White managers towards Black capabilities.

A third potential effect of negative attitudes which are internalised by Blacks relates to how they, in turn, will perceive and relate to Black subordinates. One question posed is whether negative expectancies may be harboured unknowingly and communicated indirectly to subordinates. As more and more Blacks take up managerial positions it is their attitudes and expectations which will impact on people development within organisations.

The strong evidence that management attitudes affect subordinate performance and that self-expectancies affect individual effort make it quite clear that examining the influence of White attitudes on Black advancement, whilst important, is not enough.

Hence, this research seeks to explore the attitudes of Black business people to the capabilities of Black males and females in business. Based on the findings of this study, some conclusions can be drawn about the potential effect of Black business people's attitudes on people development in South African organisations.

1.3 RESEARCH LIMITATIONS AND ASSUMPTIONS

1.3.1 Key Assumptions

The first assumption is that the term Black used in the questionnaire refers to Black Africans and does not include Coloureds and Indians. This was clearly specified in the survey questionnaire instructions.

A second assumption is that the attitudes of Black Management Forum (B.M.F.) members are likely to reflect the attitudes of Black business people in South Africa. In its formative years the B.M.F. was criticized by some in the Black community for being an "elitist group" according to Lot Ndlovu (Business Day Supplement, 31/08/1992, p.5).

That the organisation restricted membership to existing managers probably contributed largely to this perception. According to Ndlovu they have now rid themselves of the elitist label. This was assisted by membership opening up to aspirant managers, not only existing managers, as well as by the realignment of their objectives with Black political organisations and Trade Unions.

A third assumption of the research is that the primary unit of investigation is Black people and hence, exploring the attitudes of sub-groups, vis-a-vis Black males and females is a secondary objective.

1.3.2 Limitations

The first limitation is that the research focuses on the attitudes of members of the B.M.F. and does not attempt to investigate whether these attitudes are prevalent in South African organisations per se. This limitation is inherent in the nature of a research report, given the limited time and other resources available to the researcher.

A second limitation is that the study does not examine the attitudes of Whites to Black capabilities. Recent research by Day (1991) and Brook (1990) on White attitudes however, allows the researcher to do some comparative analysis. It was therefore felt to be unnecessary to include Whites in the survey population.

A third limitation is that the study explores attitudes and that the results thus depend on subjective opinion.

A fourth limitation is that the questionnaire is worded in English which is not the first language of the research subjects. To ensure that the language was unmistakeably clear a pilot-study was done and necessary adjustments were made to the questionnaire.

1.4 THE ORGANISATION OF THE REPORT

Chapter One serves as an introduction to the research problem. In Chapter Two theoretical perspectives and previous empirical research relevant to this study are presented and discussed. A statement and outline of the research question follows in Chapter Three. In Chapter Four the research methodology and statistical techniques employed are described. In Chapter Five the results of the research are presented. Chapter Six considers the research results in the light of other relevant research. Finally, some concluding remarks are made regarding the significance of the results for management development in South African organisations.

CHAPTER TWO
BACKGROUND TO CURRENT RESEARCH

2.1 OBSTACLES TO BLACK ADVANCEMENT

Thus far, the Black advancement track record in South Africa is rather discouraging. There has been a marked lack of success in organisations' efforts to advance Black employees into senior jobs. According to a recent survey by Hofmeyr and Templer (1991), fewer than one percent of senior managers in South Africa's top 100 companies are Black, this out of a population where Blacks constitute over 70 percent of the total figure.

It is deemed necessary to consider some of the key reasons for the high degree of failure of Black management development efforts because it relates to an underlying assumption of this research, namely that the capabilities of Black people are not inherently inferior to those of Whites. Hence various factors which impede progress in Black advancement will be considered. Prior to this, Black and White perspectives on Black advancement will be discussed briefly.

2.1.1 Black and White perspectives on the problem

There appears to be a great deal of perceptual disagreement between Whites and Blacks regarding the progress of Black advancement and the major obstacles which exist.

Regarding the progress of Black advancement, Blacks are generally less enthusiastic than Whites. In a recent study by Hofmeyr and Templer (1991) comparative perceptions of equality made this quite evident. The following results are particularly illustrative:

- regarding remuneration benefits:
43 percent of White versus
13 percent of Blacks perceived
equality.
- regarding training opportunities:
47 percent of White versus
19 percent of Black perceived
equality.
- regarding promotional opportunities:
25 percent of Whites versus
3 percent of Blacks perceived
equality.

There is also generally a great deal of disagreement between Blacks and Whites regarding the obstacles to Black advancement.

This was evident in a recent study by Watts (1988) which examined the perceptions of Black managers and their work colleagues (superiors, peers, subordinates) regarding the problems Black managers experience and the related causes. Findings revealed that Black managers tend to attribute their work-related problems to external, situational factors. By contrast, their White work colleagues often ascribed these problems to the internal disposition of

the Black managers, particularly to a lack of assertiveness and initiative.

Watts (1988) suggests that the perceptual disagreement between Black managers and their work colleagues reflects the 'attribution error'.

Attribution theory attempts to explain the way we assign cause for success or failure (Peters and Waterman, 1982,). As Peters and Waterman (1982, p. 3) point out, "The fundamental attribution error that so intrigues the psychologists is that we typically treat any success as our own and any failure as the system's. If anything goes well, it is quite clear that 'I made it happen', 'I am talented', and so on. If anything bad happens, 'It's them', 'It's the system'."

Hence, Watts (1988) concludes, in the abovementioned study, that Black managers tend to overestimate situational causes for problems experienced, sometimes to the complete exclusion of internal causes. This prevents them from acknowledging their own shortcomings. Simultaneously, their White work colleagues fail to recognise that the Black managers' work behaviour may reflect an adaptation to an unsupportive environment.

The upward mobility of Blacks in organisations is fraught with numerous problems, some stemming from the environment, some from the

employees themselves. Research (Watts, 1988) suggests that Blacks blame the organisation for racism, tokenism and discrimination whilst being reluctant to accept the idea that they themselves may fall short of established standards. Organisations, by contrast, often attribute the failure of Black advancement to education and skill deficiencies, without acknowledging that there may be shortcomings in their organisational practices.

2.1.2 Empirical findings on obstacles to Black advancement

Numerous reasons have been put forward for the failure of Black advancement within organisations.

A quote by Human and Hofmeyr (1984, p.20) highlights many of the obstacles Blacks have to contend with. According to the authors, the Black manager has to function as "... a White in a White world during his working day ... This is in spite of the fact that he may have had little previous exposure to White informal networks, in spite of the fact that he may confront tokenism in the work setting; in spite of the fact that he may receive inadequate exposure and consultation; unequal remuneration; hostility from the shop floor; a top management policy of non-discrimination but discrimination at lower-management levels; unwilling secretaries; poorer promotion opportunities; little forward career planning;

discrimination on a social level and encouragement to be individualistic while at the same time being reminded of his ethnic background."

In setting the context for this research, some key obstacles require elaboration. These are:

- White resistance;
- marginality;
- social closure;
- management attitudes.

The 'cultural' and 'educational qualifications' arguments are not viewed as the most critical obstacles to Black advancement. Although these are real problems they should not be overstated, according to Human (1991).

With regards to educational qualifications, Human (1991) contends that these are often not a true reflection of an individual's ability in the South African context. Furthermore, a Black person having these prerequisite qualifications still has no guarantees of performance if he is managed inappropriately.

According to the cultural argument Blacks have a greater 'need for affiliation' than 'need for achievement', different conceptions of causality, and time, and there exists a great gulf between the 'third' and 'first' world (Human, 1991).

2.1.2.1 White resistance

White resistance has often been noted as a major impediment to Black advancement. According to Franks (1987) this resistance takes both a covert and overt form. Furthermore he suggests that it is most noticeable at the middle to lower levels of management, and lower employee grades although it is present at all levels within the organisation. He explains that increased sense of threat to the status quo appears to induce fear and resistance.

In keeping with this, Hofmeyr and Templer (1991, p.7) suggest that White resistance to Black advancement stems from fears that "Whites will suffer" and that work standards will deteriorate. This conclusion was based on their study which gauged respondents' perceptions of the reasons for the failure of Black advancement.

A decrease in White resistance was found in research by Chalmers (1983, in Franks 1982). This was based on a survey of White objections to Black advancement in 150 companies.

Chalmers did however caution that as Blacks begin to compete for traditionally White jobs, resistance will probably increase.

This cautionary proposition corresponds with the recent findings by Day (1991) and Brook (1990) that negative White attitudes prevail and appear, in fact, to be more negative than those reported by Human and Hofmeyr (1987). President F.W. de Klerk's February 1990 speech marked the start of irreversible change which has seen a rise in Black aspirations and White disconcertion to a greater or lesser extent. The possibility of increased White resistance is strong as change threatens those who achieved their positions under the old order.

White resistance is a major impediment which affects many organisational processes including promotion and development opportunities. This must, in turn, affect the motivation and performance of Blacks in business.

2.1.2.2 Marginality

Research has suggested that the underperformance of some Black managers may result from their marginal position rather than their inability to do the job (Human, 1991, Human and Hofmeyr, 1987).

"A marginal person is one who lives on the boundary of two distinct cultures, one being more powerful than the other, but who does not have the ancestry, belief system, or social skills to be fully a member of the dominant cultural group." (Park, 1928, in Bell 1990, p.463).

An offshoot of the marginal person theory is the concept of social marginality which more generally applies to the Black experience, according to Bell (1992). The concept assumes that there are two cultural groups that have had, at one time or another, a conflictual relationship and, furthermore, that there is a permeable barrier between the two groups.

Antenovsky (1956, in Bell, 1990, p. 463) describes these barriers as being "hardened by discrimination on one side, and by pressure against betrayal from the other". The individual has membership of both cultural contexts. Social marginality has been used to describe social problems related to race relations, women entering male-dominated organisations, and Blacks entering management (Bell, 1990).

According to Human and Human (1989, p. 18), "Black managers are often not accepted by Whites and are frequently perceived as sell-outs by Blacks, their ambiguous or schizophrenic position being exacerbated by the separation of the domestic and social worlds of Black and Whites." The authors also state that "Black managers are faced with competing loyalties and responsibilities; put simply, they often do not know which side they should be on."

Franks (1987, p. 33) makes a similar observation. He describes the Black manager as a buffer between White management and Black employees, "... torn between his responsibility towards management and his responsibility towards his own people in the political struggle."

Research by Watts (1988, p. 36) also revealed evidence of perceived marginality. In interviewing 38 Black managers and selected peers, bosses and subordinates she observed a high level of agreement between the Black manager and his or her boss that the Black manager ".... felt he was a middleman caught between White management and the Black workforce."

Marginality may well affect the level of commitment felt by Black people to their jobs as well as their work performance. According to Human (1991, p. 223), "Marginality is a serious and motivation-sapping problem which can lead to underperformance and a great deal of stress."

2.1.2.3 Social closure

Another obstacle Blacks confront is that of social closure, the experience of being excluded, whether tacitly or obviously from opportunities within organisations. This is elaborated on by Human and Human (1989).

The authors maintain that domination and exclusion are pervasive characteristics of South African society, impacting directly on Black occupational mobility. They describe the phenomenon of domination in South African organisations and society at large as one in which the dominant group (Whites) attempt to protect their boundaries from those who pose a threat to it by means of exclusion. This phenomenon is referred to as social closure (Parkin, 1979, in Human and Human 1989).

Through social closure certain groups attempt to optimise their own rewards "... by restricting access to resources and opportunities to a limited circle of eligibles." (Human and Human, 1989, p. 14). The exclusionary criteria may include any social characteristic, inter alia, race, sex, language, religion.

Exclusion or closure is inevitable, and perhaps a necessity in certain instances. An example offered by the above-mentioned authors is the specialization which occurs in organisations. However, exclusion becomes problematic when the majority of the population do not perceive it as legitimate, and when it only serves the purposes of the minority, as is the case in South Africa.

The adverse consequences of social closure in South African organisations include systematic discrimination against Blacks in terms of access to organisations and differential treatment within them.

A vivid example is the tendency in South African organisations for those who make recruitment decisions to select people of the same class, colour and gender to high level positions.

Sebesho (1986) contends that Black applicants are likely to be less positively evaluated than White applicants having identical qualifications.

The same view is held by Erwee (1992) who contends that women in organisations are less positively evaluated by male managers.

A more indirect consequence of social closure and exclusion in the workplace is described by Schlemmer (1986, p. 100), who argues that a large proportion of managerial skills are elusive and cannot be taught. According to him "They are acquired and absorbed in a subtle process of observation and communication in a workplace setting." He concludes that Black advancement will be crippled until rigid segregation is phased out.

Watts (1988, p. 38), in keeping with this viewpoint, contends that "racial segregation often results in both groups regarding each other as one-dimensional beings, with enigmatic abstract life experiences and feelings. Problems in relating to one another authentically and empathetically are therefore bound to arise."

Over the past two years there have been significant socio-political changes which will certainly change business life radically. However, as Human and Human (1989) argue, the removal of 'petty apartheid' will not fundamentally alter the domination and exclusion processes unless there is a significant shift in the basic paradigms (assumptions and values) of managers.

The existing paradigms of White managers, as research indicates (Day, 1991; Human and Hofmeyr, 1987), place a low priority on management development and, furthermore, reveal an antipathy to Black management development. More specifically, research reveals that the majority of White South African managers doubt the inherent capabilities of Blacks.

This brings us to another major impediment, closely interwoven with the social closure phenomenon, that of management attitudes and expectations regarding Black capabilities in business.

2.1.2.4 Management attitudes

Human (1991a) observes that a tendency exists to blame Blacks for the failure of Black management development. She argues that often their work environment and the way in which they are managed can seriously impede performance and motivation.

Furthermore, Human suggests that a lack of people-management skills, and accountability as well as negative expectations amongst White managers are primary reasons for the failure of Black management development. A central theme in Educating and Developing Managers for a Changing South Africa (Human, L. (ed.) 1991) is the necessity of reorientating, training, and developing White managers, particularly in their racial attitudes and people management skills. This is deemed essential for Black management development to be successful.

Human (1991a) states that there is not enough cognisance of the important role of the manager in employee development and in particular, the effect of negative expectations.

Negative expectations amongst Whites towards Blacks are derived from negative attitudes and an underlying belief that Blacks are inherently less well-equipped than Whites to perform effectively in business. Numerous studies have supported this observation (for instance, Day 1991; Brook, 1990; Human and Hofmeyr, 1987; Kamfer, 1989; etc.).

Such negative expectations impede the development process by impacting on the levels of self-confidence as well as the opportunities afforded certain groups. The latter effect occurs when White managers assume that Black advancement efforts are unrealistic and impractical in view of the perceived attributes and capabilities of Blacks (Icely and Human, 1987; Day, 1991).

These and similar assumptions allow White managers to rationalize and justify their lack of commitment to Black advancement strategies. This must surely impact on Black people's performance and also their probability of succeeding in business.

In a similar vein, Sebesho (1986, p. 22) proposes that, for Blacks to succeed in a White corporate world, they have had to:

- learn skills that are different from those learned by Whites;
- demonstrate their skills in other work experiences before being considered for positions for which "untested" Whites are considered;
- repeatedly demonstrate their competence under close scrutiny before achieving acceptance as a team leader.

According to Sebesho (1986, p. 23), these factors result in Blacks experiencing greater performance pressures and stresses than Whites and hence, they "have extreme difficulty in remaining motivated and committed to organisational goals." On this basis, he argues that most of the problems related to lack of advancement of Blacks are structural rather than indicative of Black inherent capability.

In keeping with this viewpoint, Umlaw (1992, p. 17) says of Black graduates entering organisations: "They are not warned that failure to succeed in the organisation is likely to reinforce a stereotype of the Black person as being inefficient and shy of accepting responsibility and accountability. Or,

if they succeed, that their success might be scrutinised for loopholes."

Management attitudes and their impact on subordinate expectations and performance are particularly significant to the current research and will be explored more thoroughly in the latter half of this chapter.

2.2 OBSTACLES TO THE ADVANCEMENT OF WOMEN IN BUSINESS

2.2.1 Occupational profile of women in South African organisations

Although women constitute over half the world's population, there is an extreme negative imbalance in terms of women holding managerial positions (Erwee, 1992). South Africa follows this world-wide trend, as can be seen from the employment rates of women.

The employment rate of South African women had increased from 23 percent in 1960 to 36,3 percent in 1985. Although the increase is significant, the numbers are still far from ideal. Participation rates vary across racial groups and are currently 35 percent for Black women, 41 percent for Coloured women, 28 percent for Asian women and 36 percent for White women (Central Statistical Services, 1988, in Erwee 1992).

There is also a great deal of occupational differentiation in respect of gender currently in South Africa. Specifically, in 1980, 55 percent of all working women could be grouped into four traditionally female occupations: nursing, teaching, clerical and sales occupations. Fortunately, this differentiation is becoming less significant as the proportion of women in certain fields has increased. Between 1980 and 1985 proportionate increases in women were evident in the following fields: sciences 15,9 percent to 19,4 percent; medical doctors 8,8 percent to 14,5 percent; paramedical careers 47,2 percent to 62 percent; legal careers 8,29 percent to 11,5 percent; other professions 23 percent to 25 percent (Central Statistical Services, 1988, in Erwee, 1992).

Recent statistics indicate that women constitute 17,4 percent of all managerial, executive, and administrative posts. The constitution per race group is that White women constitute 17,4 percent of White managers, Coloured women 27,7 percent of Coloured managers, Asian women 10,5 percent of Asian managers, and Black women 16,5 percent of Black managers (Central Statistical Services, 1988, in Erwee 1992). An important point Erwee makes is that the administrative component takes up a large portion of this category and creates the illusion that South Africa has many female managers.

In commenting on the upward mobility of Black women Prekel (1989), observes that Black women are upwardly mobile in certain professional and white-collar occupations, namely lecturing, psychology, sociology, personnel, public relations, market research, medical auxiliaries, library science and management.

Erwee (1988) points out that women tend to choose traditional fields of study, as illustrated by the percentage of female students in specific faculties at a large university: 66,5 percent of the education faculty students and 65 percent of the arts faculty students are females whereas they constitute only 21,8 percent of business administration and 27,6 percent of commerce students. However, women's career choices are gradually changing as non-traditional fields of study are being chosen and more women are opting for higher educational levels.

The shift in career choice observed by Erwee tends to indicate that education levels and vocational choices are only a partial explanation for the low level of females in certain occupations and the clustering of female managers in traditionally female managerial categories such as personnel (Erwee, 1992).

2.2.2 Obstacles to their upward mobility

The obstacles to female upward mobility are numerous and complex. They are not only

structural (legal, educational, cultural); they are also psychological (Erwee, 1992; van Rooyen, 1989; Prekel, 1989).

Erwee (1992) considers particular organisational variables which offset the advancement of women in South African organisations. Four main categories discussed are: organisational structure, organisational processes, group structure, and also, group processes. These will be reviewed briefly.

Barriers in terms of organisational structures encompass personnel policies and existent power hierarchies within organisations.

According to Pillay (1986, p. 5) "the occupational differences between men and women may, to some extent, reflect employer decisions to exclude women from certain entry level positions and their associated promotion ladders or to promote women more slowly than men."

Erwee (1992, p. 10) supports this by stating that "an employer's belief regarding the capability of a female applicant may affect the type of jobs offered to her and future promotional opportunities" Surveys conducted in 1982 and 1984 by Erwee (Erwee, 1992) indicate that the training and promotional opportunities for women are inferior to those for men in South African organisations.

A more recent career development survey of 58 organisations found that only 34 percent of these companies offer supervisory training for women and only 23 percent have career management training for them. Furthermore, although 66 percent of the companies surveyed offer Black advancement training, the main beneficiaries are Black men (Erwee, 1992).

In discussing the organisational structures which hinder female advancement Erwee (1992) also refers to the reward structure and, specifically, gender and wage differences which exist. Pay differentials are, however, not only a function of organisational policies but are also influenced by the external environment.

The second category of impediments to female advancement relates to organisational processes, namely, the processes of recruitment, selection and placement. One simply has to do an analysis of job advertisements to identify discriminatory job opportunities and salary levels (Erwee, 1992).

A third category of impediments to the occupational mobility of women relates to the group structures within organisations that exclude women directly or indirectly.

The exclusion of women, as evidenced by Datnow and Birch (1988 in Erwee 1992) in the legal and advertising professions, is one of the most

significant impediments to female career mobility. Erwee explains this exclusion as evidence of the social closure phenomenon and the marginality experienced by women.

Prekel (1989) does not deny that marginality exists but in her analysis of the progress of Black women she argues that they have various strengths which help them cope with marginality. Amongst these are the social support they receive and their ability to be enterprising and hard-working, features often developed through having to be bread-winners or to rearing families as single parents. According to Prekel (1989, p. 13), it is socially acceptable for Black women to work as long as they are appreciative of support received and "don't make men feel threatened."

Prekel (1989) does, however, contend that Black women have unique cultural problems within organisations. Whilst acknowledging that Black cultures have undergone rapid change with urbanisation and westernisation, Prekel (1989), suggests some aspects of traditional Black culture may pose specific problems for Black women. The following aspects are considered to be particular problems for them:

- Their traditional status as inferior to men, regardless of age, education or marital status. This 'minor' status affects their self-esteem.

- The Lobola system which may make a Black woman 'unaffordable' in terms of the 'bride price' asked by her parents.
- Some Black men's traditional views on women resulting in a refusal to accept instructions from Black women.

According to Prekel (1989), these cultural factors, reinforced by personal experiences of prejudice, could undermine Black women's self-confidence and self-esteem. Hence, it appears that beyond the pressures to conform to professional standards and the dominant organisational culture, Black business women also have to manage expectations and roles in relation to the Black community.

The fourth category of impediments to female occupational mobility which Erwee (1992) outlines concerns group processes, particularly the way people within organisations relate to women.

A study by Human and Allie (1989) which explored male managers' perceptions of females revealed that at least one third of the respondents attributed the lack of women's career advancement to their internal dispositions and did not recognize the potential impact of situational factors. One or more of the following beliefs were held by these respondents: women are less objective,

less ambitious, less capable of contributing, less self-confident, and/or less capable of learning mathematical and mechanical skills, than their male counterparts.

According to Erwee (1992), perceptions influence the way that people relate to each other. It was evidenced in the observation by Human and Allie, in the above-mentioned study that only one third of respondents felt that top management in their companies was committed to developing and advancing women and only twelve percent of respondents believed in affirmative action for women.

The psychological impact of negative stereotypes and discriminatory practices towards women is such that self-fulfilling prophecies can be created. Erwee, (1992) postulates that failures of minority members at the workplace are often due to an internalised low self-concept which leads to under-performance. This under-performance confirms the stereotypes held by the majority group - in this case, males.

2.2.3 Conclusion

Having considered obstacles to the advancement of Blacks as well as those which impede the upward mobility of women the remainder of this chapter will focus only on one obstacle, namely, attitudes as this is central to the research.

2.3 THEORETICAL PERSPECTIVES - IMPACT OF ATTITUDES ON PERFORMANCE

2.3.1 Introduction

The negative attitudes and expectations held by White managers towards Blacks in business and the possible 'internalisation of inferiority' by Blacks cannot be ignored when one attempts to understand the low success rate of Black upward mobility in South African organisations. Before reviewing the research undertaken with respect to attitudes the researcher will provide an overview of three theoretical concepts which are central to this study. These are the Self-Efficacy Concept, Expectancy Theory and the Pygmalion Effect. All three attempt to explain performance in terms of expectancies. In addition, all three are concerned with the formation of self-belief and its impact on work performance.

2.3.2 The self-efficacy concept

Self-efficacy, a key element in Bandura's social learning theory, "refers to one's belief in one's ability to perform a task" (Gist, 1987, p. 472).

Gist elaborates on the three dimensions of self-efficacy as follows:

- 1) magnitude - the level of task difficulty a person believes he or she can attain.

- ii) strength - the strength of the individual's conviction regarding magnitude.
- iii) generality - the degree to which the expectation is generalised across situations.

2.3.2.1 Impact of self-efficacy on performance

Self-efficacy affects one's choice of activities, effort expenditure, persistence, expressed interest and ultimately, skill acquisition.

Gist (1987, p. 474) states that,

"Those (people) with moderate to high self-efficacy tend to engage more frequently in task-related activities and persist longer in coping efforts; this leads to more mastery experiences, which in turn enhance self-efficacy. Those with low self-efficacy tend to engage in fewer coping efforts; they give up more easily under adversity and evidence less mastery, which in turn reinforces their low self-efficacy. Those who persist tend to gain the corrective experiences which enhance self-efficacy; those who cease prematurely tend to retain persistent low self-efficacy".

Bandura & Schunk (1981), as cited by Gist (1987, p.475) relate self-efficacy to the concept of intrinsic interest, suggesting that "a sense of personal efficacy in mastering challenges is apt to generate greater interest in the activity than is self-perceived inefficacy".

The same idea is presented by Howard and Hammond (1985) in reference to mastering tasks. According to them, people avoid tasks which induce self-doubt and engage in those tasks which enhance self-confidence.

2.3.2.2 Development of self-efficacy

According to Gist (1987, p. 472), "Individuals appear to weigh, integrate, and evaluate information about their capabilities; they then regulate their choices and efforts accordingly."

Self-efficacy arises from the gradual acquisition of skills through experience. Four information cues, identified by Bandura which influence self-efficacy are:

i) Enactive mastery:

This refers to repeated performance accomplishments which build the skills, abilities, and exposure needed for task performance.

Enactive mastery is considered to be the most powerful enhancer of self-efficacy. However, fear or incapacity may cause an individual to avoid task engagement. Furthermore, while positive mastery experiences enhance self-efficacy, negative experiences (failures) tend to decrease self-efficacy.

ii) Vicarious experience (modelling):

Modelling, that is, observing 'similar others' perform successfully, is also a significant source of self-efficacy information.

Gist (1987) notes that the following factors increase the effectiveness of modelling:

- the model's personal similarity to the subject;

- clear consequences of modelled behaviour; and
- when, rather than initially exhibiting performance with ease, the model succeeds after overcoming difficulties.

It has also been found that negative modelling (modelling ineffective performance) can reduce self-efficacy (Gist, 1987).

iii) Verbal persuasion:

This source of efficacy information refers to verbally convincing a person of his or her capability of task performance.

Affirmations and other forms of social persuasion strengthen personal efficacy expectations and encourage people to "mobilize greater sustained effort", according to Conger and Kanungo (1988).

Verbal persuasion is considered a less powerful efficacy source than enactive mastery or modelling but it is believed to be effective in some situations.

iv) Emotional (physiological) arousal:

This refers to an individual's perceptions of his or her physiological state whilst performing a task, which the individual uses to assess performance capability.

According to Gist (1987), emotional arousal states resulting from stress, anxiety or depression, can lower self-efficacy expectations.

An individual is more likely to feel competent when aversive arousal is reduced, for example, when the individual feels trusted and supported (Conger and Kanungo, 1988). Emotional arousal is considered to be the least effective efficacy source.

2.3.2.3 Organisational impact on efficacy

According to Conger and Kanungo (1988), self-efficacy beliefs can be lowered through various contextual factors in organisations.

Bureaucratic environments and authoritarian management styles foster dependency and the denial of

self-expression. Restricting access to resources and information also lower self-efficacy expectations.

Kanter (1983, p.186) notes that "(people) ... whose formal role gives them the right to command but who lack informal political influence, access to resources, outside status, sponsorship, or mobility prospects, are rendered powerless in organisations ... They lack control over their own fate and are dependant on others above them."

This closely resembles the experience of Black managers and supervisors in many South African business environments.

Thus, stripping people of control and discretion can reduce self-efficacy. By the same token providing people with realistic opportunities to exercise autonomy and discretion allows them to test their efficacy and experience mastery.

2.3.2.4 Relevance of self-efficacy to this study

Self-efficacy is measured as it relates to specific tasks and little research has been done on how efficacy

perceptions could be generalised, according to Gist (1987).

Bandura (1982, in Gist, 1987) has suggested that self-efficacy theory can be extended to groups, even nations, but that an assessment instrument for group efficacy is lacking. One approach Gist, (1987) suggests may be to have individuals rate their own perceptions of the group's efficacy and then to average the responses. This is, to a certain extent, what the researcher has done in the present study in exploring attitudes to the capabilities of Blacks in business. The questions are not, however, task specific, and relate to general business skills as well as managerial abilities.

2.3.3 Expectancy Theory

2.3.3.1 Main tenets of Expectancy Theory

This study is concerned with attitudes to 'own' (Black) capabilities, with the premise that attitudes impact on behaviour and ultimately, performance. It is thus deemed appropriate to consider Expectancy Theory.

According to Expectancy Theory (Lawler and Porter, 1967) motivation and effort are influenced by two variables: (i) an effort-reward probability and (ii) reward valence.

i) Effort-reward probability refers to the individual's subjective expectation that a certain amount of effort will result in a given reward or valued outcome. Two subsidiary expectations of effort-reward probability are: that effort will result in performance, and that performance will result in the reward (Lawler, 1969).

ii) Reward valence, the second variable described by Lawler and Porter's theory of motivation (1967) refers to the individual's perception of value of the reward or outcome.

In view of this, for both motivation and effort to occur, three elements must be present:

i) Self-confidence
(effort-performance probability)
or what Vroom refers to as
EXPECTANCY (Lawler, 1969): a
belief that one is able to

perform at a desired level and a belief that one is in control of one's life.

- ii) Trust (performance-reward probability), or what Vroom terms INSTRUMENTALITY (Lawler, 1969): a belief that behaviour will lead to specific rewards/outcomes.
- iii) Reward value (valence): a belief that the rewards/outcomes will have a positive value for the individual.

These expectancies are subjective, based on what the individual perceives as probable and not based upon actualities (Lawler and Porter, 1967; Barling, 1983).

2.3.3.2 Impact of self-expectancies on performance

If an individual believes he lacks the ability to perform a job or that situational obstacles will prevent performance he is unlikely to expend effort in trying to perform. The implications of low self-confidence are discussed by Howard and Hammond (1985) in their study of the poor intellectual performance of Black Americans who engage in 'avoidance

behaviour' rather than 'competing behaviour' in the intellectual arena.

Another implication arising from the theoretical model is that if an individual believes that, regardless of performance, he will not achieve the valued or desired reward, he is unlikely to exert the required effort. This attitude reflects low trust in the performance-reward link. Perceived barriers to rewards in the workplace might include race, gender, seniority and age. For example, a female perceiving sexual discrimination may not try as hard as her male counterpart to strive for a promotion should she view the possibility of her being selected for the position as highly unlikely.

Likewise, if the reward is considered unattractive, the individual is unlikely to expend effort in striving to achieve it. For example, a Black employee perceiving a potential promotion to management as a 'window-dressing' farce in that the job involves no genuine authority and responsibility, is unlikely to strive for it.

Lawler (1969) draws a distinction between externally and internally mediated rewards. The former are usually material and satisfy 'lower order needs' (Maslow, 1943). The latter are intrinsic to the individual and satisfy what Maslow (1943) calls 'higher order needs', such as the need for selfactualisation and self-worth. Internally mediated rewards stem directly from performance and thus form a direct connection with the performance, hence their powerful motivational content.

The value of intrinsic rewards, that is feelings of accomplishment, self-worth and self-esteem, can be observed in a number of ways. Firstly, belief in one's own ability is a critical antecedent to a positive effort-performance probability. Secondly, the direct connection between performance and reward results in a high performance-reward probability. Thirdly, these so-called 'higher-order needs' have high value for the individual (Lawler, 1969).

2.3.3.3 Other factors affecting performance

According to Lawler and Porter (1967), effort alone does not determine performance. The writers identify two

major variables which combine with effort to determine performance, namely, abilities and role perceptions.

Whereas they maintain that abilities (including personality traits) are relatively independent of the environment, they propose that role perceptions (what the individual believes he should do to perform his job successfully) are defined by situational variables.

The degree of accuracy of an individual's role perception depends on the degree to which it corresponds with the views of those who will be evaluating his work performance (Lawler and Porter, 1967). In other words, an individual with a 'good' role perception will expend energy on activities which will result in high performance.

Schlemmer (1986), in attempting to partially explain the low success rate of Black line-management appointments, suggests that racial segregation has socially distanced Black employees and managers from White managers and this process has prevented them from acquiring elusive managerial skills.

Schlemmer (1986, p. 100) states that "They (managerial skills) are acquired and absorbed in a subtle process of observation and communication in a work place setting." Hence, the development of role perception on the part of Black employees may be hindered by restricted interaction between themselves and White managers. This could significantly contribute to the low success experienced in Black upward mobility.

Expectancy Theory is important to this study as it has, as a central assumption, the idea that the ability-performance link is not direct and exclusive, and that other variables, namely attitudes, effort, and role perception are important determinants of performance.

2.3.3.4 The link between Self-efficacy and Expectancy Theory

According to Gist (1987), self-efficacy is sometimes confused with outcome expectations as outlined in expectancy theory. Bandura (1978, in Gist, 1987, P. 476) makes the following distinction: "An efficacy expectation is a judgement of one's ability to execute a certain behaviour pattern, whereas an outcome expectation is a judgement of the

likely consequences such behaviour will produce" (cited in Gist, p. 476). Bandura also points out that efficacy is affected by one's motivational state and coping abilities when under stress, whereas Expectancy Theory focuses on a belief that effort will lead to performance or a required outcome. However, as outlined above, Lawler and Porter (1967) do consider other variables, besides effort, to be determinants of performance.

Conger and Kanungo (1988) relate the process of empowering subordinates to the self-efficacy concept, as well as to Expectancy Theory as described by Lawler (1967).

As previously stated, Expectancy Theory contends that two types of expectations affect an individual's effort for a given task: (i) that their efforts will results in desired performance and (ii) that performance will produce desired outcomes. The former expectation was referred to by Bandura (1986, in Conger and Kanungo, 1988) as the self-efficacy expectation, and the latter, as the outcome expectation.

Conger and Kanungo (1988) maintain that empowerment increases self-efficacy expectations (sense of personal mastery and effectiveness) regardless of outcome expectations. Even under conditions of failure, an individual's self-efficacy beliefs can be reinforced by their manager's recognition of their performance.

2.3.4 The Pygmalion effect

Gist (1987, p. 477) defines the Pygmalion effect as "... enhanced learning or performance resulting from the positive expectations of others." The Pygmalion effect is essentially concerned with the impact of others' expectations on one's performance.

The powerful impact of expectancies has been frequently observed in organisations as well as in classroom environments.

One example is that described by Barbara Shimko (1990), of a project undertaken in Philadelphia, U.S.A., whereby welfare recipients were screened, trained and placed in jobs at co-operating restaurants.

In a study undertaken, researchers concluded that managers' expectations had a profound effect on job performance. According to Shimko (1990), workers whose managers viewed them positively had a much more positive attitude

themselves, enjoyed their work, and experienced high trust relationships with their managers. Workers initially perceived negatively by their managers had a correspondingly negative attitude and a low trust relationship with their managers. This influenced performance and the manager-subordinate work relationships.

Whereas 'good workers' were open about deadlines they could not achieve and thus helped their manager plan realistically, 'bad workers' agreed to unrealistic demands. They thus avoided immediate conflict, but when they subsequently failed to meet the objectives set, they reinforced their managers' negative perceptions.

The definition Gist (1987) accords the Pygmalion effect does not take into account the impact of negative expectancies on subordinate performance. For ethical reasons, most Pygmalion experimenters have refrained from deliberately inducing low expectations. However, the effects of negative Pygmalion have been explored.

Rosenthal and Jacobson (1968) as cited in Eden (1984), looked at the debilitating effects of low teacher expectations on minority children's scholastic performance. Numerous other studies have pursued this theme, particularly in the classroom environment.

One notable field experiment powerfully demonstrated the effect of manager expectancy on subordinate performance, that conducted by Eden and Shani in 1979 (Eden, 1984, p.65). The study involved trainees attending a command course of the Israel Defence Force. The results revealed conclusively that trainees whose instructors had been informed that they had high 'command potential' performed significantly better on the course and reported greater satisfaction on the course than those whose instructors had been told that they had low 'command potential'.

Howard and Hammond (1985) look at a societal example of negative Pygmalion when they describe the poor intellectual performance of Black Americans. They attribute the performance gap between Black Americans and other race groups to a psychological phenomenon whereby the image of Black intellectual inferiority has been internalised over the years. They term this phenomenon internalisation of inferiority.

For Black Americans, 'scientific evidence' as well as the public debates over Black intellectual ability and the I.Q.-race link, together with poor performance statistics which are constantly highlighted, promote self-doubt. This affects future competitive behaviour and future results. The self-fulfilling prophecy, as described by Eden (1984), is powerfully illustrated in the above-mentioned study.

Human (1991, 1991a, 1991c) largely attributes the lack of success of Black management development to the expectations held by White managers. Human argues that if a manager has lower expectations of one subordinate than of others, then the person may be managed in such a way that the process becomes a self-fulfilling prophecy.

This was clearly evident in the study conducted by Eden and Shani in 1979 (Eden, 1984). The researchers interviewed both the 'low potential' and 'high potential' trainees at the conclusion of the course to ascertain how they had perceived their instructors' behaviour. What was revealed was that those trainees who had performed better gave more positive reports of their instructors' leadership behaviour. As Eden (1984), noted, these findings support the contention that supervisors or managers with high expectations of their subordinates are more supportive and task-oriented towards them. On this basis Eden (1984 p.66) concluded that "... leadership is a means by which superiors unwittingly produce better results among subordinates of whom they expect more."

According to Howard and Hammond (1985, p. 19) expectancies are conveyed via expectancy communications. They describe expectancy communications as "... expressions of belief - verbal and non-verbal - from one person to another about the kind of performance to be expected". There is a degree of overlap between this explanation and that of verbal persuasion as a source of self-efficacy.

Two prerequisites for 'expectancy communication' to work, according to Howard and Hammond (1985) are:

- i) that they come from a source considered reliable;
- ii) that they predict an outcome consistent with previous experience.

The Pygmalion effect will be investigated to some extent in the current study through considering the evaluations of Black people towards themselves in view of existing attitudes of White people.

2.3.5 Impact of low self-belief on performance

The above-mentioned concepts have a common thread, in that they refer, directly or indirectly, to self-belief. In concluding this section, the impact of self-belief on performance will be discussed, as extracted from the theoretical framework.

Lawler and Porter (1967) point out that an important antecedent to a positive effort - performance probability is self-confidence, that is, a belief that one is able to perform a task or job.

Howard and Hammond (1985), in attempting to explain the pervasive performance problems experienced by Black Americans in the intellectual domain, largely attribute the performance gap to low self-confidence which results in avoidance behaviour. The writers point out that despite the dismantling of legal segregation, the emergence of the civil rights movements, and the gains in education, political leverage and economic status, Black Americans face deteriorating conditions in contrast to other groups.

Chilling realities mentioned include Black poverty that is triple that of Whites, infant mortality and unemployment rates that are double, more than fifty percent of Black children are born out of wedlock and more than forty percent of federal and state prisoners are Black. Furthermore, the writers provide a sampling of statistics on Black academic and professional performance which indicate a marked difference between the performance of Blacks and other groups (Howard and Hammond, 1985).

Howard and Hammond (1985) reject the notion that the performance gap between American Blacks and other groups has anything to do with Black intellectual ability, arguing that to equate performance with ability is tantamount to inferring that Blacks are intellectually inferior.

According to them, the poor intellectual performance of Black Americans has resulted from their avoidance of intellectual engagement. This avoidance stems from self-doubt rooted in the strong negative stereotypes about Black intellectual capabilities, which are, in themselves, legacies of American racism.

Thomas and Velchase (1990) observe that low self-efficacy, that is, a belief in task-incompetence, leads people to avoid situations that require the relevant skills. This avoidance behaviour, in turn, tends to prevent an individual from confronting fears, building competencies and improving perceived competence.

Gist (1987, p. 472) states that "... self-efficacy (one's belief in one's capability to perform a task) affects effort, persistence, expressed interest, and the level of goal difficulty selected for performance."

Self-expectancies impact on our behaviour as well as our cognitions. This notion is common to Expectancy Theory, Self-Efficacy, and the Pygmalion effect. In terms of behaviour, expectancies affect an individual's intensity of effort, level of concentration, and willingness to take reasonable risks. Howard and Hammond (1987) point out that taking reasonable risks and accepting exposure are central to the development of skills and self-confidence. Self-doubt leads to task-avoidance and ultimately, poor performance.

However, the impact of expectancies is not only seen in relation to behaviour. An individual's cognitions, the way he views his behaviour and makes sense of his experience, is also affected by expectancies. Expectancies affect the way people explain their performance outcomes. In addition, the causes to which performance is attributed impact on subsequent performance.

According to Howard and Hammond (1985), when an individual encounters unexpected failure, that is, he was confident of doing well, he tends to attribute the failure to inadequate effort. However, when he encounters expected failure, his self-doubts are merely reinforced and he tends to attribute the failure to lack of ability. These causal explanations impact on future performance significantly.

The individual who attributes failure to lack of effort will try harder, will persevere, and more often than not, succeed. The individual who attributes failure to his own lack of ability, will not easily invest greater effort.

Howard and Hammond (1985, p. 21), state: "This combined effect on behaviour and cognition is what makes expectancy so powerful. The negative expectancy first tends to generate failure through its impact on behaviour, and then induces the individual to blame the failure on lack of ability, rather than the actual (and correctable) problem of inadequate effort. This misattribution in turn becomes the basis for a new negative expectancy."

2.3.6 Implications of negative expectancy for Black management development in South Africa

Negative expectancies of Black people by Whites in South African organisations are well-documented in various studies including Day (1991), Human and Allie (1988), Human and Hofmeyer (1987), and Brook (1990).

According to Howard and Hammond (1985) expectancies directed at an entire category of people result in performance consistent with those expectations for members of that group.

Human (1991, p. 6) sums up the problem of negative expectancies in South African organisation as follows:

"The problem of negative attitudes towards the capabilities of Blacks is profound. If we believe that an individual has to be 'able', 'willing' and 'allowed' to develop and grow, the attitudes of White management towards Blacks will impact significantly, not only on performance, but also on self-confidence. The feelings of inferiority engendered by racism (in its more subtle form, stereotyping or negative expectations) can lead to an internalised negative expectancy which, in turn, can lead to demotivation, a reluctance to try hard, a withdrawal from competitive situations, a feeling that 'I haven't got what it takes', thus reinforcing the negative expectations of White management."

If Black South Africans doubt their ability to perform effectively in business, they may not expend energy in the business sphere and, hence, will not develop and hone their business skills.

In South Africa, historic political changes have taken place over the past two years. There are those that believe that Black management development will improve dramatically as a response to these changes. However, there are potential lessons that we can draw from the American experience, vis-a-vis, the psychological barriers that must be identified and eradicated. Negative expectancies must be counteracted, and positive expectancies nurtured.

2.4 ATTITUDES TOWARDS BLACKS IN BUSINESS

2.4.1 Attitudes and Behaviour

Before exploring attitudes towards Black people it is necessary to define and understand 'attitude' as a concept.

Allport (1967, p. 9) defines an attitude as "... a mental and neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

According to Fishbein (1967, p. 394), "Attitudes can be viewed as functions of beliefs, which are, in turn assumptions about the nature of objects." Fishbein (1967) proposes that it is cognitively inconsistent to believe one way and behave in a contradictory way. In other words, beliefs, attitudes and behaviour all tend towards harmony rather than dissonance. Thus attitudes do not only influence how one feels about something, but influence how one acts towards it.

Bertels (1956) in summarising the literature on attitudes, suggests that attitudes have three major features. Firstly, an attitude develops through experience with an object. Secondly, attitudes predispose one to act in a predictable manner with respect to an object. Thirdly, attitudes consist of positive or negative evaluations.

Attitudes are acquired and shaped by the environment and significant people in the individual's life, and are continuously reinforced by selective perception and retention of confirming evidence along with dismissal of contrary evidence.

It is useful to consider the relationship of attitudes to paradigms as it is the latter term to which Human and Human (1989) refer when they consider management development problems in South African organisations.

Paradigms, according to Human and Human (1989, p. 16), are best understood as "world views or action frameworks which are coherent, internally logical and structured." It is these underlying values and assumptions constituting our paradigms, which our attitudes are related to and are based on.

According to Kuhn (1970), as Human and Human (1989) recall, paradigms are accepted by their users as valid and their content is rarely questioned. The assumptions underlying paradigms are taken for granted and afford their users an explanation of 'the way things are' and 'the way things should be' (Human and Human, 1989, p.16). In this way, paradigms can insulate a group of people from a problem. An example cited (Human and Human, 1989) is the antipathy by White South African managers to developing Blacks which seemingly stems from a belief that Blacks are inherently inferior.

Hence, paradigms and attitudes are closely interwoven and, together, they influence behaviour. The current study considers and measures attitudes, but the role of paradigms in attitude formation should not be forgotten or ignored.

2.4.2 The attitudes of Whites towards Blacks

White attitudinal resistance has been pinpointed as posing a serious impediment to the upward mobility of Black people in South African organisations by Brook, (1990), Day (1991) and Human (1991), Hofmeyr (1989) inter alia.

Sebesho's (1986, p. 21) statement sums up the findings of several studies on the subject:

"The problems of Black Advancement have nothing to do with the innate abilities of Blacks but, mainly, the attitudes of Whites as moulded by the broader socio-political factors in the broader community."

Numerous studies support this viewpoint and point to, not only a strong resistance to Black Advancement, but, furthermore, a belief that Blacks are inherently less capable than Whites.

In 1972, Schlemmer and Boulanger (in Franks, 1987, p. 30) found that 43 percent of the companies in their sample reported White employee resistance as a factor which discouraged Black advancement. The second factor, in rank order, which was found to impede Black advancement was that Blacks were not considered to be capable of mobility.

Human and Hofmeyr (1987) found in a study of 306 business people, of which 95 percent were White males, that more than half of the respondents felt that Blacks do not have the objectivity to evaluate business situations properly. Just less than half of the respondents felt that Blacks are too emotional in business situations and that challenging work is less important to Black people than it is to Whites. Respondents also doubted whether Blacks are able to contribute as much as Whites to the goals of an

organisation. The study concluded that whilst respondents felt positive about equal opportunity and non discrimination, many expressed the belief that Blacks are inherently inferior to Whites.

In the same year, a study was done which investigated resistance-to-change dynamics, and, more specifically, White resistance to Black advancement (Franks, 1987). Indepth interviews were conducted with 196 employees in 24 retail stores. The study revealed blatant negative stereotyping of Blacks by Whites as lazy, slow, lacking initiative, etcetera.

Brook (1990) extended the work on racial attitudes in the public administration domain, using the same questionnaire that Human and Hofmeyr used in 1987. His findings were based on the attitudes of 119 respondents, all being White civil servants drawn from four municipalities. The study revealed that attitudes towards both Black and Coloured advancement were, on the whole, less tolerant than attitudes towards Black advancement reported by Human and Hofmeyr (1987). In attempting to explain the increase in negative attitudes Brook (1990 p. 77) states:

"It is possible that with the dismantling of apartheid structures, coupled with a move towards a new constitutional dispensation, attitudes will progressively become more positive as a result of increased exposure to Blacks in both social and occupational arenas.

However, in the short term, White civil servants' fears regarding job security are likely to increase, intensifying White attitudinal resistance."

A recent study by Day (1991) investigates the attitudes of White male Masters of Business Administration (MBA) students to the advancement of Blacks and women. The questionnaire used by Human and Hofmeyer (1987) as well as Brook (1990) was again utilized.

The study showed that discriminatory attitudes prevail amongst those who, according to Day, could be considered representative of White middle managers in South African organisations. Negative attitudes towards women tended to be more pronounced in relation to the organisation's ideal role in their development than with respect to their perceived abilities. In contrast, the negative attitudes towards Blacks were concerned primarily with their inherent abilities, namely: objectivity, self-confidence, competitiveness, ability to contribute to organisational goals, ability to acquire mathematical skills, and capacity to enjoy challenging work. Furthermore, Blacks were perceived as less assertive and objective than women, and less able to contribute to organisational goals.

Day (1991, p. 51) relates his findings to the social closure phenomenon, stating that "... it would appear that the White male economic elite are concerned, perhaps unconsciously, with maintaining their privileged position."

2.4.3 Demographic variables which impact on attitudes

Studies by Human and Pringle (1986), and Human and Icely (1987) attempted to ascertain whether White attitudes to Black upward mobility are, to any extent, a function of demographic variables.

The initial study by Human and Pringle (1986) which involved administering a questionnaire to forty White male workers revealed that attitudinal differences existed according to educational level and, more specifically, the higher the level of education, the lower the level of prejudice expressed.

The study by Human and Icely (1987) utilized a similar attitudinal questionnaire. This was administered to 138 White employees in two organisations. The researchers found that attitudes varied in accordance with the following demographic pattern:

- men expressed more liberal views than women;
- English-speaking respondents were more liberal than Afrikaners;
- administrators expressed more liberal views than production personnel.

They explained these trends in terms of the social closure phenomenon whereby the dominant group seeks to protect its interests by denying access to the elite group.

For the above-mentioned study Human and Icely concluded, on the basis of demographic trends, that groups most resistant to Black mobility would be those who felt most threatened by the notion of blacks having access to the limited resources available. That is Whites with lower organisational status or education were more resistant to competing with Blacks.

Similar findings with regards to demographic trends were reported by Human and Hofmeyr (1987). The researchers analysed the significance of four demographic variables, namely, language, management level, age, and company ownership (U.S.A.-owned or South African-owned). Age and company ownership did not explain attitude variance and no significant demographic trends were found in relation to the issue of affirmative action. Demographic trends did emerge however, with respect to language and management level. Management level and language best explained the variance in attitudes towards the inherent capabilities of Black people. Specifically, English-speaking senior management respondents were more positive towards Blacks in organisations than Afrikaners in middle-management.

A later study aiming to extend the knowledge base regarding the relationship between demographic variables and attitudes to Black advancement, confirmed the findings of previous research (Kamfer, 1989).

What emerged was that Afrikaners were less positive than English-speaking people; factory workers were less positive than office workers; employees with post-matriculation qualifications and employees in higher job grades were more positive. However, there was no difference in attitude related to age, sex or length of service.

This confirmed the trend reported by Human and Pringle (1986) and Human and Icely (1987), that liberality increases with educational level. The findings regarding the effect of language supports the results of both Human and Hofmeyr (1987) as well as Human and Icely (1987).

Day's (1991) more recent study of MBA students also identified demographic trends, specifically, that students at English-speaking universities tended to be more positive than those at Afrikaans-speaking universities. Age and organisational level did not indicate significant attitude differences in this particular study.

2.5 ATTITUDES TOWARDS WOMEN IN BUSINESS

Of particular interest to this study are the prevailing expectations regarding Black females' roles in the workplace and the attitudes towards their capabilities.

Differential societal expectations for males and females have been depicted by several writers. For example, it

has been suggested that women are expected to be compassionate, unaggressive and dependant on others. On the other hand, men are expected to have an orientation towards power and prestige, and to display initiative (Rosen and Jerdee, 1973).

What Rosen and Jerdee (1973) found, in their study of undergraduate students and banking supervisors was that these sex-role stereotypes - perceptions of what is appropriate behaviour for males and females - not only existed, but impacted on how the respondents evaluated the supervisory effectiveness of male and female supervisors. For example, a reward style was rated more effective for male supervisors than for female supervisors. Such firmly-entrenched sex-role stereotypes may impact on women's performance in the workplace by inhibiting the degree to which women are flexible in their managerial style (O'Leary, 1974; Rosen and Jerdee, 1973).

Rosen and Jerdee (1973) refer to several studies which have indicated that supervisory role expectations are applied equally to men and women but that women are judged as less likely to meet those expectations. For example, Gilmer (1961, in Rosen and Jerdee, 1973) found that over 65 percent of male managers believe that women would be inferior to men in supervisory jobs and that women have higher absenteeism, are more neurotic, and have more workrelated problems than men.

A recent study by Linda Brest (1991) points to the impact of socialization and stereotyping on women's self-perceptions. The study investigates the perceptions of managerial competencies amongst men and

women managers to establish whether gender disparities exist regarding perceptions of managerial competencies. The findings indicate that men and women do not differ in their perceptions of managerial competencies.

Brest (1991, p. 42) concludes that a significant reason for low utilization of women in management can be attributed to sex-role stereotyping and the effects of socialization. She states that "These (negative) perceptions are held by working women themselves, their superiors, peers and subordinates..." According to her, men and women often have the same low confidence in women and this belief then becomes a self-fulfilling prophecy.

Another study cited by Rosen and Jerdee (1973) which revealed a tendency for women to devalue the performance of women was that conducted by Goldberg in 1968. Goldberg (1968) found women to be prejudiced in the evaluation of the professional competence of other women.

Laubscher (1992), in defining self-concept, distinguishes between mastery-orientated people who direct attention towards the attainment of a solution and take responsibility for their position and, conversely, people with a helpless propensity who adapt an attitude of helplessness whilst attributing problems to factors beyond their control. The latter tend to have a low self-concept.

Questions were also raised regarding the self-confidence of females in the studies by Feather in 1969 and Deaux and Enswiller in 1973. Both studies revealed that

females tended to attribute success and failure externally, often to luck or chance. In contrast, both males and females attributed successful male performance to intelligence and skill (O'Leary, 1973).

O'Leary (1974) conducts a useful review of literature concerning the psychological barriers which may inhibit women's work performance. Factors she refers to which are relevant to the current study include attitudes towards women in management; attitudes towards female competence; and the "male" managerial model.

O'Leary (1974) contends that, to the extent that managerial decisions are made by men in positions of authority, an obvious barrier to career advancement for women lies in the attitudes of their promoters.

Therein lies an echo of what South African researchers have confirmed in recent years (see Day 1991; Brook, 1991; Human, 1991; Human and Icely, 1987; Human and Allie, 1988). Day (1991, p. 19) sums up the paradox when he states that "the success of management development of currently excluded groups depends on the group, who for the most part, still believe that they are more capable because they are White and male."

O'Leary's literature review (1973), although not recent, highlights male attitudes to females in business which concur with findings of several South African studies. Hence, some of these earlier studies will be referred to briefly.

A study of male executive attitudes conducted in 1965 by Bowman, Wortney and Greyser (in O'Leary, 1974) revealed

'mildly unfavourable' to 'unfavourable' attitudes toward female executives. One third of those sampled felt that women in managerial positions had a 'bad' effect on employee morale. Fifty one percent saw women as temperamentally unfit for management and eighty one percent did not believe men feel comfortable with a female boss.

O'Leary (1974) contends that women are evaluated according to a "male" managerial model. This, she suggests, affects their promotional opportunities. She quotes McGregor, who wrote in 1967:

"The model of the successful manager in our culture (American) is a masculine one. The good manager is aggressive, competitive, firm and just. He is not feminine, he is not soft and yielding or dependant or intuitive in the womanly sense. The very expression of emotion is widely viewed as a feminine weakness that would interfere with effective business processes." (in O'Leary, 1974, p. 811).

Furthermore O'Leary (1974) suggests that for a highly competent female to gain recognition for her achievements, these had to be demonstrably exceptional - evidencing abnormal drive and dedication.

Recently a survey was done by Human and Allie (1988) which looked at the attitudes of White English-speaking males to the advancement of women. The subjects were Master of Business Administration students or managers attending the executive programmes at the Graduate School of Business, University of Cape Town.

The findings revealed that White English-speaking males expressed certain reservations regarding the advancement of women in business. Although they respected the principles of equal opportunity and felt that women have the capability to acquire managerial skills, some questioned the ability of women to compete on equal terms with men. Some expressed reservations about the objectivity and aggressiveness of women. Some also felt that women are less capable than men of contribution to the organisation's goals. Some questioned the acceptability of women assuming leadership roles and some felt that challenging work is not as important to women as it is to men. A large percentage had doubts about the competitiveness, self-confidence and emotional control of women.

The findings detailed above seem to indicate that women are, in many instances, being automatically stereotyped as less able. The Black women's plight is unique - she has to contend with racism as well as sexism.

The current study will investigate whether negative attitudes towards women in the workplace have been internalised and whether Black women see themselves as inferior to Black men.

2.6 SUMMARY

In this chapter some of the major obstacles to the advancement of both Black people and women in business have been highlighted. That the progress of Blacks and women in organisations is not at all satisfactory, is clearly a reality. However, to place the blame solely at the door of these two groups would be naive and illfounded.

Numerous obstacles which Black encounter in the workplace have been discussed, in creating the context for this research. Particular attention has been given to four issues which may impact on the motivation and performance of Blacks, namely, the resistance of White employees to their (Black people's) upward mobility; their marginal status at the workplace; their exclusion from organisational opportunities (social closure); and the negative attitudes and expectations which White managers tend to have regarding their (Blacks) business capabilities. In view of these obstacles it is clear that the Black advancement problems in South African companies do not indicate that Black people have inferior business capabilities. Instead, they are manifestations of the psychological and structural processes Blacks encounter at the workplace.

With regards to the lack of career mobility of women, it is clear that historical, educational and vocational choices are not only to blame for the disproportionate number of female managers in organisations. As with Blacks, women are the victims of negative stereotyping and discriminatory practices. Black women, as the literature reveals, endure double-discrimination, namely racism and sexism. Furthermore, they may have to manage traditional Black culture expectations relating to their societal role. These factors may adversely affect their self-confidence and work performance.

Having considered the obstacles which women and Blacks face in business, the next section of this chapter dealt with three theoretical concepts which highlight the role of attitudes in determining self-confidence and performance. More specifically, Expectancy Theory and

Self-efficacy focus on the impact of an individual's (own) self-expectations on motivation levels and performance, whereas the Pygmalion effect considers the impact of others' expectations on an individual's performance. All three concepts describe a psychological process wherein there is a strong link between performance expectations and performance itself. This is relevant to the current research which seeks to explore the expectations and attitudes of black business people to their (Blacks') business capabilities.

Finally, as the theoretical framework clearly supports the view that others' expectations impact on an individual's own expectations and performance, it was deemed necessary to consider the attitudes towards Blacks and women, identified through previous research. The findings described indicated that both Blacks and women are often automatically stereotyped as less capable than White males. The current research will explore whether these negative perceptions have been internalised by Black men and women in organisations.

CHAPTER THREE
THE RESEARCH QUESTION

3.1 SIGNIFICANCE OF ATTITUDES

In South Africa, there has been a dearth of attitudinal research on the attitudes of White males to the advancement and capabilities of Blacks and women in business, and for good reason. It is White males who have, traditionally, by virtue of their high-power positions in the organisational hierarchy, made decisions pertaining to the development and advancement of Black people. As more and more Blacks aspire to, and join the management ranks, particularly in view of the dismantling of discriminatory legislation, it is their attitudes and expectations which need to be explored, both towards themselves and towards Black people generally.

The views of Black people to their own capabilities in business, according to Expectancy Theory and the self-efficacy concept, will significantly impact on their willingness to try hard and, ultimately, effect their occupational mobility.

Furthermore, as, increasingly, Blacks take on managerial roles, it is their attitudes and expectations with regard to 'other' Blacks that is important. As managers, they will be transmitting their expectations, both consciously and subconsciously to their subordinates. The consequences of negative subordinate expectancies have been examined in Chapter Two.

That the attitudes of Black people towards their business skills particularly, managerial skills, might be negative, is not an unrealistic possibility.

3.2 WHY BLACK PEOPLE'S ATTITUDES MAY BE NEGATIVE

One possible reason why Black people may hold negative attitudes regarding their (Black people's) capabilities stems from the years of racism, discrimination and oppression they have had to endure, not only at the workplace, but also in the broader society. The circumstances Blacks have had to face may not only have hindered their skills development, but, more significantly, their self-confidence and esteem.

Schlemmer (1986, p. 100) makes an observation which supports this notion. He states that:

"... the development of self-confidence requires among other things a clear sense of being accepted and valued by others. Black managers, being marginal in the business environment, do not receive the kind of feedback which provides reassurance. Their social marginality therefore makes it difficult for them to develop that sense of self-worth in the context of the organisation that is a precondition for proper motivation."

There is a degree of uncertainty with regards to the self-confidence of Black South Africans in business, particularly on the part of Whites, as numerous studies have indicated (see Day, 1991; Brook, 1990,

inter alia). Blacks too, have expressed doubts in this regard. In a study by Human and Hofmeyer (1985) during which a series of interviews were conducted with a cross-section of White and Black interviewers, a pertinent observation was made. Both Black and White interviewees perceived a lack of self-confidence amongst black managers. One interviewer related the 'Black' experience as follows:

"Blacks are constantly told they are incompetent and they begin to believe it; they have feelings of being incapable" (Human and Hofmeyr, 1985, p. 115).

A second possible reason that Blacks may manifest negative attitudes towards their own capabilities is closely linked to the notion of 'reduced self-confidence'. The term used in the literature (Human, 1991; Day, 1991; Howard and Hammond, 1985) is 'internalisation of inferiority'.

Human (1991), in attempting to explain why affirmative action programmes fail suggests that negative White attitudes to Black people's inherent capabilities may lead to an 'internalised negative expectancy'. These negative expectancies have serious ramifications in terms of the amount of effort exerted, risk level and exposure the individual chooses, which, in turn, affects task competence (Lawler, 1967; Howard and Hammond, 1985).

Howard and Hammond (1985, p.19) use a similar argument to explain the poor intellectual performance of Black Americans. They state that:

"...the need to avoid intellectual competition is a psychological reaction to an image of Black intellectual inferiority that has been projected by the larger society, and to a less than conscious process of internalization of that image by black people over the generations."

Human (1991c) contends that the internalisation of inferiority is not a 'Black phenomenon' but rather, a downward psychological process, reinforced or stimulated by low expectations and subsequent low performance which erode the individual's self-confidence and personal self-concept.

According to Horowitz (1985), self-esteem is largely a function of the esteem accorded to the groups of which one is a member. In discussing "self-stereotypes" on the part of backward ethnic groups (Horowitz 1985, p. 171) explains that members of groups that view themselves as less intelligent, less well educated and less worthwhile "... are also likely to view themselves as the major obstacle towards their own advancement."

This contention has major implications for Black management development if it is found that they have internalised negative stereotypes. For, as Howard and Hammond (1985, p. 17) suggest "... the progress of any group is affected not only by public policy and by the racial attitudes of society as a whole, but by that group's capacity to exploit its own strengths." Blacks need to welcome engagement in the business sphere rather than avoid or spurn it for them to allay self-doubts and erode negative White-held stereotypes.

There is a third factor which may erode the attitudes of Black business people towards themselves, that being the shortage of exemplary role models by way of successful Black businessmen and women. According to Wiseman Nkuhlu (Business Day Supplement 31/8/92, p. 30), president of the Black Management Forum, a critical impetus to Black management development is the development of meaningful role models. Positive role models defy the negative stereotypes which are so damaging to self-confidence.

In light of the stark realities confronting Black people in business, not least of which are White prejudice, negative expectancies, marginality and the lack of Black role models, it is possible that their attitudes towards themselves may reflect insecurities and self-doubt. Furthermore, as explained previously, the impact of attitudes are far-reaching and, in this instance, can enhance or severely hinder Black upward mobility in organisations. For these reasons, this research concerns itself with the attitudes of Black people in business.

Furthermore, as the psychological barriers experienced by Blacks are not dissimilar to those experienced by women of all races, and as the successful incorporation of women in organisations is, at least, an economic necessity, it is deemed worthwhile to separately consider attitudes and expectancies regarding Black women in business. Black women endure 'double-discrimination' - both racial and sexual - and also have other unique obstacles to contend with in the business arena. It is possible that their position in society may have had some

effect on their own attitudes and expectancies regarding Black women's role and capabilities in business, as well as on the perceptions held by Black men.

3.3 RESEARCH QUESTIONS

Hence, the purpose of this research is to identify the attitudes of Black businessmen and women to the capabilities of Blacks in business.

The sub-problems to be addressed are:

- i) The distinctive attitudes of Black South African business people towards the capabilities of Blacks in business.
- ii) Whether demographic variables will indicate distinctive attitudes towards the capabilities of Blacks in business.
- iii) Whether gender characteristics of respondents will indicate distinctive attitudes towards Black males and females.
- iv) Whether the attitudes of Black South African business people will be distinctly different towards Black males and females.

CHAPTER FOUR
RESEARCH METHODOLOGY

4.1 INTRODUCTION

In this chapter the population for the purposes of this study is defined. Thereafter, the data gathering process and techniques used to analyse the data are described together with the specific rationale for using them.

4.2 DESCRIPTION OF SURVEY POPULATION

The population for the purposes of this study is Black members of the Black Management Forum. It is likely that their views can be considered representative of Black people in South African business organisations. It was decided not to restrict the questionnaire to Blacks occupying managerial positions so that demographic trends could be investigated. The survey was however restricted to Blacks, in the narrowest sense, that is, did not include Coloureds and Indians.

4.3 DATA GATHERING

4.3.1 Questionnaire selection

The attitudes of Black business people to the capabilities of Black males and females in business were investigated by way of a questionnaire. This questionnaire was an adapted version of that used by Terborg (Terborg, J.R; Peters, L.H.; Ilgen, D.R. and Smith, F., 1977) in a study of attitudes towards women

in business. This questionnaire was also used by Human and Hofmeyr (1987), Human and Allie (1988), Brook (1990), and Day (1991) in previous research.

As the questionnaire was initially designed to gauge attitudes towards women, all questions were modified for the purposes of this research. Three open-ended questions were included to ascertain how respondents attributed cause for both the success and failure of Black upward mobility.

The questionnaire was then tested on ten Black businessmen and women known to the researcher. Where confusion existed as to the wording of questions, these were amended to remove ambiguity.

The questionnaire consisted of forty eight questions. The first thirty three were attitudinal questions. These took the form of statements to which the respondents could reply by selecting one option on a five point Likert scale, ranging from 'strongly agree' through 'agree', 'uncertain', 'disagree', to 'strongly disagree'. The next three questions asked respondents to complete open-ended statements pertaining to the success/lack of success in Black upward mobility. The remaining questions sought personal details of respondents, including age category, educational level, organisational status, gender and home language.

The questionnaire appears as Appendix 1.

4.3.2 Questionnaire administration

Having obtained permission from Mr. Lot Ndlovu, Executive Director of the Black Management Forum (B.M.F.) to mail questionnaires to B.M.F. members, the researcher made telephonic contact with each regional chairman, most of whom co-operated by supplying the researcher with a regional address list of individual members. A total of 760 questionnaires were posted to addresses thus obtained. The address lists were not totally accurate or up-to-date, at the own admission of several of the regional chairmen. All questionnaires were posted together with a stamped envelope which had been pre-addressed for return to the researcher. An initial low response rate from female respondents prompted the researcher to follow-up telephonically with those for whom contact telephone numbers were supplied. During this process it was discovered that several respondents' records were in fact out-dated.

4.4 PROCESS OF ANALYSIS

4.4.1 Statistical analysis

The completed questionnaires, once received, were coded and captured using DBase IV. Further analysis was undertaken using Number Cruncher Statistical System. The three open-ended questions were analysed qualitatively.

The Likert scale used for the thirty three attitudinal questions was converted from ordinal to interval data using correspondence analysis (Willemse, 1990). The correspondence analysis and rescaled equivalents are included as Appendix 2. By converting the scale to an interval scale the researcher was able to utilize parametric statistical techniques to analyse and interpret the data. The initial Likert Scale data is reproduced as Appendix 3. The rescaled data is reproduced as Appendix 4.

Frequency analysis (Groebner and Shannon, 1989) was undertaken to investigate agreement with the attitudinal statements regarding the business capabilities of Black people.

Factor Analysis (Pirow, 1990) was then undertaken to reduce the data into underlying factors which would account for a substantial portion of the variance in the original data. The findings emanating from the Factor Analysis will be discussed in the next chapter.

Biographical characteristics of the sample were measured using descriptive statistics (Leedy, 1989). A biographical profile was drawn up on this basis.

An analysis of variance (ANOVA) (Groebner and Shannon, 1989) was done on all four factors resulting from the above factor analysis. The

independent variables used for the ANOVA were age, education, organisational level and language. ANOVA enables one to assess whether population means are equal. This statistical technique can only be used for interval or ratio data. The two-sample T-test would not be suitable in this instance as more than two population means are involved and the likelihood of committing an alpha error would thus be compounded. Once the ANOVA leads to rejecting the null hypothesis of equal means, a method is required to determine which means are not equal. As the sample sizes for each population group are not equal, Scheffè's method of multiple comparison was selected instead of Tukey's method (Groebner and Shannon, 1989).

Next, two-sample T-tests (Groebner and Shannon, 1989) were conducted on all factors and variables to identify, any statistically significant differences between the replies (i) of males and females and (ii) towards males and females. T-tests were selected for the following reasons:

- T-tests are used to estimate the difference between two population means.
- As the data was converted from ordinal to interval data it was possible to utilize this technique.
- T-tests make this study comparable to previous research (Day, 1991; Brook, 1990). Although the T-test is more

appropriate for large samples (over 30), "... for large sample sizes, the t distribution approaches the standard normal distribution." (Groebner and Shannon, 1989, p. 440).

In addition, F tests (Groebner and Shannon, 1989) were done to ascertain whether T-tests for equal or unequal variances should be used.

All variables and biographical data were cross-tabulated to highlight response rates.

The inferential tests were conducted at a significance level of .05.

4.4.2 Content analysis

The three open-ended questions were categorised by reading through responses and making a list of recurring themes which were then assigned a label (word or short phrase). These themes were captured, the frequency of each was determined, and they were qualitatively analysed.

4.4.3 Conclusion

The research results are discussed in the next chapter.

The analysis has provided summaries of:

- i) A biographical profile of respondents.

- ii) Indications of general attitudes (as represented by mean scores) and the degree of consensus in those attitudes (as either means being statistically significant or not) held by Blacks towards Black males and females in business.
- iii) Indications of differences in attitudes between Black male and female respondents to the four factors as well as to the variables.
- iv) Indications of differences in attitudes between respondents of different age groups, education levels and organisational levels.
- v) Indications of differences in attitudes in respect of the four factors which emerged.

CHAPTER FIVE
RESEARCH RESULTS

5.1 INTRODUCTION

In this chapter the findings of the analysis are described. First, the characteristics of the respondents are set out. Then the general attitudes towards Black business people are established, as well as attitudes towards Black males and Black females. Thereafter, the findings of the factor analysis are discussed. Fourth, the analysis of variance results are reported. The qualitative results are then discussed. Finally a summary of the most important findings is given.

For ease of presentation, the statements in the questionnaire have been coded with a single word; for example, AMBITIOUS represents the statement "Black (males/females) are ambitious enough to be successful in the business world". As the questionnaire includes statements that,

- firstly, refer only to Black males,
- secondly, refer only to Black females,
- thirdly, to Blacks in relation to Whites,
- fourthly, refer to Black females in relation to Black males, and
- finally, refer to Blacks in general,

the code word will be followed by an explanatory symbol. The symbol 'M' indicates that the statement refers to males; an 'F', indicates that the statement refers to females exclusively or in comparison to males; and a 'B', indicates that the statement refers

to Blacks exclusively or in comparison to Whites. For example "Black males are ambitious enough to be successful in the business world" is coded as follows: AMBITIOUS (M). For a list of statements and their codes see Appendix 5. The code words are consistent with those used in previous empirical research referred to in this report.

5.2 CHARACTERISTICS OF THE RESPONDENTS

5.2.1 Sample size

Of the 760 questionnaires posted, 175 were returned, representing a response rate of 23%. This is an acceptable response rate for mailed questionnaires (Moser and Kalton, 1977).

5.2.2 Home language

Of the sample, 42% recorded Zulu as their home language, 28,2% by Sotho, 13,2% by Tswana, 5,2% by Xhosa. The remaining 11,4% of respondents recorded either Shangaan, Pedi, Venda, Nguni or Tsonga as their home language except for 5 respondents (2,9%) who described themselves as multilingual.

5.2.3 Gender

Three quarters of the sample (74,9%) consisted of Black males while the remaining 25,1% of the sample consisted of Black females.

5.2.4 Age group

Eighty seven respondents (almost 50%) were between 30 and 41 years of age. Forty nine respondents (28%) were 41 years and older. Thirty eight respondents (21,7%) were between 20 and 31 years of age. Only one respondent fell into the age group "20 years or less". Hence, almost 80% of respondents were over 30 years of age.

5.2.5 Educational qualifications

Eight respondents (4,6%) did not have matric. Twenty seven respondents (15,4%) indicated matric as their highest educational qualification. Sixty five respondents (37,1%) had achieved a diploma. Thirty five (20%) had a first degree. Nineteen respondents (10,9%) had a postgraduate diploma. Twenty one respondents (12%) had a postgraduate degree. Hence, 95% of respondents had a minimum of matric and 80% of them had done some form of tertiary education.

5.2.6 Organisational status

Seven respondents (4%) described themselves as "top management" in their respective organisations. Twenty two respondents (12,2%) were "senior" managers. Forty two (24%) of the respondents were "middle" managers. Forty seven respondents (26,9%) fell into the "junior management" category. Seventeen (9,7%) fulfilled "supervisory" positions within their organisations.

Twenty respondents (11,4%) were in positions described as "below supervisory". Eighteen (10,3%) of respondents fulfilled "other" positions, for example, consulting or secretarial. Hence, approximately 70% of respondents were in either managerial or supervisory positions.

As can be seen from the sample description, there is a great deal of diversity with regard to age, organisational status, educational qualifications, and home language. The range of careers or job positions was extremely wide, including human resources, finance, admin'stration, public relations, production and marketing. For a summary of the biographical profile of respondents, see Appendix 6.

5.3 ATTITUDES TOWARDS BLACKS IN BUSINESS

The attitudes of respondents towards Black business people will be dealt with in the following manner. First, the researcher will discuss attitudes towards Black males, drawing comparison where deemed important, between male and female respondents. Second, the researcher will discuss attitudes towards Black females. Finally, the researcher will discuss the all-encompassing category of attitudes towards Blacks as a whole, with special focus on items not discussed in the abovementioned two sections.

5.3.1 Attitudes towards Black males in business

Respondents expressed positive attitudes towards the abilities of Black males in business. Table 1 indicates the percentage of respondents, in total and by gender, who agree with the statements pertaining to various business capabilities of Black males.

TABLE 1: ATTITUDES TOWARDS BLACK MALES

ITEM	PERCENT AGREE *		
	MALE	FEMALE	TOTAL
**1. Objectivity (M)	75,6	81,8	77,1
3. Managerial skills(M)	96,2	100,0	97,1
5. Ambitious (M)	90,8	90,9	90,9
7. Assertive (M)	91,6	90,9	91,4
10. Self Confidence (M)	85,5	97,7	88,6
12. Competitive (M)	79,4	86,4	81,1
13. Aggressive (M)	71,7	61,3	69,1
15. Top commitment (M)	32,1	40,9	34,3
17. Persevere (M)	8,7	77,3	85,2
20. Effort (M)	91,6	90,9	91,4

* Percentages indicate the sum of those strongly agreeing and agreeing with each statement when phrased in a normatively positive sense.

** Item numbers correspond to statement numbers reflected in the questionnaire.

The majority of respondents believed that Black males have the ambition (90,9%), assertiveness (91,4%), self-confidence (88,6%) and degree of competitiveness (81,1%) and perseverance (85,2%) to be successful in business. Seventy seven percent felt that Black males were adequately objective, and sixty nine percent felt they

were aggressive enough in business situations. Ninety one percent believed Black males were prepared to put in the effort required to succeed in business. Ninety seven percent of the respondents perceived Black males to have the capabilities to acquire managerial skills.

Despite the respondents being positive in their attitudes towards the abilities of Black males, more than sixty five percent of them did not believe that top management in their companies are fully committed to developing and advancing Black males to managerial positions (top commitment).

Black female respondents were more positive than their male counterparts on six of the nine items pertaining to males' abilities although the differential is not significant. While females were more positive than males regarding the objectivity, ambition, and competitiveness of Black males, the gap between the percentages of males and females who agree that males have these business qualities is less than ten percent in all three instances. The same is true regarding perceived top commitment to the advancement of Black males in business. Two items that are noteworthy are; self-confidence, to which ninety eight percent of females and eighty six percent of males responded positively; and managerial skills, to which all forty four female respondents indicated a belief that

Black males have the ability to acquire managerial skills.

5.3.2 Attitudes towards Black females in business

Respondents' attitudes towards the abilities of Black females in business were positive on most items, as can be seen from Table 2.

TABLE 2 ATTITUDES TOWARDS BLACK FEMALES

ITEM	PERCENT AGREE *		
	MALE	FEMALE	ALL
**2. Objectivity (F)	49,7	68,2	54,3
4. Managerial skills(F)	91,6	86,3	90,3
6. Ambitious (F)	84,8	79,5	83,5
8. Assertive (F)	75,6	79,5	76,6
9. Self-confidence (F)	62,6	86,4	68,5
11. Competitive (F)	68,7	81,8	72,0
14. Aggressive (F)	53,4	50,0	52,6
16. Top commitment (F)	19,1	22,8	20,0
18. Persevere (F)	67,9	72,8	69,1
19. Effort (F)	78,6	90,9	81,7
22. Challenge (F)	83,9	81,8	83,4
24. Leadership roles (F)	81,0	84,0	81,7
26. Emotions (F)	29,8	27,3	29,1
30. Compete (F)	88,5	77,2	85,7

* Percentages indicate the sum of those strongly agreeing and those agreeing with each statement when phrased in a normatively positive sense.

** Item numbers correspond to statement numbers reflected in the questionnaire.

As with Black males, females were perceived to have the capability to acquire the skills to be successful managers by over ninety percent of the respondents (managerial skills).

Furthermore, over eighty percent of respondents believed Black females to be just

as capable as Black males of assuming leadership roles in organisations, ambitious enough to succeed in the business world, to find challenging work (challenge) as important as their male counterparts, and prepared to put in the effort necessary to succeed.

Almost seventy percent of the respondents believed that Black females have the self-confidence to succeed in business and the ability to persevere with tasks despite obstacles. Over three quarters of the respondents believed Black females could be assertive enough in business. The majority of respondents (86%) felt it was acceptable for Black females to compete with Black males in business and just over seventy percent viewed females as competitive enough.

Whilst Black females were favourably viewed on most items there were three items on which women were not viewed as positively as males. Just over seventy percent of respondents felt that Black females are too emotional in the work place (emotions). In addition, almost half the respondents did not believe that Black females can evaluate business situations objectively (objectivity), nor that they are aggressive enough in business.

Respondents expressed strong reservations about top commitment to the development and advancement of Black females with only twenty percent of respondents believing that this commitment exists at top management level.

5.3.3 Comparison of attitudes towards Black males and females

A direct comparison of respondents attitudes to Black males and females is seen in Table 3. The table reveals the percentage of total respondents who agree that Black males and females have particular business capabilities.

TABLE 3 COMPARISON OF ATTITUDES TOWARDS BLACK MALES AND FEMALES

ITEM	PERCENT AGREE*	
	BLACK MALES	BLACK FEMALES
Objectivity	77,1	54,3
Managerial skills	97,1	90,3
Ambitious	90,9	83,5
Assertive	91,4	76,6
Self-confidence	88,6	68,5
Competitive	81,1	72,0
Aggressive	69,1	52,6
Top commitment	34,3	20,0
Persevere	85,2	69,1
Effort	91,4	81,7

* Percentages indicate the sum of those strongly agreeing and those agreeing with each statement when phrased in a normatively positive sence.

From the comparison it is evident that Black males are perceived more positively than are Black females. Both male and female respondents viewed males more favourably than

they did females in business. Males are perceived to be more objective, ambitious, assertive, and aggressive than females. They are also perceived to be more self-confident and competitive than their female counterparts. Furthermore, there is a stronger conviction that males have the ability to acquire managerial skills, persevere with tasks despite obstacles, and put in the effort necessary to succeed in business.

It is also worth noting that both male and female respondents felt more negatively about the management commitment in their organisations to the development and advancement of Black females than to that of Black males.

Although female respondents viewed the abilities of males more positively than they did females', they did perceive females as capable more frequently than did male respondents. This is exemplified in the comparison of male and female perceptions of females' objectivity, with only fifty percent of males viewing females favourably on this dimension versus seventy percent of female respondents. Also, eighty six percent of females believed that Black women have the required self-confidence versus sixty three percent of males (See Table 2.)

The two-sample T-test was used to ascertain whether the mean responses of males and females were significantly different as well as the mean responses towards males and females. The results are discussed under Section 5.5.

5.3.4 Additional findings regarding attitudes towards Blacks

Some of the attitudinal questions did not focus on the capabilities of Black males or females exclusively, but on Blacks in general. Whilst the attitudes towards males and females form part of attitudes towards Black people as a whole, these have already been noted and discussed. Hence, this section will focus only on remaining items as detailed in the Table below. This table indicates the percentage of total respondents as well as the percentage of male and female respondents who believe that Blacks, regardless of gender, have particular business capabilities.

**TABLE 4 ATTITUDES TOWARDS BLACKS,
REGARDLESS OF GENDER**

ITEM	PERCENT AGREE *		
	MALE	FEMALE	ALL
**21. Challenge (B)	91,6	86,4	90,3
23. Leadership Roles (B)	91,6	97,7	93,1
25. Emotions (B)	51,2	47,7	50,3
27. Contribute (B)	91,6	90,9	91,4
28. Maths (B)	92,4	93,1	92,5
29. Affirm (B)	83,2	84,1	83,5
31. Equal (B)	98,4	100,0	98,8
32. Status earned (B)	73,7	84,0	76,0
33. Special support (B)	81,7	68,2	78,3

* Percentages indicate the sum of those strongly agreeing and those agreeing with each statement when phrased in a normatively positive sense.

** Item numbers correspond to statement numbers reflected in the questionnaire.

Attitudes towards Blacks were generally positive, with over ninety percent of respondents believing that, in comparison to White, Blacks are just as capable of contributing to organisations' goals (contribute), assuming leadership roles in organisations, and learning mathematical and mechanical skills (maths). In addition, over ninety percent felt that challenging work (challenge) was as important to Blacks as to Whites. Seventy six percent of respondents felt that Blacks had earned their status by virtue of their skills (status earned). This corresponds to the qualitative findings which will be discussed later in this chapter.

One dimension which was not consistent with the generally positive attitude to Black capabilities was emotionality. Almost fifty percent of respondents felt that Blacks allowed emotions to influence their behaviour more often than did Whites.

The respondents expressed positive attitudes towards affirmative action, with eighty four percent of respondents believing that "Blacks should receive special training and development opportunities (affirm); close to seventy percent believing they should receive special support and assistance; and almost one hundred percent being in favour of equal management training opportunities for Blacks and Whites.

The desire for some degree of affirmative action against the background of favourable attitudes towards the capabilities of Blacks indicates that respondents do not see Blacks as inherently incapable but identify a need to address Black skill deficiencies which are/were situationally caused.

The above mentioned findings are further supported by the findings of the content analysis which will be discussed in Section 5.6.

The means and standard deviation results for the thirty three variables appear as Appendix 7. Appendix 8 graphically depicts the

attitudinal spread for each variable and allows for easy comparison of attitudes towards each variable.

5.4 FACTOR ANALYSIS

Factor analysis was used to establish underlying dimensions which are reflected by the inter-relationships between the more significant variables in the analysis. The thirty three variables which were analysed arose from the thirty three attitudinal questions which related to different aspects of Black male and female business capabilities, as seen in the survey questionnaire (Appendix 1).

Twelve factors were initially identified as having Eigen values greater than 1. (See Appendix 9 for Eigen value summary and Appendix 10 for a scree plot of the Eigen values). After factor loadings had been assigned, four factors were interpretable, accounting for 37,3% of the total variance. The rotated factor results appear in Appendix 9.

In the identification of underlying dimensions and naming of factors, only those factor loadings greater than 0,4 were used.

Factor 1 would appear to reflect the capabilities of Black business people in comparison to White business people, specifically, their ability to assume leadership roles, learn mathematical and mechanical skills, contribute to the organisation's goals and find challenging work important. This factor has been named EQUAL CAPABILITIES - BLACK AND WHITE.

Factor 2 appears to relate to the capabilities of Black males and Black females in business, that is, to acquire managerial skills and to evidence adequate objectivity, ambition and assertiveness in business situations. This factor is labelled **BLACK CAPABILITIES**. Factor 1 and factor 2 comprise similar items to those comprising Day's (1991) first factor: 'inherent capabilities - Blacks'.

Factor 3 reflects primarily on the capabilities of Black females. The only exception is the degree of competitiveness of Black males, which has been excluded from the naming and analysis of this factor. Capabilities of females which this factor relates to are: self-confidence, assertiveness, competitiveness, perseverance, ability to take on leadership roles, put in the necessary effort to succeed in business and to value challenging work. This factor also takes into account the acceptability of Black females to compete with Black males. Hence, the factor is named **BLACK FEMALE CAPABILITIES**. This factor closely resembles Day's (1991) factor : 'inherent capabilities - White women'.

Factor 4 appears to reflect broad principles in terms of ideal treatment of Black people in organisations, specifically, equal management training opportunities, special assistance, and special training and development opportunities. This factor has been named **AFFIRMATIVE ACTION**. This factor bears a resemblance to Day's (1991) factor: 'equitable climate'.

The reliability of the factors was tested using Conbrach's alpha (Churchill, 1979). This was found to exceed 0,50 for all four factors and was therefore considered to be acceptable.

The abovementioned factors, together with their loading and names appear in Appendix 12.

5.4.1 Differences in attitudes of population in respect of each of the factors

Using the two-sample T-test, the mean response for each pair of factors was compared. Significant differences in means were found for Factors 1 and 2, 1 and 3, 1 and 4, 2 and 3 as well as 3 and 4, for the total set of respondents.

A significant difference in means was not found for Factor 2 and 4, namely BLACK CAPABILITIES and AFFIRMATIVE ACTION.

Respondents tended to feel that Blacks have the ability to acquire managerial skills and are ambitious and objective enough in business situations. The degree of agreement with regards to Factor 4: (AFFIRMATIVE ACTION) was slightly lower but not significantly so although the standard deviation for this factor indicates a lower degree of consensus on this factor.

The mean response to Factor 1 was significantly more positive than to the remaining three factors. The particular

variables that Factor 1 (EQUAL CAPABILITIES - BLACK AND WHITE) takes into account are ability to assume leadership roles, learn mathematical and mechanical skills, contribute to an organisation's goals, and find challenging work important.

Respondents indicated strong agreement with the notion that Blacks and Whites have equal capabilities in business. This indicates a strong sentiment that race does not predetermine business capabilities.

The mean response for Factor 4 (BLACK FEMALE CAPABILITIES) is the lowest and is also significantly different from the other three factors. This corresponds to the findings discussed in Section 4.3.3. Females are not viewed as positively as males are in business, notwithstanding the three variables on which they were perceived negatively, that is, objectivity, emotional control and aggression - which do not form part of this factor.

The means and standard deviations for each of the four factors appear in Table 5 below.

TABLE 5: DIFFERENCES IN RESPECT OF THE FACTORS

FACTOR	MEAN	STD. DEV.
1. Equal capabilities - Black & White	1,27	0,42
2. Black capabilities	1,49	0,38
3. Black female capabilities	1,58	0,40
4. Affirmative action	1,40	0,53

5.5 BIOGRAPHICAL TRENDS

Differences between the responses from the various demographic groups were tested for significance using a T-test when only two group means were being studied, and One-way Analysis of Variance (ANOVA) and Scheffè's test when multiple group means were being analysed.

5.5.1 Difference in attitudes between age groups, language groups, organisational levels and educational levels

Analysis of variance (ANOVA) was used to determine whether group means for each of the four factors were equal. Groups were divided according to age, organisational status, level of education and language for all four factors.

Only one statistically significant difference was found, that being in Factor 4 against level of education. Hence, strong demographic trends did not emerge overall. It must be noted, however, that the initial data does not reflect a good spread and this may account for trends not being easily discernable.

On Factor 4, Scheffè's procedure enabled the determination of means which were different. This revealed that a significant difference exists in the mean responses of respondents with a first degree and those with a diploma as their highest level of education.

The mean response for respondents with a diploma as their highest educational achievement was 1,3 whereas that for degreed respondents was 1,7. Thus diploma bearers were significantly more positive in their overall attitudes to Black capabilities.

5.5.2 Attitude differences between gender groups

The two-sample T-test was used to ascertain whether significant respondent gender differences existed in response to:

- i) the thirty three variables relating to Black capabilities in business;
- ii) the four factors identified during Factor Analysis;
- iii) male capabilities exclusively;
- iv) female capabilities exclusively.

F tests were conducted to determine whether group variances were equal or not, and the appropriate T-test was then used.

For the above-mentioned T-test results, refer to Appendix 13.

5.5.2.1 Gender differences in attitudes to all variables

A significant difference between male and female attitudes was found for the following variables: objectivity (F), self-confidence (F), and effort (F). Thus, with a .05 significance level, we cannot accept

that the mean responses of males and females are equal for these variables.

From Table 6 below it can be seen that female respondents are more positive in their attitudes towards females with respect to them having the required objectivity, self-confidence and willingness to put in the effort required to succeed in business, than are the male respondents. There is also a relatively greater degree of consensus in their attitudes as indicated by the lower standard deviations.

TABLE 6 SIGNIFICANT GENDER DIFFERENCES IN RESPECT OF VARIABLES

VARIABLE	FEMALE RESPONDENTS		MALE RESPONDENTS	
	MEAN	STD. DEV.	MEAN	STD. DEV.
Objectivity (F)	1,72	0,65	1,97	0,72
Self-Confidence (F)	1,41	0,49	1,80	0,71
Effort (F)	1,34	0,38	1,52	0,53

5.5.2.2 Gender differences in attitudes in respect of the factors

Using the two-sample T-test, no significant difference was found in the attitudes of male and female

respondents to any of the four factors. The means for both groups were relatively similar, as reflected in Table 7 below.

TABLE 7: GENDER DIFFERENCES IN RESPECT OF FACTORS

FACTOR	FEMALE RESPONDENTS		MALE RESPONDENTS	
	MEAN	STD. DEV.	MEAN	STD. DEV.
1. Equal capabilities Black & White	1,27	0,37	1,27	0,44
2. Black capabilities	1,44	0,31	1,50	0,40
3. Black female capabilities	1,50	0,36	1,61	0,41
4. Affirmative Action	0,51	1,46	1,38	0,54

5.5.2.3 Gender differences in attitudes towards males and towards females

To ascertain the gender differences in respect of attitudes to males and females respectively, all variables relating to male capabilities were combined to form one construct: MALE CAPABILITIES.

The same was done for variables relating to females, forming the construct: FEMALE CAPABILITIES. An exception was made in the formation of the construct FEMALE CAPABILITIES in that only those ten variables which exactly mirror those applicable to males were incorporated.

Hence, those variables which apply to females but for which no 'male' equivalent exists, whilst being included in the derivation of Factor 3 - BLACK FEMALE CAPABILITIES were excluded in the testing of gender differences in attitude to the capabilities of Black males and females.

To elaborate, variables combined to form the construct MALE CAPABILITIES were:

objectivity (M); managerial skills (M); ambitious (M); assertive (M); self-confidence (M); competitive (M); aggressive (M); top commitment (M); persevere (M); effort (M);

and those combined to form the construct: FEMALE CAPABILITIES were:

objectivity (F); managerial skills (F); ambitious (F); assertive (F); self-confidence (F); competitive (F); aggressive (F); top commitment (F); persevere (F); effort (F);

Using the two-sample T-test no significant difference was found in the average responses of males versus females. Both groups tended to have similar views on the capabilities of Black males and Black females respectively.

T-test results appear in Appendix 13, Section 3. Means and standard deviations are listed in Table 8 below.

TABLE 8: GENDER DIFFERENCES IN ATTITUDES TOWARDS MALES AND FEMALES

CONSTRUCT	FEMALE RESPONDENTS		MALE RESPONDENTS	
	MEAN	STD. DEV.	MEAN	STD. DEV.
Male capabilities	1,55	0,33	1,60	0,32
Female capabilities	1,73	0,37	1,86	0,39

5.5.3 Attitude differences towards Black males and females

A two-sample T-test was conducted to ascertain whether Black males and females were perceived differently and the findings indicate that both males and females viewed females more negatively than they did males. The mean response of all respondents towards the capabilities of males is 1,6, whereas the mean response to the capabilities of females is 1,8. The degree of consensus between respondents is quite high, as indicated by the relatively low standard deviations. The T-test results which reveal a significant difference in attitude towards males and females are reflected in Appendix 13, Section 4. The mean responses and degree of consensus can also be gauged from Table 9.

TABLE 9: ATTITUDE DIFFERENCES TOWARDS MALES AND FEMALES

CONSTRUCT	FEMALE RESPONDENTS		MALE RESPONDENTS		ALL RESPONDENTS	
	MEAN	STD. DEV.	MEAN	STD. DEV.	MEAN	STD. DEV.
Male capabilities	1,55	,33	1,60	0,32	1,58	0,33
Female capabilities	1,73	0,37	1,86	0,39	1,83	0,39

5.6 PERCEPTIONS OF CAUSALITY IN TERMS OF BLACK MOBILITY

5.6.1 Method of Interpretation

Subjects were asked three open-ended questions relating to Black upward mobility in organisations. Specifically, they were asked for their views on:

- why there is a shortage of Blacks in senior management;
- why Blacks achieve senior management positions;
- why some Blacks remain in trainee positions longer than Whites.

Respondents were not restricted to a single answer and some gave several answers, particularly to the first question, that is, reasons for the shortage of Blacks in senior positions.

All answers were categorised according to recurring themes. A degree of subjectivity in analysing and categorising responses was unavoidable as the questions were open-ended. Hence, the results are indicative rather than definitive.

For easier interpretation themes have been clustered together under one of three broad headings:

- i) INDIVIDUAL
the cause or reason is attributed to the individuals themselves.
- ii) ORGANISATION
the cause or reason is attributed to the organisation or company within which the individual functions.
- iii) ENVIRONMENT
the cause or reason is attributed to the broader socio-political environment.

5.6.2 Observations

Table 10 depicts the major categories, themes and frequencies which were identified for the first question relating to the relative failure of Black upward mobility.

TABLE 10: REASONS FOR SHORTAGE OF BLACK MANAGERS

INDIVIDUAL		ORGANISATION		ENVIRONMENT	
REASON	FREQ.	REASON	FREQ.	REASON	FREQ.
Incom- petence	3	Lack of company commitment	52	Restrictive legislation	44
		Negative management attitudes	48	Poor / unequal education	45
		White resistance	6	Cultural barriers	3
		Discrimin- ation	15		
TOTAL	3	TOTAL	121	TOTAL	92

Respondents perceived organisational and environmental barriers to be the main cause for the shortage of Blacks in managerial positions. The organisational impediments which respondents perceived related mainly to a lack of company commitment to the development of Blacks and to the negative attitudes of White managers.

With regards to company commitment, one respondent wrote: "Companies are not ready to stir the hornet's nest by appointing them (Blacks) into positions where they will manage White subordinates." Another respondent wrote: "Companies are not ready or willing to have real Black managers although none will admit it." Many respondents feel that South African organisations are not prepared to develop and advance Black employees.

In describing the attitudes of White managers, respondents made mention of White fears, prejudice and hostility. The following statements extracted from the questionnaires are indicative of sentiments expressed by respondents regarding management attitudes:

- "White managers find it difficult to place their trust in Blacks"
- "Whites feel threatened and scared. They are not prepared to be managed"
- "Most companies' managers belong to the old school of thought and cannot accept Blacks referred to as managers"

Respondents identified broader environmental factors which have also impeded Black upward mobility, particularly apartheid legislation and the inadequate education Blacks have experienced. Several respondents felt that the education system was deliberately designed to stunt the progress of Blacks. One respondent attributed the shortage of Black managers to "...the appalling education system which was designed to produce hewers of hay (sic) and not enlightened managers".

Table 11 depicts the major categories, themes, and frequencies identified for the second question. This relates to success experienced by Blacks in terms of advancement within organisations.

TABLE 11: REASONS BLACKS ACHIEVE SENIOR MANAGEMENT POSITIONS

INDIVIDUAL		ORGANISATION		ENVIRONMENT		OTHER	
REASON	FREQ.	REASON	FREQ.	REASON	FREQ.	REASON	FREQ.
Merit	62	Company commitment	19	External pressure	25	Tokenism	14
Ability	49	Positive management attitudes	10			Yes-men	10
Abnormal Effort Proof	34					Luck/chance	4
TOTAL	145	TOTAL	29	TOTAL	25	TOTAL	28

Respondents generally attribute successful advancement to management positions by Black people to their own ability, skills and hard work. Descriptive words such as 'initiative', 'energy', 'perseverance' and 'intelligence' were grouped together under ABILITY.

Several respondents felt that Black people need to exert an inordinate amount of effort and work twice as hard as their White counterparts to achieve recognition (ABNORMAL EFFORT/PROOF).

Some respondents felt that international and political pressure had 'forced' organisations to promote Blacks (EXTERNAL PRESSURE).

The broad category 'OTHER' was included for this question as there were responses that suggested reasons for Black mobility which did not fall into any of the other categories. These were considered too important to group together under one label. The theme TOKENISM refers to responses which indicate that so-called senior positions achieved by Black people do not involve real responsibility and accountability and merely served window-dressing purposes.

The theme YES-MEN was coined to describe responses which suggested that the only way Blacks can advance is to be non-confrontational, conform to the 'system', in other words, be a 'White in a White world'. The following responses taken directly from completed questionnaires illustrate the notion vividly:

- "they know how to play the corporate game, dominated by White males"
- "they lick senior management's boots"
- "they Yes-Baas'd their way to the top"

Table 12 depicts the major categories, themes and frequencies for the question posed regarding why some Blacks remain as trainees longer than their White counterparts. Not all respondents answered this question and three voiced disagreement with the assumption that some Blacks remain trainees longer than Whites.

TABLE 12 REASONS BLACKS ARE TRAINEES LONGER

INDIVIDUAL		ORGANISATION		ENVIRONMENT	
REASON	FREQ.	REASON	FREQ.	REASON	FREQ.
Incompetence	10	Negative management attitudes	63	Cultural barriers	5
		Lack of company commitment	72	Legislation	14
		White resistance	23	Education	6
TOTAL	10	TOTAL	158	TOTAL	25

Organisational factors were cited most frequently as the reason why Blacks remain trainees longer than Whites. In particular negative management attitudes and lack of company commitment emerged as reasons given. Respondents expressed views which indicated perceived apathy and indifference on the part of top management. They also mentioned vague career paths, and inadequate training and development. One respondent wrote: "Companies prefer the status quo and are not committed to genuine change." Another wrote: "Blacks remain trainees because that's where companies want them to be, as a

buffer to stop unions from attacking management."

In terms of MANAGEMENT ATTITUDE respondents perceived managers as unwilling to take risks in promoting Blacks, as unsure of Black capabilities, as prejudicial and unsupportive. One respondent felt that Blacks remain trainees longer "... because they are seen to be slow developers, lazy and generally unequal to their White counterparts".

5.5.3 Content analysis summary

Overall, the analysis does indicate strong trends in the responses. See Appendix 14 for a graphic illustration of the trends.

When asked about reasons for Blacks not achieving upward mobility in comparison to Whites, there is a tendency to blame organisational and environmental factors. Discriminatory policies and values, management prejudice, White employee fear and backlash, inferior education, apartheid legislation - these are some of the more prominent reasons given for the unsatisfactory status of Black management development.

That the Black employee may not have the right attitude, that he may not apply himself effectively, or that he may require additional training due to a skill deficiency, in other words, that he may not

deserve the position, is only mentioned in one percent of responses as to why Blacks have not achieved senior organisational status, and in seven percent of responses as to why Blacks remain as trainees longer than Whites.

On the other hand, when questioned on reasons which attribute to Blacks achieving senior positions in organisations, a complete shift in perceived causality takes place. It is the individual, rather than the organisation or external environment, according to sixty four percent of responses that ensures success in this area. Respondents attribute success, in this area, to hard work, tenacity, adaptability, abnormal evidence of capability, personal attitude and skill.

The organisation's current impact on the upward mobility of Blacks is viewed very pessimistically. Only fourteen percent of responses give credit to the role of companies in the development and advancement of Black managers. In addition, ninety-one percent of respondents blame organisational factors for Blacks being trainees longer than Whites. Furthermore, sixty percent of respondents blame organisational factors for the shortage of Black managers.

The qualitative analysis of reasons provided for the success or failure of Black upward

mobility suggests that, to a degree, attribution error may be occurring. Black people may be overestimating the negative impact of environmental influences. However, what the attitudes do highlight is the perceived importance of organisational climate as well as the values, attitudes, and behaviours of the Black individual's immediate superior to the development and advancement of that individual.

Based on the content analysis conducted it is evident that management attitudes and other organisational factors are not perceived by Blacks to be conducive to Black advancement.

5.7 SUMMARY OF RESULTS

An attempt to summarise the research results with particular reference to the research problems outlined in Chapter Three will now be undertaken.

5.7.1 Attitudes towards the capabilities of Blacks

The first sub-problem was that of the distinctive attitudes of Black South African business people towards their (Black people's) capabilities. In responding to this sub-problem it is useful to consider how subjects responded to the attitudinal questions which attempt to gauge perceived capability of Blacks. It is also useful to

consider, by way of the content analysis results, what respondents attributed success in Black advancement to. Furthermore, the mean responses for the factors EQUAL CAPABILITIES - BLACK AND WHITE and BLACK CAPABILITIES also help to clarify how Blacks feel with respect to their business capabilities.

Blacks are extremely positive about their business capabilities. This is particularly evident in the belief by over ninety percent of respondents that Blacks are just as capable as Whites of acquiring managerial, mathematical, and mechanical skills, as are Whites.

Questions which required the respondents to compare the perceived skills of Blacks to Whites in business drew the most positive reactions. As discussed previously, (see 5.5.2) respondents appear significantly more positive to the factor EQUAL CAPABILITIES - BLACK AND WHITE than to the other three factors. Over ninety percent of respondents believe Blacks are just as capable as Whites of assuming leadership roles and contributing to organisational goals as their White counterparts (Table 4).

There was one dimension where a contrary finding emerged. Almost half of the respondents felt that Blacks do not control their emotions in business to the same extent

that Whites do. This finding will be discussed further in light of other research in Chapter Six.

Although respondents are very positive about the business capabilities of Blacks there is clearly a feeling that a 'hostile' environment impedes their (Black people's) career optimisation. The content analysis clearly illustrates the degree of blame Blacks accord organisations for the shortage of Black managers. In addition, most respondents do not believe that their companies' are committed to developing and advancing Blacks.

Respondents express positive attitudes towards affirmative action (84 percent) and even more positive attitudes towards equal opportunities (99 percent). (Table 4) There is thus a strong indication that although Blacks feel that they are inherently as capable as Whites, they feel that additional training assistance, and exposure are required to redress historical educational and other disadvantages.

5.7.2 Demographic influences

The second sub-problem of the current research was to investigate whether demographic variables would play a determining role in the attitudes held by respondents regarding Black business capabilities.

Statistical analysis was undertaken to explore the existence of demographic trends with respect to how the four factors previously identified were perceived. Research indicated that attitudes were relatively stable across language, age, and organisational levels. Only one significant difference was found which related to educational level. It was found that respondents with degrees were significantly less positive than those with diplomas. The low degree of difference found in this investigation is probably a reflection of the sample spread limitations. This sample has nothing like the spread across levels as that of Human and Hofmeyr's (1987) study.

The influence of gender was considered as a separate problem and the relevant findings will now be discussed.

5.7.3 Gender influences on attitudes

The third sub-problem involved the investigation of whether Black male and female respondents had different attitudes towards men and women respectively.

The findings indicate that male and female respondents tend to have similar views regarding the capabilities of Blacks in business. Both groups tend to have similar views of Black males as well as of females. Furthermore, both groups view males more positively than females.

There was a divergence in opinion regarding three business capabilities as they relate to Black women. Female respondents viewed themselves (Black females) more positively than males did with respect to the following three business capabilities: objectivity, self-confidence, and willingness to exert effort.

It is interesting to note that both groups felt less enthusiastic about their organisations' commitment to developing and advancing Black women than they did with regard to Black men. If this pessimistic view is even close to reality a bleak picture is painted for the advancement of Black women in business.

5.7.4 Attitude differences towards males and females

The fourth sub-problem addressed was to ascertain whether there were distinctly different views regarding the capabilities of Black males and females.

Findings show that both males and females view Black women as less capable than Black men in business. This is particularly supported by a comparison of the average response to each of the four predetermined factors. The mean response for factor 3 - BLACK FEMALE CAPABILITIES - is significantly different from and more negative than the remaining factors (see Table 5).

Also, the T-test conducted to ascertain distinct attitudes to the constructs MALE CAPABILITIES and FEMALE CAPABILITIES revealed a significantly more positive overall response to perceptions regarding the capabilities of males (see Table 8).

Similarly, the Frequency Analysis (Table 3) reveals that respondents view males as more capable than females on every business capability dimension. Furthermore, contrary to the other findings, Black women are actually perceived negatively regarding three dimensions: they are considered too emotional by almost three quarters of respondents; and to lack adequate objectivity and aggression by almost half of the respondents.

The findings will be discussed in more detail in the chapter which follows.

CHAPTER SIX
DISCUSSION AND CONCLUSIONS

6.1 INTRODUCTION

This chapter includes a discussion of the research results with reference to other relevant research and the underlying theoretical framework. In addition, the main findings are critically discussed. Finally, areas for future research are recommended.

6.2 COMPARISON WITH PREVIOUS RESEARCH

There does not appear to be a great deal of research which considers the attitudes of Blacks to their business skills and capabilities and none using a research design similar to that of the current research. There has, however, been previous research on the attitudes of Whites to the business capabilities of Blacks and women. Recently Human and Hofmeyr (1987) undertook a survey on the attitudes of South African managers to the advancement of Blacks. While the study considered management attitudes, regardless of race, ninety five percent of the respondents were White. A more recent study by Day (1991) replicated the previous research with the exception that the population constituted White male Master of Business Administration students. Day (1991) contends, in this particular study that the findings can be generalised to South African male managers in general.

Both the above-mentioned studies utilized Terborg's questionnaire (Terborg *et al.*, 1977). The same survey instrument, although slightly modified, was used for the current research. Hence, it is possible to compare the current research results to Day's (1991). Table 13 presents some comparative results which will be referred to in the discussion below.

TABLE 13 : COMPARISON WITH PREVIOUS RESEARCH

ITEM	CURRENT RESEARCH (1992)			DAY'S RESEARCH (1991)	
	BLACK ATTITUDES TOWARDS			WHITE ATTITUDES TOWARDS	
	BLACKS	BLACK MALES	BLACK FEMALES	BLACK MALES	BLACK FEMALES
Objectivity	-	77,1	54,3	39,0	86,4 *
Managerial Skills	-	97,1	90,3	69,2	97,6
Ambitious	-	90,9	83,3	69,8	82,8
Assertive	-	91,4	76,6	64,5	75,7
Self-confidence	-	88,6	68,5	50,3	81,6
Competitive	-	81,1	72,0	57,4	79,3
Aggressive	-	69,1	52,6	68,6	74,5
Top commitment	-	34,3	20,0	34,3	40,8
Challenge	90,3	-	83,4	47,9	67,4
Leadership roles	93,1	-	81,7	68,0	68,6
Emotions	50,3	-	29,1	27,8	26,6
Contribute	91,4	-	-	43,8	72,8
Maths	92,5	-	-	45,0	74,8
Affirm	83,5	-	-	57,4	-
Equal	98,8	-	-	89,9	-

* Percentages indicate the sum of those strongly agreeing and those agreeing with each statement when phrased in a normatively positive sense.

In comparing the research findings (see Table 13) it is evident that Black business people tend to be significantly more positive than White male managers about the business capabilities of Blacks. Whereas Whites (Day 1991) tend to doubt the capabilities of Blacks in business situations, Blacks express positive

views regarding their objectivity, ambition, assertiveness, self-confidence, and competitiveness. Blacks are also significantly more confident about their (Black people's) ability to acquire managerial skills than are Whites.

The attitudes of Blacks regarding their ability to participate in business to the same extent as Whites is significantly higher than those attitudes held by Day's (1991) respondents. The following items in Table 13 depict this clearly : Challenge, Leadership roles, Contribute. Maths. Black businessmen and women are far more positive than White managers regarding the ability of Black people to assume leadership roles in organisations, contribute to organisational goals and acquire mathematical and mechanical skills. They (Blacks) also believe more strongly than Whites do that challenging work is as important to Blacks as it is to Whites. A comparison of the mean responses to underlying factors also supports this contention. In the current research the average response for factor 1 - EQUAL CAPABILITIES - BLACK AND WHITE was significantly more positive than for the remaining factors. Day's (1991) findings, for the factor 'inherent capabilities - Blacks', which was similarly constituted, were quite opposite; White males felt more negative about the abilities of Blacks in comparison to Whites than they did about those of White women and also about the notion of creating an equitable work climate (Day 1991).

Furthermore, while the current study reveals that Blacks (close to fifty percent of respondents) have reservations with respect to the emotional control of

Blacks in the workplace, views are still significantly more positive than those held by Whites, as Table 13 indicates.

Similar perceptions were held by both Blacks and Whites regarding three items. The first relates to the aggressiveness (appropriate level) of Blacks in business situations, which both groups judged positively.

The second similarity relates to top management commitment. A comparison of the two studies reveals that both Blacks and Whites express a low belief in top management commitment to the development and advancement of Blacks. In Day's (1991) study the commitment of companies to the advancement of Blacks was viewed even more negatively than the commitment to the advancement of White women, which was itself, poorly viewed.

The third similarity relates to how Whites view the emotional control of Blacks in the workplace and how Blacks view the emotional control of Black women in particular. Day's (1991) findings reflect that White males severely doubt the ability of both White women and Blacks to exercise emotional control in the workplace. Blacks tend to hold views consistent with those of White males regarding the emotional control of Black women. They are also not as positive about the emotional control of Black men as they are about other business capabilities referred to in the study.

It is noteworthy that, in the current study, female respondents judge Black women more harshly than their

male counterparts do, with respect to emotional control. In view of the 'internalisation of inferiority' argument, a possibility exists that Black women have adopted White and Black-held stereotypes regarding this 'apparent' behaviour characteristic.

Although findings reveal that Blacks perceive themselves more positively than Whites do, it does appear that White males are, in certain respects, more positive about White female capabilities than Blacks tend to be about Black female capabilities. This is particularly evident for items which relate to women having the ability to evaluate business situations objectively, possessing the self-confidence required of a good leader, and displaying adequate aggression in business situations (Refer to Table 13).

Contradictory evidence reveals that Blacks perceive Black women more positively than Whites perceive White women in terms of their ability to take up leadership roles in organisations and the degree to which they value challenging work.

It is also useful to compare research findings regarding perceived organisational impediments to Black advancement. In the current study it was quite evident that respondents tend to perceive discriminatory barriers as prevalent in the workplace. This was particularly revealed by the content analysis findings in respect of perceived reasons for the relative failure of Black advancement in organisations. Respondents perceive a lack of organisational commitment, discriminatory company practices, White resistance and negative management

attitudes as major obstacles in the workplace. Most respondents doubt top management commitment to the development and advancement of Blacks in their own organisations.

The above-mentioned sentiments are not unique. Previous work by Human and Hofmeyr, 1987; Brook, 1990; Day 1991; and Hofmeyr and Templer, 1991; inter alia indicate the prevalence of discriminatory practices and negative White attitudes in South African organisations.

In Day's study (1991) he observed a major decline in perceived commitment to Black advancement when comparing his results to those of Human and Hofmeyr (1987). Whereas Human and Hofmeyr's (1987) study indicated that sixty eight percent of respondents felt that top management in their companies was fully committed to developing Blacks, his study, three years later, revealed that only thirty four percent of respondents perceived the existence of this commitment. The views of Whites regarding the acceptability of affirmative action programmes also evidenced a greater degree of resistance, Day (1991) observed.

In view of the social closure argument it is likely that as Blacks achieve political dispensation and, furthermore, as they increasingly compete with Whites for limited opportunities and resources, that White resistance will increase. To rationalise their opposition or antipathy to Black advancement it is likely that their (White people's) beliefs regarding the inherent inabilities of blacks will become more negative and more entrenched.

In comparing research findings the attitudinal disparities between Blacks and Whites is clearly significant. Possible reasons why the perceptions of Blacks diverge so significantly from those held by Whites might include:

- i) Black respondents may have been unrealistic in their judgements

Due to the social closure phenomenon and discriminatory processes which occur in organisations, Blacks do not always have access to the same information and reference points from which to perceive organisational events and people (Tannenbaum, 1966, in Watts, 1988). This notion is supported by Watts (1988, p. 32) who states that perceptual discrepancies between Blacks and Whites often reflect "... their clashing interests, different world views, conflicting role expectations, and definitions of situations."

By the same token, Blacks may, at times, apply different criteria in evaluating Black capabilities than those which Whites use. Watts (1988) found that managers tended to rate their Black subordinates performance lower than the Black subordinates themselves did. In the above-mentioned study, a Black subject remarked: "Whites judge Blacks by what they (the Blacks) have already done. Blacks judge themselves by what they are capable of doing, but haven't been given the chance to do." (Watts, 1988, p. 38).

ii) White-held views of Blacks are stereotypical

Given the extent to which Whites hold negative views regarding Blacks, it is evident that negative stereotypes prevail.

According to Day (1991) it appears that Whites are concerned with maintaining their privileged position. Although Whites profess to support equal opportunity in organisations, they are doubtful about the capabilities of Blacks. This enables them to justify a lack of commitment of organisational resources to Black advancement.

The apartheid system has limited interaction between racial groups. This has presumably, fostered a lack of trust, and resulted in prejudices from both sides.

Howard and Hammond (1985) and numerous South African researchers (Day, 1991; Human and Human, 1987; etc.) have made the point that the removal of discriminatory barriers is not enough.

To reduce stereotypes organisations should implement racial awareness programmes. These programmes should help Black and White employees to compare their work-related perceptions, attitudes and experiences. Attributional errors and biases may also be reduced by some form of attributional training, as suggested by Watts (1988).

6.3 FINDINGS IN RELATION TO THE THEORETICAL FRAMEWORK

It is evident from the findings that the capabilities of Black men are perceived significantly more positively than those of Black women. It is also clear that this perception is consistent for both male and female respondents.

The above is supported by the following observations: whereas one hundred percent of female respondents believe that Black men are able to acquire the managerial skills necessary for business success, only eighty six percent believe the same of women. The trend is similar for all business capabilities, without exception - women view men as more likely to display the business capabilities needed to succeed.

It is also evident in the current study that Black women are negatively perceived with respect to three particular dimensions, namely, objectivity, aggressiveness, and emotionalism. In the current study approximately half the male respondents perceive Black women as too subjective and not aggressive enough in business, while almost three quarters perceive Black women as too emotional. Interestingly, the above-mentioned qualities are somewhat nebulous and not as easily identified as, say for instance, mathematical skills. It appears that subjective opinion has it that Black women are inferior in these areas, and furthermore, it appears that Black women share these views.

One particular area of concern pertains to the perceived emotionalism of Black women in business. In the current study over seventy percent of respondents

view Black women as too emotional. More specifically, seventy three percent of female respondents and seventy percent of male respondents hold this view. What is interesting is that previous studies have also indicated that Blacks are viewed as excessively emotional by Whites. Recent examples include Human and Hofmeyr's (1987) study wherein sixty five percent of (mostly) White South African managers felt that Blacks are excessively emotional in business and, also, Day's (1991) study wherein seventy two percent of the sample of White male managers held similar views. In Day's study seventy three percent of the respondents also felt this way about White women. Similarly, Human and Allie (1988) found in their study of White male managers' attitudes that sixty five percent of them had problems with the emotional control of women.

Hence, it appears quite likely that Black women have internalised a general perception that they are too emotional in the workplace. They may also have adopted preconceived ideas that they are not as objective or aggressive as males in the workplace, and, generally, that they are not quite as capable as their male counterparts.

Considering the positive attitudes that male respondents tend to have of Black males and Blacks generally, it appears that they have not adopted or accepted the doubts and uncertainties which their White colleagues and managers tend to exhibit. Again there is one exceptional finding which raises the question of negative attitudinal effects on self-perception. The dimension which indicated

clearly negative perceptions held by Blacks is that of emotionalism. Close to fifty percent of Black respondents do not feel that Blacks are as capable as Whites of controlling their emotions in the workplace. This echoes the sentiments of Whites, as previous studies have indicated. Examples of comparative research include Day, 1991; Human and Hofmeyr, 1987; Brook, 1990.

If women, and Black people in general do, in fact, perform at an inferior level to their counterparts in particular business areas, and if in fact, the respondents' views in the current study are quite realistic, then it is possible that others' expectations have impacted on self-expectancies and performance.

The impact of negative expectancies, both self-held and held by others, may be significant. In South African organisations, prejudicial attitudes are likely to raise doubts in the minds of Black people themselves regarding their abilities. It is possible that the widely-held beliefs regarding the excessive emotionalism of both women and Black South Africans may, in fact, be adopted by Black people themselves.

The notion of self-efficacy provides some explanation of how negative self-expectancies and negative expectations held of one by others actually impede task mastery. To develop a belief in their own capabilities people need to actively engage in tasks which test those capabilities. Through 'enactive mastery' they simultaneously develop their skills and their self-confidence. However, if they doubt their abilities they tend to engage in task avoidance and forego opportunities to develop these skills.

A belief in one's ability to perform to a required level is fundamental to performance itself (see Lawler and Porter, 1967), and as doubt leads to task avoidance, it is likely that individuals who doubt their skills in particular areas of business will not perform in these areas. The self-fulfilling prophecy is, thus, realised. This may, in fact occur currently in organisations. More in-depth research will need to be done in this area.

The lack of commitment to Black advancement, be it real or perceived, is another area of concern. As will be explained below, apart from being denied access to resources, the effects of low management commitment impact indirectly on the performance of Black people in organisations.

Expectancy theory assists in understanding some of the ramifications of low management commitment to Black advancement. Be the perceptions real or merely imagined, the ramifications are extensive.

Expectancy theory contends that an individual's effort in relation to a task is largely dependant on two expectations, the first one being that their efforts will result in desired performance and the second, that performance will result in the desired outcome. In terms of the first expectation, if Blacks believe that regardless of their effort, their racial characteristic will preclude them from being recognised as capable and effective, and if they believe they cannot fulfil the role expectations of their White managers, then their effort will probably be significantly reduced. In terms of the second

expectation, if Blacks believe that career advancement is racially determined and that they are discriminated against, it is also unlikely that they will compete adequately with Whites.

Even if these perceptions regarding management commitment are not realistic, they are likely to affect the enthusiasm and dedication with which Black employees apply themselves to their work.

On an even more sombre note, it is quite likely that top commitment to both Black and female advancement is lacking. Numerous studies have indicated that Whites, in assessing their own companies' commitment, express similar views on the issue (Human and Hofmeyr, 1987; Day, 1991; Hofmeyr and Templer, 1991; and Human and Allie, 1988). Furthermore, lack of commitment is often rationalised away, largely unconsciously by Whites, through an assumption that they hold that Blacks do not have the ability to become managers. This concurs with Day's (1991) study. He found that only thirteen percent of respondents felt that other Whites' in their organisations believe Blacks have the ability to become managers. Human and Allie (1988) explained similar findings as a tendency people have to project onto others problems that they themselves experience.

In summary, it is likely that negative expectations that Whites have of Blacks may impede their self-efficacy as well as their performance. As the communication of doubt about another's ability is largely sub-conscious and covert (Howard and Hammond, 1985) it is more difficult to eradicate in the workplace than is conscious and overt behaviour.

What is important to realise is that the expectancy - performance process works both ways. The work of Howard and Hamond (1985) supports the contention that credible positive expectancies can generate self-confidence and results in success. Organisations need to support and encourage performance that will dispel notions of inferiority.

6.4 KEY FINDINGS OF THIS RESEARCH

Some important findings were identified as a consequence of this research. First, there is a strong feeling amongst respondents that business should accept and value the work of Blacks. Respondents tend to believe that Blacks are capable of competing on equal terms with Whites in that they (Black people) have the inherent business capabilities required. They do however believe that affirmative action and equal opportunities are necessary to redress past inequalities.

Second, while Black women are perceived by the respondents to possess the capabilities necessary to manage effectively, views held towards women are less positive than those held towards men. Furthermore, doubt is expressed regarding certain inherent abilities of women, specifically, degree of objectivity, aggressiveness, and emotional control in business.

Third, Black males and females tend to have consistent views regarding the capabilities of Blacks. Both groups tend to view Black males as more capable than

females. Furthermore, both males and females hold negative views regarding the emotional control of Blacks.

Fourth, despite a positive belief in their (Black people's) inherent abilities, Blacks tend to perceive a need for special training and development opportunities to counteract the educational and other disadvantages they have experienced. However, Blacks are clearly not positive about top management commitment to their development and advancement. They also tend to view discriminatory organisational practices and negative management attitudes as major impediments to their upward mobility.

Notwithstanding discriminatory barriers, Blacks tend to believe that they are capable of succeeding in business. They also largely attribute their success in organisations to their own ability and effort.

The extent to which Blacks are positive about the capabilities of Blacks in business does not support the 'internalisation of inferiority' argument. However, the phenomenon is not entirely discounted and it may in fact explain the contradictory findings with regards to the perceived emotionalism of Blacks as well as the relatively more negative perceptions pertaining to Black women.

6.5 RELEVANCE TO BUSINESS

The study has attempted to throw light on the nature of attitudes Black business people have regarding their (Blacks') capabilities in business. While

attitudes are positive for the most part, there are indications that negative White-held attitudes regarding the emotional control of Blacks have been internalised to some degree. Furthermore, Black women appear to have internalised beliefs regarding their excessive emotionalism, lack of adequate aggression and subjectivity at the workplace.

Attitudes of both Blacks and Whites will continue to play a role in determining how much progress will be made in the development and advancement of Blacks and women. In attempting to change attitudes, companies need to measure and analyse the attitudes of their employees. Following this, appropriate training and development initiatives need to be engaged in.

To counter the internalisation of inferiority, efforts to develop managers should address self-concept. Black trainees should be provided with insights into how their own attitudes and confidence levels impact on their development. They should also be exposed to strategies which enhance these levels. Furthermore, as Shimko (1990) suggests, Black employees should be trained in changing their managers' negative perceptions and expectations. The training should teach the employee (i) to recognize how he or she is perceived by the manager and (ii) to learn behaviours that will enhance the manager's expectations.

Managers too, require training to address issues such as prejudice and negative expectations. In this way they can be provided with insight into how their own values, attitudes, and expectations impact on the development and motivation of their subordinates (Human, 1991b).

Regardless of training initiatives, without the genuine commitment of top management, the people development process will be severely retarded. This top commitment implies more than verbal acknowledgement that the advancement of Blacks and females is necessary. Top management in organisations must be prepared to devote time and effort to achieving success in this area.

6.6 SUGGESTIONS FOR FUTURE RESEARCH

It is believed that this study has drawn attention to the attitudes of Black business people regarding their capabilities, in the broadest sense. Whilst these attitudes were extremely positive, for the most part, doubts were expressed regarding the emotional control of Blacks and the negative attitudes regarding some business capabilities of Black females. Both these observations as well as the relatively more negative attitudes towards Black women held by themselves (Black women) may indicate internalisation of inferiority to some extent.

More in depth studies would be able to confirm whether, in fact, negative stereotypes are being adopted by Blacks and to what extent perceptions are realistic or not. In depth interviews would be useful in this regard.

More rigorous, tightly focused research involving hypothesis testing should be undertaken. Additional investigations should be based on larger, representative samples to identify demographic trends with greater certainty and to increase the generalizability of findings to the wider population.

Studies of attitudes in the dynamic situation which exists in South Africa are obviously problematic in the sense that socio-political events in the broader environment may induce extreme attitudinal shifts. Hence, it may be worthwhile to reassess attitudes after some time in an attempt to ascertain the effects of socio-political and organisational changes.

The research results suggest that, to a great extent, Blacks have not adopted the negative stereotypes held by Whites and this is cause for optimism. There are, however, some contradictory elements in the research findings which require further investigation.

Moreover, work needs to be done on the perceptual disparities that exist between Blacks and Whites and how these can be reduced. For, as Burns (1979, in Watts, 1988, p. 32) points out "Perception is other than what is out there. Yet what is perceived is reality for the perceiver, the only reality by which he can guide his behaviour."

In addition, attitudinal research should begin to focus on Black people's attitudes. Demographic trends make this quite evident.

The problems associated with Black advancement are complex and numerous. Unless we understand the process by which people develop and the factors impacting on their development, the work we do in this area will fail to achieve its optimal impact.

Finally, a relevant comment by Linda Human (1991b, p. 327) deserves reflection. She states that "Political developments have raised expectations, sometimes

beyond the level of realism. There exists a fine line between the low expectations some White have of Blacks and the high expectations some Blacks have of themselves. South Africa cannot expect to prosper as a nation unless Blacks, as well as Whites, are prepared to face up to individual strengths and weaknesses; individual training and development needs. Development requires a level of realism; a level of humility; it also requires a great deal of effort on both sides".

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LIST OF NEWSPAPER ARTICLES REFERRED TO:

PERSON QUOTED /

NEWSPAPER

PURPOSE OF ARTICLE

Black Management Forum
Supplement

Business Day 31/08/92

Mazwai T.

Finance Week 25 -31/01/1990

Preece H.

Finance Week 1 - 07/10/1992

APPENDIX 1: SURVEY QUESTIONNAIRE

QUESTIONNAIRE: ATTITUDES OF BLACK BUSINESS PEOPLE REGARDING CAPABILITIES OF BLACKS IN BUSINESS

INSTRUCTIONS

- i) All questions should be answered by placing a ✓ in the appropriate block. If you do not find the exact answer that best describes your view, use the one that is closest to it.
- ii) Please answer all the questions.
- iii) In responding to the items please note that the term "Black" does not include Coloureds and Asians.
- iv) Do not attempt to evaluate yourself, but rather give your views on Black people in general.

1. In general Black males have the objectivity required to evaluate business situations properly.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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2. In general Black females have the objectivity required to evaluate business situations properly.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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3. Black males have the capability to acquire the necessary skills to be successful managers.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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4. Black females have the capability to acquire the necessary skills to be successful managers.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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5. Black males are ambitious enough to be successful in the business world.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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6. Black females are ambitious enough to be successful in the business world.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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7. Black males can be assertive in business situations that demand it.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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8. Black females can be assertive in business situations that demand it.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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9. Black females possess the self-confidence required to be successful in business.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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10. Black males possess the self-confidence required to be successful in business.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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11. Black females are competitive enough to be successful in the business world.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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12. Black males are competitive enough to be successful in the business world.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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13. Black males can be aggressive in business situations that demand it.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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14. Black females can be aggressive in business situations that demand it.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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15. Top management in my company is fully committed to developing and advancing Black males to management positions.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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16. Top management in my company is fully committed to developing and advancing Black females to management positions.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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17. Generally, Black males tend to persevere with a task despite obstacles.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
-------------------	-------	-----------	----------	----------------------

18. Generally, Black females tend to persevere with a task despite obstacles.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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19. Black females are prepared to put in the effort required to succeed in business.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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20. Black males are prepared to put in the effort required to succeed in business.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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21. Challenging work is as important to Blacks as it is to Whites.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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22. Challenging work is as important to Black females as it is to Black males.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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APPENDIX 1 continued

- 3 -

23. Blacks are just as capable as Whites of assuming leadership roles in organisations.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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24. Black females are capable of assuming leadership roles just as often as Black males.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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25. Blacks do not allow their emotions to influence their managerial behaviour more often than do Whites.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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26. Black females do not allow their emotions to influence their managerial behaviour more often than do Black males.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
-------------------	-------	-----------	----------	----------------------

27. On average, Black managers are just as capable of contributing to an organisation's overall goals as are White managers.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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28. Blacks are just as capable of learning mathematical and mechanical skills as are Whites.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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29. Because of educational and other disadvantages, Blacks should be provided with special training and development opportunities over and above those provided for Whites.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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30. It is acceptable for Black females to compete with Black males for top executive positions.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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31. Blacks should be given equal opportunity for participation in management training programmes.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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32. Most Blacks in senior positions in organisations have earned their status by virtue of their skills.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
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33. Blacks should receive special support and assistance, such as mentoring, to help them make meaningful progress in business.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
-------------------	-------	-----------	----------	----------------------

APPENDIX 1 continued

- 4 -

PLEASE COMPLETE THE FOLLOWING STATEMENTS IN YOUR OWN WORDS:

34. The main reason for the relative shortage of Blacks in senior management in South African companies is

35. Blacks who achieve senior positions in organisations do so because

36. Some Blacks remain in trainee manager positions longer than Whites because

PERSONAL DETAILS:

37. Nationality :

38. Home Language :

39. In what age group do you fall?

20 years or less ☐

21-30 years ☐

31 years to 40 years ☐

41-50 years ☐

51-60 years ☐

APPENDIX 1 continued

- 5 -

40. Male ☐ Female ☐

41. Highest Educational Qualifications

Below Matric ☐
Matric ☐
Diploma ☐
First Degree ☐
Post Graduate Diploma ☐
Post Graduate Degree ☐

42. Size of organisation (approx. no. of people) _____

43. Current Level in Organisation

Top Management ☐
Senior Management ☐
Middle Management ☐
Junior Management ☐
Supervisory ☐
Below Supervisory ☐
Other ☐

44. Occupation / Job Title : _____

45. Length of time in current position (in months) : _____

46. Number of Subordinates (who directly report to you)

_____ Black subordinates _____ Other subordinates

47. Previous Position : _____

48. Length of time in previous position : _____

Please return the completed questionnaire
in the addressed envelope to me at P O
Box 90115, BERTSHAM, 2013 before
15 September 1992.

I am very grateful for your assistance in contributing to this research project.

APPENDIX 2: LIKERT SCALE CONVERSION

DATA MATRIX FOR CONVERSION OF LIKERT SCALES TO INTERVAL DATA

QUESTION NO	LIK1	LIK2	LIK3	LIK4	LIK5	
1	42	93	21	17	2	175
2	24	71	58	21	1	175
3	111	59	2	2	1	175
4	67	91	12	2	3	175
5	85	74	11	4	1	175
6	57	89	22	6	1	175
7	62	98	11	3	1	175
8	38	96	36	4	1	175
9	41	79	40	14	1	175
10	57	98	16	4	0	175
11	39	87	31	17	1	175
12	63	79	23	10	0	175
13	52	69	38	12	4	175
14	26	66	56	21	6	175
15	20	40	38	45	32	175
16	11	24	31	57	52	175
17	57	92	17	9	0	175
18	38	83	39	12	3	175
19	60	83	28	4	0	175
20	79	81	11	4	0	175
21	118	40	5	11	1	175
22	81	65	15	13	1	175
23	118	45	9	3	0	175
24	66	77	17	14	1	175
25	31	57	59	23	5	175
26	16	35	82	34	8	175
27	119	41	10	4	1	175
28	118	44	5	5	3	175
29	103	43	11	15	3	175
30	80	70	19	3	3	175
31	153	20	0	1	1	175
32	74	59	21	16	5	175
33	68	69	12	21	5	175
	2174	2217	806	431	147	5775
	37.6%	38.4%	14.0%	7.5%	2.5%	

TRANSFORMATION OF LIKERT SCALES INTO INTERVAL DATA AFTER CORRESPONDENCE ANALYSIS

LIKERT	COORDINATE			CONVERTED		
	G1	G2	EUCLIDIAN	USE G1	USE G2	EUCLIDIAN
1	0.429	0.281		1.000	1.000	1.000
2	0.072	0.243	0.359	1.625	1.103	1.464
3	-0.541	0.421	0.638	2.700	0.621	2.288
4	-0.891	-0.211	0.722	3.313	2.332	3.221
5	-1.854	-1.196	1.378	5.000	5.000	5.000
3.097						

REF
16

[illegible]

CAPTURED DATA

	RESP	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	HOME LANGUAGE	Q39	Q40	Q41	Q42	Q43	Q44	Q45 BLACK SUBORDS	OTHER SUBORDS	
61	2	2	2	1	1	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	ZULU	3	0	4	169	2 PUBLIC REL	60	3	5		
62	2	2	2	1	1	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	TSHANA	3	0	6	220	3 PERS MGR	24	0	0		
63	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	SOTHO	4	0	4	700	1 MGR COMM SERV	84	0	0		
64	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	XHOSA	3	0	1	400	5 SUP	36	4	0		
65	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	TSHANA	4	0	3	0	1 OWNER	168	10	6		
66	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	SOTHO	2	0	4	5000	6 SALES REP	36	0	4		
67	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ENG	3	0	5	700	3 MGR PRODUCT DEV	12	0	2		
68	2	4	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	SOTHO	3	0	5	0	7 MARKET RESEARCHER	6	0	0		
69	4	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	TSHANA	3	0	3	550	5 CONTROL CLERK	24	7	0		
70	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	2	0	6	0	4 GRADUATE TRN	12	0	0		
71	2	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	LUNDA	3	0	4	680	4 PROJECT ACCOUNTANT	12	0	3	
72	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ENG	3	0	5	4	1 CEO	60	3	0	
73	2	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	3	0	3	250	4 PROD FOREMAN	48	25	4	
74	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	ZULU	5	0	3	1450	4 ASST PERS OFF	42	2	0	
75	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	3	0	4	165	4 PRO	54	1	1	
76	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	SOTHO	4	0	2	1000	4 SR PERS OFF	48	0	0	
77	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ENG	4	1	3	3000	7 REP	48	0	0	
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79	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	TSHANA	2	1	4	500	6 CREDITORS CLERK	48	0	0	
80	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	TSHANA	2	0	3	700	6 PACKER	47	0	0	
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82	1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	3	1	1	2500	6 ADMINISTRATOR	48	2	0	
83	1	2	2	3	2	3	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	ZULU	2	1	4	300	4 TRADE MANAGER	6	0	0	
84	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	4	0	3	100	3 I.R OFFICER	144	2	2	
85	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	TSHANA	2	1	3	4200	5 OFFICE ADMINISTRATOR	3	8	0	
86	4	4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	4	1	5	15000	4 MARKETING MANAGER	60	2	1	
87	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	TSHANA	3	0	3	40	6 DRAFTSMAN	120	0	0	
88	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	3	1	6	6	1 DIRECTOR	60	0	0	
89	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	SOTHO	3	1	2	36	5 HEALTH ADVISOR	120	10	0	
90	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	2	1	3	0	7 STUDENT	0	0	0	
91	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	SOTHO	2	0	3	0	7 LABOURER	0	0	0	
92	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	SOTHO	4	0	3	280	3 I.R CONSULTANT	48	0	0	
93	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	SOTHO	3	0	3	2058	5 TRADER	72	0	0	
94	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	SOTHO	5	0	3	11000	5 I.R OFFICER	168	0	0	
95	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	SOTHO	3	0	3	700	2 REGIONAL MANAGER	5	50	2	
96	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	3	300	2 SNE CIVIL ENGINEER TECH	36	3	2
97	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	XHOSA	3	0	4	800	4 FINANCIAL ANALYST	24	0	0
98	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	SOTHO	3	0	4	250	4 MANAGER	26	0	0	
99	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	SOTHO	2	0	3	25000	5 ACCOUNTS ANALYST	6	0	0	
100	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	2	0	2	0	7 STUDENT	0	0	0	
101	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	ZULU	3	0	4	0	3 SALES MANAGER	18	4	0	
102	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	SOTHO	4	0	2	400	5 CHIEF BUSINESS ADVISOR	29	3	0
103	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	TSHANA	4	0	3	2000	2 PUBLIC AFFAIRS MANAGER	18	0	2
104	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1														

RESP	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	HOME	Q39	Q40	Q41	Q42	Q43	Q44	Q45	BLACK	OTHER
No																																		LANGUAGE							SUBORDS	SUBORDS	
121	3	3	1	3	1	2	2	2	3	3	3	2	2	3	3	4	4	5	5	2	2	2	1	2	2	2	3	2	2	1	2	2	SOTHO	3	0	3	330	3	INMAN RESOURCE MANAGER	36	0	1	
122	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2	2	ZULU	3	0	6	360	5	SUPERVISOR	72	0	2	
123	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	ZULU	5	0	6	400	4	PERSONNEL OFFICER	48	0	0	
124	1	2	1	2	1	2	1	2	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	3	0	5	0	3	SRM, MARKETING CONSULTANT	31	8	4	
125	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	2	0	5	900	4	AUDITOR	9	0	0	
126	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	3	0	3	67	3	DISTRIBUTION OFFICER	27	18	3	
127	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	ZULU	3	0	3	10	7	REP	24	0	0	
128	2	2	3	2	2	2	2	2	3	4	2	2	2	3	5	5	5	5	5	4	5	3	3	4	4	3	5	5	4	2	2	2	2	ZULU	2	0	5	200	2	CHIEF ACCOUNTANT	60	15	15
129	1	1	1	1	1	2	2	1	3	4	2	2	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	TSWANA	3	0	5	1800	3	SALES MANAGER	43	7	2
130	4	2	1	2	1	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	ZULU	3	1	2	23	6	COMPUTER CLERK	94	0	0	
131	2	2	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	ZULU	3	1	4	800	6	PERSONNEL OFFICER	64	0	0	
132	1	1	1	1	1	2	2	1	3	2	2	2	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	SOTHO	2	1	4	5000	5	TRAINEE MANAGER	36	0	0
133	1	3	1	2	1	2	1	3	4	4	1	1	1	2	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	TSWANA	4	1	6	60	2	ASST DIRECTOR	36		

Question 34 : Reason for shortage of Black managers.

Resp No.		Resp No.		Resp No.		Resp No.	
1	- Poor education - Legislation	13	- Company discrimination	25	- White resistance - Management attitudes	37	- Company discrimination - Poor education
2	- Company discrimination	14	- No company commitment	26	- No company commitment	38	- Company discrimination
3	- Management attitudes (doubt capabilities) - No company commitment	15	- No company commitment	27	- Poor education - No company commitment	39	- No company commitment - Basic education (skills shortage)
4	- Legislation - Poor education - No company commitment	16	- No company commitment - Company discrimination	28	- No company commitment	40	- Poor education
5	- Legislation - Poor education	17	- Cultural issues	29	- Legislation - job reservation	41	- White resistance
6	- Management attitudes - prejudice - Legislation	18	- Legislation - Management attitudes	30	- Company discrimination	42	- Legislation
7	- No company commitment	19	- Legislation - Poor education	31	- No company commitment (to training Blacks)	43	- Legislation (job reservation)
8	- Management attitudes (doubt capabilities)	20	- Poor education	32	- Legislation - White resistance (fear)	44	- Basic education (skills shortage) - Legislation
9	- No company commitment	21	- Poor education	33	- Poor education	45	- Management attitudes (prejudice) - Individual attitudes (weak & timid)
10	- Management attitudes (doubt capabilities)	22	- White resistance (superiority)	34	- Poor education - Legislation	46	- No company commitment
11	- Cultural issues (language barriers) - Legislation	23	- Legislation - No company commitment	35	- Management attitudes (doubt capabilities)		
12	- No company commitment	24	- Poor education	36	- No company commitment		

APPENDIX 3 continued

Question 34 : Reason for shortage of Black managers.

Resp No.		Resp No.		Resp no.		Resp No.	
47	- No company commitment - Company discrimination	59	- No company commitment	69	- No company commitment	82	- Education
48	- Legislation (job reservation)	60	- Poor education	70	- No company commitment	83	- No company commitment
49	- No company commitment (racist policies)	61	- Company discrimination	71	- Legislation - Cultural issues (Western style)	84	- Legislation
50	- Negative management attitudes	62	- Negative management attitudes (prejudice, indifference)	72	- Management attitudes	85	- No company commitment - Education (skills shortage)
51	- Legislation	63	- No company commitment	73	- No company commitment	86	- No company commitment (no support)
52	- No company commitment	64	- No company commitment - White resistance	74	- Management attitudes (doubt capabilities) - No company commitment	87	- Negative management attitude
53	- Legislation	65	- Negative management attitudes	75	- White resistance (fear)	88	- No company commitment
54	- Legislation	66	- No company commitment	76	- Poor education	89	- Legislation
55	- Poor education	67	- Negative management attitude (doubt capabilities)	77	- Management attitudes (focus on mistakes)	90	- Poor education
56	- Legislation - Individual's incompetence (unassertiveness)	68	- No company commitment - Management activities (prejudice)	78	- Poor education - Management attitudes	91	- Negative management attitude
57	- Bantu education			79	- Legislation	92	- Negative management attitude
58	- Bantu education (skills shortage) - Negative management attitudes			80	- No company commitment	93	- Education
				81	- Management attitudes (doubt capabilities)	94	- Management attitudes (focus on mistakes)
						95	- Management attitudes (doubt capabilities)
						96	- Legislation

Question 34 : Reason for shortage of Black managers.

Resp No.		Resp No.		Resp No.		Resp No.	
97	- Management attitudes (doubt capabilities)	111	- Management attitudes (doubt capabilities)	123	- Management attitudes (doubt capabilities)	138	- No answerd
98	- Legislation	112	- Company discrimination	124	- No company commitment	139	- Legislation
99	- Education (skills shortage)	113	- Management attitudes (doubt capabilities)	125	- Education	140	- Education
100	- Legislation	114	- Management attitudes (prejudice)	126	- Management attitudes (doubt capabilities)	141	- Management attitudes (doubt capabilities)
101	- Education	115	- Legislation	127	- No company commitments	142	- Legislation
102	- Management attitudes (doubt capabilities)	116	- Company discrimination	128	- No company commitments	143	- Management attitudes (doubt capabilities)
103	- Legislation	117	- Legislation	129	- Legislation	144	- No company commitment
	- Management attitudes		- Education	130	- Legislation	145	- Management attitudes (doubt capabilities)
	- No company commitment	118	- Education	131	- Company discrimination	146	- Management attitudes
104	- No company commitment		- Management attitudes (doubt capabilities)	132	- Management attitudes (doubt capabilities)		- Poor education
105	- Management attitudes	119	- No company commitments	133	- Legislation	147	- Negative management attitude
106	- Management attitudes		- Individual (inferiority complex)	134	- Management attitudes (prejudice)	148	- Legislation
107	- No company commitment (retain status quo)	120	- No company commitment	135	- Education	149	- Poor education
108	- Education	121	- No company commitment	136	- Education	150	- Management attitudes
109	- Management attitudes	122	- Management attitudes (feel threatened)	137	- Education	151	- Company discrimination
110	- No company commitment					152	- Legislation
	- Company discrimination						- Education

APPENDIX 3 continued

Question 34 : Reason for shortage of Black managers.

Resp No.

- 153 - No company commitment
- 154 - Legislation
- 155 - Management attitudes
(feel threatened)
- Education
- 156 - Legislation
- 157 - Discrimination in
companies
- 158 - No company commitment
- 159 - Education
- 160 - No company commitment
- 161 - No company commitment
- 162 - Poor education
- 163 - Legislation
- 164 - No company commitment
- 165 - Education
- No company commitment
- 166 - Management attitudes
(feel threatened)

Resp No.

- 167 - Legislation
- Education
- 168 - Legislation
- 169 - No company commitment
- 170 - Legislation
- Education
- 171 - Legislation
- 172 - No company commitment
- Company discrimination
- 173 - Legislation
- 174 - Education
(skills shortage)
- 175 - Education

Question 35 : Reasons Blacks achieve senior organisational status

Resp No.		Resp No.		Resp No.		Resp No.	
1	- External pressure	16	- Company commitment	25	- Attributes (perseverance, assertiveness)	34	- Merit
2	- Merit	17	- External pressure - international, political	26	- Company commitment	35	- Abnormal proof
2	- Merit	18	- Luck	- Attributes (perseverance)	36	- Company commitment (support)	
-	- Company commitment	-	- Merit	27	- Attributes (perseverance)	-	- Attributes (perseverance)
4	- Personal attributes (perseverance)	19	- Attributes (ambition)	28	- Attributes (perseverance)	37	- Attributes (determination)
5	- Personal attributes	20	- Attributes (self determination & hard work)	-	- Tokenism	38	- Management attitudes (support, mentoring)
6	- Merit - qualifications	21	- Attributes (intelligence, assertiveness)	29	- Attributes (perseverance)	39	- Abnormal proof
7	- Abnormal effort	22	- Attributes - Merit - Yes, men (blue eyed boy)	30	- Attributes (perseverance, qualifications)	40	- Tokenism
8	- Yes, men	23	- Abnormal proof (long service)	31	- Abnormal effort - Attributes (assertiveness)	41	- Merit - Yes, men
9	- Management attitudes	-	- External pressure economic	32	- Company commitment	42	- Abnormal effort
10	- Tokenism - Yes, men	24	- Yes, men - Tokenism	33	- Attributes (qualification) - Management attitudes	43	- Yes, men
11	- Merit					44	- Company commitment (training) - Attributes (dedication)
12	- Abnormal effort					45	- Tokenism - Attributes (intelligence)
13	- Attributes (effort)						
14	- Company commitment						
15	- Company commitment						

Question 35 : Reasons Blacks achieve senior organizational status

Resp No.		Resp No.		Resp No.		Resp No.	
46	- Merit	58	- Yes, men	68	- External pressure	88	- Merit
47	- Company commitment		- Management attitudes (support)	69	- Abnormal effort	89	- Abnormal effort
48	- Merit		- Attributes (perseverance)		- Merit	92	- Attributes (self-confidence, ambition)
49	- Attributes (perseverance)	59	- Merit	78	- Abnormal effort		
50	- Merit	60	- Attributes (determination)	71	- Merit	93	- Abnormal proof
	- Company commitment (training)		- Abnormal effort (long service)		- Tokenism	94	- Attributes (determination)
51	- Attributes (ambition & perseverance)	61	- Abnormal effort	72	- Merit	95	- Merit
52	- Attributes (innovative)	62	- Management attitudes (support)		- Tokenism (visible Black management)	96	- Abnormal proof
	- Merit		- External pressure (economic)	73	- Yes, men	97	- Abnormal proof (long service)
53	- Merit (qualifications)	63	- Merit	74	- Yes, men	98	- Merit
	- Company commitment		- Tokenism		- Attributes (qualifications, assertiveness)	99	- External pressure
54	- Abnormal effort	64	- Merit	75	- External pressure		
55	- Attributes (ambition)		- Attributes (assertiveness)	76	- Abnormal proof	99	- Merit
56	- Company commitment	65	- Merit	77	- Abnormal effort (long service)	91	- Merit
	- Tokenism	66	- Company commitment	78	- Abnormal proof		- Tokenism
57	- Merit (hard work)		- Merit		- External pressure	92	- External pressure (economic & political)
		67	- Merit	79	- External pressure (economic & political)		- Abnormal effort
			- Attributes (adaptability)				

Question 35 : Reasons Blacks achieve senior organisational status

Resp No.		Resp No.		Resp No.		Resp No.	
94	- Merit	102	- Company commitment (training)	119	- External pressure	131	- External pressure
95	- Tokenism	109	- Merit	120	- Merit	132	- Merit
96	- Abnormal effort		- External pressure	121	- Merit (hard work & perseverance)	133	- Abnormal proof (long service)
97	- Merit	110	- Merit		- External pressure		- External pressure
98	- Company commitment	111	- External pressure	122	- External pressure (economic)	134	- Abnormal effort
99	- Abnormal effort		- Merit				- Tokenism
100	- Merit	112	- Attributes (assertiveness)	123	- Attributes	135	- Merit
101	- Merit	113	- Tokenism	124	- Attributes (hard work & self determination)	136	- Merit
102	- Merit	114	- Attributes (self-belief)			137	- Not understood
103	- Attributes (competitive, committed)	115	- Merit	125	- Merit	138	- Not answered
			- Tokenism		- External pressure	139	- Merit
104	- Merit	116	- Management attitudes (support)	126	- Management attitudes (support)	140	- Abnormal effort
105	- Management attitudes (support)		- Attributes (aggression)	127	- Merit	141	- Attributes (perseverance, self-confidence)
					- Tokenism		
106	- Abnormal effort	117	- Attributes (hard work)	128	- External pressure	142	- Merit
	- External pressure			129	- Attributes (studien)	143	- Attributes (perseverance)
107	- External pressure	118	- Lack	130	- External pressure	144	- Company commitment
	- Attributes (perseverance)		- Attributes (personality & educational)				

Question 35 : Reasons Blacks achieve senior organisational status

Resp No.

- 145 - Merit
- Yes, men
- 146 - External pressure (economic)
- 147 - Not answered
- 148 - Attributes (hard work)
- 149 - Merit
- 150 - Attributes (confidence & self-determination)
- 151 - Attributes (ambitious & perseverance)
- 152 - Abnormal effort
- External pressure
- 153 - Company commitment (support & training)
- 154 - Attributes (perseverance and hard work)
- 155 - Company commitment (support)

Resp No.

- 156 - Merit
- 157 - Management attitudes
- Company commitment
- 158 - Merit
- 159 - Abnormal proof
- Merit
- 160 - Merit
- 161 - Abnormal effort (proof)
- 162 - Merit
- 163 - Merit
- 164 - Abnormal effort (long service)
- Merit
- 165 - Merit
- 166 - Attributes (perseverance & assertiveness)
- 167 - Abnormal proof
- Luck
- 168 - Attributes (perseverance)

Resp No.

- 169 - Attributes (determination)
- 170 - Attributes (perseverance)
- Abnormal effort (long service)
- 171 - Merit
- 172 - Merit
- 173 - Merit
- External pressure
- 174 - Abnormal effort (long service)
- 175 - Abnormal effort
- Management attitudes

Question 36 : Reasons some Blacks remain trainees longer

Resp No.

- 1 - White resistance
- 2 - White resistance
- No company commitment
- 3 - Legislation
- 4 - Lack of company
commitment
(window dressing)
- 5 - Management attitudes
- 6 - White resistance
- 7 - Management attitudes
- 8 - Management attitudes
(prefer status quo)
- 9 - Management attitudes
- 10 - Management attitudes
- 11 - Lack of company
commitment
(training)
- Cultural barriers
- 12 - Lack of company
commitment
- Negative management
attitudes

Resp No.

- 13 - No company
commitment
(training)
- 14 - Legislation
- 15 - White resistance
- Management attitudes
- 16 - Management attitudes
(doubt capabilities)
- 17 - White resistance
(resist change)
- 18 - Management attitudes
(doubt capabilities)
- 19 - No company
commitment
(training)
- Management attitudes
(focus on mistakes)
- 20 - No company
commitment
- 21 - White resistance
(fear)
- Negative management
attitude

Resp No.

- 22 - Management attitude
(doubt capabilities)
- 23 - Management attitudes
(no trust)
- 24 - No company commitment
- 25 - No company commitment
- 26 - Lack of company
commitment
- 27 - Management attitudes
- Company commitment
(training & development)
- 28 - Lack of company commitment
- 29 - Lack of company commitment
- 30 - Not answered
- 31 - No company commitment
(culture of organisation)
- 32 - No company commitment
(prejudice)
- 33 - Negative management attitude
- White resistance

Resp No.

- 34 - White resistance
- Lack of company commitment
(maintain status quo)
- 35 - Lack of company commitment
(training)
- 36 - Negative management attitude
- Incompetence
(lack initiative)
- 37 - Negative management attitude
(focus on mistakes)
- 38 - Incompetence
(assertiveness)
- No company commitment
- 39 - White resistance
- No company commitment
(conservative)
- 40 - Lack of company commitment
- 41 - Management attitudes
- No company commitment
- 42 - Incompetence
(lack of extra drive)
- 43 - Management attitudes
(doubt capabilities)

APPENDIX 3 continued

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Question 36 : Reasons why Blacks remain trainees longer

Resp No.		Resp No.		Resp No.		Resp No.	
44	- Lack of company commitment	55	- Lack of company commitment	68	- Management attitudes (doubt capabilities)	80	- Apartheid Legislation
45	- Incompetence (lacks assertiveness) - No company commitment	56	- Incompetence (assertiveness) - Management attitudes	69	- Company commitment	81	- Management attitudes (doubt capabilities)
46	- White resistance	57	- White resistance	70	- Management attitudes	82	- Legislation
47	- White resistance (retain power, status quo)	58	- Management attitudes - Company commitment	71	- Management attitudes (favouritism)	83	- White resistance
48	- Management attitudes	59	- White resistance (jealousy)	72	- White resistance to Black managers	84	- Management attitudes (doubt capabilities)
49	- White resistance	60	- White resistance (fear)	73	- Company commitment (training opportunities)	85	- Legislation - Company commitment (protect whites)
50	- Lack of company commitment	61	- No company commitment	74	- White resistance (fear)	86	- White resistance (fear) - Education
51	- White resistance (prejudice) - Management attitudes (support)	62	- No company commitment	75	- No company commitment (training opportunities)	87	- Management attitudes (insecurity, fear)
52	- Lack of company commitment	63	- No company commitment	76	- Management attitudes (indifference)	88	- Management attitude (doubt capabilities)
53	- Incompetence (cannot adapt to corporate world)	64	- No company commitment (training)	77	- Cultural barriers (not understood by whites)	89	- No company commitment
54	- Management attitudes (no trust)	65	- No company commitment	78	- Company commitment (ltd job opportunities)	90	- Legislation (ltd job opportunities)
		66	- Company commitment (window dressing)	79	- Disagrees	91	- Disagrees
		67	- Management attitudes (trust)				

Question 36 : Reasons some Blacks remain trainees longer

Resp No.		Resp No.		Resp No.		Resp No.	
92	- No company commitment (training & development)	104	- Management attitudes (prejudice)	115	- No company commitment	128	- No company commitment (maintain status quo)
93	- Management attitudes (favouritism)	105	- White resistance (threatened)	116	- Management attitudes	129	- Education (require additional training)
94	- Management attitudes	106	- Management attitudes (fear, threatened)	117	- Management attitudes (doubt capabilities)	130	- No company commitment (ltd job opportunities)
95	- No company commitment (jobs reserved for whites)	107	- Cultural barriers (group vs individual identity)	118	- Management attitudes (prejudice)	131	- No company commitment
96	- Incompetence (complacency, lack of effort)	108	- Legislation (job opportunities)	119	- Company commitment - White resistance	132	- Management attitudes (doubt capabilities)
97	- Management attitude (prejudice)	109	- Management attitudes (feel threatened)	120	- Management attitudes (doubt capabilities)	133	- Management attitudes (doubt capabilities)
98	- Management attitudes (fear)	110	- Management attitudes (doubt capabilities)	121	- Management attitudes (threatened, no trust)	134	- Incompetence (lack of assertiveness) - No company commitment
99	- No company commitment	111	- No company commitment	122	- No company commitment	135	- Company commitment (jobs for white)
100	- No company commitment (ltd opportunities)	112	- No company commitment - Education (skills shortage)	123	- Legislation (apartheid legacy)	136	- No company commitment
101	- Education	113	- Management attitudes (doubt capabilities)	124	- Management attitudes (lack of support)	137	- No company commitment
102	- No company commitment	114	- No company commitment (play to frustrate)	125	- Management attitudes	138	- Not answered
103	- Management attitudes (fear, doubt capabilities)			126	- No company commitment (window dressing)	139	- Legislation (ltd job opportunities)
				127	- Management attitudes		

Question 36 : Reasons some Blacks remain trainees longer

Resp No.		Resp No.		Resp No.	
140	- Legislation	153	- Incompetence (performance confidence)	164	- No company commitment (job and training)
141	- Company commitment (status quo)	154	- Management attitudes (support)	165	- No company commitment - Cultural issues (western business culture)
142	- Education (require additional training)	155	- Management commitment (doubt capabilities) - Legislation	166	- Company commitment (job opportunities)
143	- Management attitudes (doubt capabilities)	156	- No company commitment (window dressing)	167	- Management attitudes
144	- Disagrees	157	- Management attitudes (capabilities)	168	- No company commitment - Management attitudes (capabilities)
145	- No company commitment	158	- No company commitment (jobs for whites)	169	- White resistance
146	- No company commitment (training)	159	- No company commitment	170	- Not answered
147	- No company commitment (job opportunities)	160	- No company commitment (window dressing)	171	- Legislation (job reservation)
148	- Legislation	161	- Incompetence (no leadership assertiveness)	172	- Management attitudes (doubt capabilities)
149	- No company commitment (training)	162	- Cultural issues (language)	173	- Management attitude (no commitment)
150	- White resistance	163	- Legislation	174	- Management attitudes (doubt capabilities)
151	- Education			175	- Management attitudes (doubt capabilities)
152	- No company commitment (training)				

CONVERTED LIKERT SCALES (INTERVAL DATA)

RESPONDENT No	Q1C	Q2C	Q3C	Q4C	Q5C	Q6C	Q7C	Q8C	Q9C	Q10C	Q11C	Q12C	Q13C	Q14C	Q15C	Q16C	Q17C	Q18C	Q19C	Q20C	Q21C	Q22C	Q23C	Q24C	Q25C	Q26C	Q27C	Q28C	Q29C	Q30C	Q31C	Q32C	Q33C	
1	1.464	1.000	1.000	1.000	1.000	1.464	1.464	1.464	1.464	1.454	1.000	1.000	1.000	1.000	3.221	5.000	1.464	1.464	1.000	1.464	1.000	1.000	1.000	1.000	2.288	2.288	1.000	1.000	1.000	1.000	1.464	1.000		
2	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.000	1.000	1.000	3.221		
3	1.000	1.464	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.000	1.000	1.464	1.464	2.288	5.000	1.000	2.288	1.464	1.000	1.000	1.464	1.000	1.464	2.288	3.221	1.000	1.000	1.000	2.288	1.000	1.000		
4	2.288	1.464	1.000	1.000	1.464	1.464	1.464	1.464	2.288	1.464	1.464	1.464	1.464	1.464	1.000	1.000	1.464	1.000	1.464	1.000	1.464	1.464	1.464	2.288	2.288	1.464	1.000	1.000	1.000	2.288	1.464	1.000		
5	1.000	1.464	1.000	1.000	1.464	1.464	1.000	1.464	1.000	1.000	1.464	1.464	1.464	1.464	1.464	2.288	1.464	1.464	2.288	2.288	1.000	1.464	1.000	1.464	1.000	1.000	1.000	1.464	1.000	1.000	1.000	2.288		
6	2.288	2.288	3.221	5.000	1.000	1.000	1.464	1.464	1.000	1.000	2.288	1.464	2.288	2.288	5.000	5.000	1.464	1.464	1.000	1.000	1.000	1.000	1.464	1.464	1.464	1.464	1.000	1.000	1.000	2.288	1.000	1.000		
7	1.464	1.464	1.000	1.000	1.000	1.000	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.464	3.221	3.221	1.000	1.000	1.464	1.000	1.000	1.000	1.000	2.288	2.288	1.000	1.000	1.464	1.000	1.000	2.288		
8	1.464	3.221	1.464	1.464	1.464	1.464	1.464	1.464	1.464	3.221	1.454	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.464	5.000	1.464		
9	1.000	2.288	1.000	1.464	1.000	1.464	1.000	1.464	1.464	1.000	1.464	1.000	1.464	1.464	1.464	3.221	5.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	5.000		
10	1.464	2.288	1.000	1.464	1.464	1.000	1.000	1.464	2.288	1.464	1.464	1.000	2.288	2.288	1.464	3.221	1.464	1.464	1.000	3.221	3.221	2.288	1.464	1.000	3.221	2.288	5.000	1.464	3.221	1.464	1.000	2.288		
11	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	5.000	5.000	1.464	2.288	1.464	1.000	1.000	1.000	1.464	2.288	3.221	1.000	1.000	1.464	1.000	1.000	1.464	1.464		
12	3.221	3.221	1.000	1.000	1.464	1.464	1.464	1.464	1.000	1.464	1.464	1.464	1.464	1.464	3.221	3.221	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.000	1.000	1.000	1.464	1.000	3.221	1.000		
13	3.221	3.221	1.000	1.464	1.464	1.464	1.464	1.464	1.000	2.288	1.464	1.000	3.221	3.221	5.000	5.000	1.464	2.288	1.464	1.464	1.000	1.464	1.000	1.464	3.221	3.221	1.000	1.000	1.464	1.000	1.464	1.000		
14	1.464	2.288	1.000	1.464	1.000	1.464	1.464	2.288	1.464	1.464	1.464	1.464	1.464	1.464	2.288	2.288	1.464	1.464	1.464	1.464	1.000	1.000	1.464	2.288	2.288	1.000	1.000	1.464	1.000	1.000	2.288	3.221		
15	1.464	2.288	1.000	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	2.288	2.288	5.000	1.464	2.288	1.464	1.464	1.000	1.000	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000		
16	2.288	2.288	1.000	1.000	1.000	1.000	1.464	1.464	2.288	1.464	1.464	1.000	1.000	1.000	2.288	3.221	1.464	1.464	1.464	1.464	1.000	1.000	1.000	1.464	1.464	1.464	1.000	1.000	1.000	1.000	1.000	2.288	1.000	
17	1.000	2.288	1.000	1.000	1.464	2.288	2.288	2.288	3.221	2.288	3.221	2.288	3.221	5.000	5.000	5.000	1.464	1.464	2.288	2.288	1.464	2.288	1.000	1.464	5.000	5.000	1.464	1.000	2.288	1.000	1.000	1.000	1.464	
18	3.221	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464		
19	1.000	1.464	1.000	1.464	1.000	1.464	1.000	2.288	1.464	1.000	1.464	1.000	1.000	2.288	5.000	2.288	1.000	2.288	1.464	1.000	1.464	1.000	1.464	1.000	1.464	2.288	1.000	1.000	1.000	1.464	1.000	1.000	1.000	
20	2.288	2.288	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	5.000	3.221	5.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.000	1.000	1.000	3.221	1.000		
21	1.464	5.000	2.288	3.221	1.000	1.464	1.464	2.288	1.000	1.000	1.464	1.464	2.288	1.464	1.000	2.288	3.221	5.000	1.000	1.464	3.221	2.288	1.000	3.221	1.000	5.000	2.288	5.000	1.464	2.288	1.000	5.000	1.000	
22	1.464	1.464	1.000	1.000	1.000	1.000	1.464	1.464	1.464	1.000	1.000	1.000	1.464	1.464	1.464	2.288	1.464	2.288	1.464	1.464	1.000	1.464	1.000	1.464	1.464	2.288	1.000	1.000	1.464	1.000	1.000	1.464	1.464	
23	1.464	1.464	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.000	1.000	1.464	2.288	3.221	3.221	1.464	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.464	1.464	1.000	1.464	1.000	1.000	
24	1.464	3.221	1.000	1.000	1.000	1.000	2.288	2.288	1.464	1.464	1.000	1.000	1.464	2.288	5.000	5.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	2.288	1.000	
25	2.288	2.288	1.000	1.000	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.000	1.000	2.288	3.221	3.221	1.464	1.464	2.288	1.464	1.464	2.288	1.000	1.464	2.288	3.221	1.464	1.000	1.464	1.464	1.000	1.464	1.000	
26	1.464	1.464	1.000	1.000	1.000	1.464	1.464	1.464	1.464	1.464	2.288	2.288	3.221	3.221	5.000	5.000	3.221	3.221	1.464	1.464	1.464	1.464	1.000	2.288	2.288	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	
27	2.288	3.221	1.000	1.000	1.000	1.464	1.464	1.464	2.288	1.464	2.288	1.464	2.288	1.464	1.464	1.464	1.464	2.288	1.464	1.000	1.000	1.464	1.000	2.288	3.221	5.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	
28	1.464	1.000	1.464	1.464	1.464	1.464	1.464	1.464	2.288	1.464	1.464	1.464	1.464	1.464	3.221	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.000	1.464	1.000	2.288	1.464	1.464	
29	1.464	2.288	1.464	1.464	1.000	2.288	1.464	3.221	5.000	2.288	3.221	3.221	3.221	2.288	5.000	5.000	1.464	3.221	1.464	1.464	1.464	3.221	5.000	3.221	3.221	1.464	2.288	1.000	1.000	5.000	1.000	1.000	1.464	1.464
30	1.464	1.464	1.000	1.464	2.288	2.288	1.464	1.464	2.288	1.464	1.464	1.464	1.464	2.288	2.288	3.221	3.221	1.464	2.288	2.288	1.464	1.000	1.464	1.000	2.288	3.221	3.221	1.000	1.000	1.464	1.000	2.288	3.221	
31	1.464	2.288	1.000	1.464	1.000	1.464	1.464	2.288	1.464	1.000	1.464	1.000	1.464	2.288	2.288	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	2.288	1.000	1.000	1.000	1.000	1.464	1.464	1.464	
32	1.464	1.464	1.000	1.000	1.464	1.464	1.464	1.464	1.464	1.464	2.288	1.464	1.464	2.288	2.288	1.464	1.464	2.288	2.288	1.464	1.000	1.000	1.464	1.464	2.288	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	
33	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	2.288	3.221	2.288	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	
34	1.000	1.464	1.000	1.000	1.000	1.000	1.000	1.000	2.288	2.288	2.288	2.288	2.288	1.000	1.000	1.000	1.000	2.288	2.288	1.464	1.464	1.000	1.000	1.000	5.000	5.000	1.000	1.000	1.000	1.000	1.464	1.464	2.288	
35	1.000	1.464	1.000	1.000	1.464	3.221	3.221	3.221	1.464	1.464	1.000	3.221	3.221	3.221	1.000	5.000	1.464	5.000	1.000	3.221	1.000	1.464	1.000	1.000	3.221	5.000	1.000	1.000	1.464	3.221	1.000	1.464	3.221	
36	2.288	2.288	1.464	1.464	2.288	2.288	2.288	2.288	3.221	2.288	2.288	1.464	2.288	3.221	3.221	1.																		

CONVERTED LIKERT SCALES (INTERVAL DATA)

RESPONDENT No	Q1C	Q2C	Q3C	Q4C	Q5C	Q6C	Q7C	Q8C	Q9C	Q10C	Q11C	Q12C	Q13C	Q14C	Q15C	Q16C	Q17C	Q18C	Q19C	Q20C	Q21C	Q22C	Q23C	Q24C	Q25C	Q26C	Q27C	Q28C	Q29C	Q30C	Q31C	Q32C	Q33C		
61	1.464	1.464	1.464	1.464	1.000	1.000	1.000	1.000	2.288	2.288	2.288	2.288	1.000	1.464	1.000	1.000	1.000	1.000	1.464	1.000	1.000	1.464	1.464	3.221	1.464	3.221	1.000	1.000	1.000	1.464	1.000	1.464	1.000		
62	1.464	1.464	1.000	1.000	1.000	1.464	1.000	1.000	1.464	1.000	1.000	1.464	1.000	1.464	2.288	2.288	1.464	3.221	1.000	2.288	2.288	1.000	1.000	1.000	1.464	1.464	1.464	1.000	1.000	1.000	1.000	1.000	3.221		
63	1.464	2.288	1.000	1.000	1.464	2.288	1.464	1.464	1.464	1.464	1.464	1.464	2.288	2.288	1.464	3.221	1.000	2.288	2.288	1.000	1.000	1.000	1.000	1.464	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	3.221		
64	5.000	1.000	1.000	1.000	3.221	1.000	1.464	1.000	1.000	1.464	1.000	1.464	1.000	1.464	1.000	5.000	5.000	1.464	1.000	1.000	1.464	1.464	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.464	1.000	1.464	1.000		
65	1.000	1.464	1.000	1.000	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	3.221	1.464	1.464	1.000	1.464	1.464	1.000	1.000	1.464	1.000	1.000	1.464	1.464	1.000	1.000	1.464	1.000	1.464	1.000		
66	1.000	1.464	1.000	1.464	1.000	1.464	1.464	2.288	2.288	1.000	1.464	1.000	1.000	2.288	5.000	5.000	1.000	1.464	1.464	1.464	1.000	1.000	1.000	1.464	1.000	1.464	1.000	1.000	1.464	1.464	1.464	1.000	5.000		
67	1.464	1.464	1.000	1.000	1.464	1.464	1.000	1.464	2.288	1.464	2.288	1.464	2.288	2.288	2.288	2.288	1.464	1.464	1.464	1.464	1.000	1.000	1.000	1.000	1.464	2.288	1.000	1.000	1.000	1.000	1.000	1.000	1.464		
68	1.464	3.221	1.464	1.464	1.000	1.464	1.464	2.288	1.464	1.464	1.464	1.464	1.464	1.464	1.464	3.221	1.000	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.464	1.464	2.288	1.000	1.464	1.000	1.464	1.000			
69	3.221	3.221	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	3.221	3.221	1.464	1.464	1.464	1.464	1.000	1.000	1.000	1.464	1.000	3.221	1.000	1.000	1.000	1.000	1.000	3.221		
70	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	3.221	3.221	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	2.288		
71	1.464	2.288	1.000	1.464	1.464	1.464	1.464	2.288	3.221	2.288	3.221	2.288	1.464	2.288	3.221	3.221	1.000	2.288	2.288	1.000	1.464	1.000	1.000	1.464	1.000	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.464	
72	1.000	1.000	1.000	1.000	1.000	2.288	1.464	2.288	2.288	2.288	3.221	1.464	1.464	3.221	3.221	1.000	1.000	2.288	2.288	1.000	1.464	1.000	1.000	1.464	1.000	2.288	2.288	1.000	1.000	1.000	1.464	1.000	1.000	1.464	
73	1.464	2.288	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.464	2.288	3.221	3.221	1.000	1.000	1.464	1.464	1.464	1.464	1.464	1.000	1.000	2.288	2.288	1.000	1.000	1.000	1.464	1.000	1.000	1.464	
74	1.464	2.288	1.464	1.464	1.464	1.000	1.464	1.464	1.464	1.000	1.464	1.000	1.464	2.288	1.464	3.221	1.000	1.000	1.464	1.464	1.000	1.464	1.464	1.000	1.464	1.464	2.288	2.288	1.464	1.000	1.464	1.000	1.000	1.464	
75	1.464	1.464	1.000	1.464	1.000	1.000	1.000	1.464	1.464	1.464	1.464	1.000	1.464	1.464	2.288	3.221	1.464	2.288	1.000	1.464	1.464	1.464	1.464	1.000	1.464	2.288	1.464	1.464	1.000	1.000	1.000	1.464	1.000	1.464	
76	3.221	3.221	1.000	1.000	1.464	1.464	3.221	2.288	2.288	3.221	3.221	3.221	3.221	1.464	5.000	5.000	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.464	2.288	2.288	1.000	1.000	1.000	1.464	1.000	1.000	1.464	
77	1.000	1.464	1.000	1.000	1.464	2.288	1.464	1.464	1.000	1.000	1.000	2.288	3.221	3.221	2.288	5.000	1.464	1.464	1.000	1.000	3.221	3.221	1.464	1.000	2.288	2.288	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	
78	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.000	1.000	1.000	1.000	1.000	3.221	3.221	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	2.288	2.288	1.000	1.000	1.000	1.000	1.000	3.221	
79	2.288	2.288	1.000	1.000	1.464	1.000	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.464	2.288	5.000	5.000	5.000	5.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.000	1.000	1.000	2.288	
80	2.288	2.288	1.000	1.000	1.464	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	2.288	5.000	5.000	5.000	5.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	
81	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	2.288	1.000	1.000	1.464	1.464	1.000	1.464	1.464	1.000	1.000	1.000	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.000	
82	1.000	2.288	1.464	1.000	1.000	1.464	1.464	2.288	1.464	1.464	2.288	1.464	2.288	1.464	1.464	1.000	1.464	1.464	1.464	2.288	1.000	1.464	1.464	1.000	1.464	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.000	
83	1.000	1.464	1.464	2.288	1.464	2.288	1.464	1.464	1.464	1.464	3.221	2.288	1.464	3.221	3.221	3.221	1.464	2.288	3.221	2.288	1.000	1.464	1.464	1.000	1.464	1.464	2.288	3.221	3.221	1.000	1.464	1.464	1.000	1.464	3.221
84	1.464	2.288	1.000	1.464	1.464	1.464	1.464	1.464	2.288	1.464	1.464	2.288	2.288	2.288	2.288	2.288	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.464	1.000	1.000	1.464	1.000	1.000	1.000	1.000	
85	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.000	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	2.288	2.288	1.000	1.000	1.000	1.000	1.000	1.000	
86	3.221	3.221	1.464	1.000	2.288	2.288	1.464	1.464	1.000	1.464	1.464	1.464	1.000	1.464	2.288	3.221	1.464	1.464	1.464	1.000	1.464	1.464	1.000	1.000	1.000	1.464	2.288	2.288	1.000	1.000	1.000	1.000	1.000	1.000	
87	1.000	2.288	1.000	1.464	1.464	2.288	1.000	2.288	1.464	1.000	2.288	1.464	2.288	3.221	1.464	5.000	1.464	2.288	3.221	1.464	1.000	2.288	1.000	1.464	1.464	1.464	1.464	1.000	1.000	1.464	1.464	1.000	1.000	1.000	1.464
88	1.464	1.464	1.000	1.000	1.000	1.000	1.000	1.464	1.464	1.464	1.464	1.464	1.000	1.464	2.288	1.000	1.464	1.464	1.000	2.288	1.000	1.464	1.464	1.000	1.000	1.000	1.464	2.288	2.288	1.000	1.000	1.000	1.000	1.000	1.464
89	2.288	2.288	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	5.000	5.000	1.464	2.288	1.464	1.464	1.464	1.464	1.000	1.000	1.000	2.288	3.221	1.000	1.000	1.464	1.464	1.000	2.288	1.464
90	1.464	1.464	1.000	1.000	1.000	1.000	1.464	2.288	2.288	1.000	1.464	1.000	1.464	2.288	5.000	5.000	1.000	1.464	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.464	3.221	1.000	1.000	1.000	1.000	1.000	1.000	1.000	
91	3.221	3.221	1.000	2.288	1.000	1.464	1.464	2.288	2.288	1.464	3.221	3.221	1.464	2.288	5.000	5.000	1.000	2.288	3.221	1.000	2.288	3.221	1.000	1.000	1.000	3.221	3.221	3.221	1.000	1.000	5.000	1.000	1.000	1.000	
92	1.464	1.464	1.000	1.000	1.000	1.464	1.464	2.288	2.288	1.464	1.464	1.464	1.464	1.464	2.288	2.288	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.464	1.464	2.288	2.288	1.464	1.464	1.000	1.464	1.000	1.464	
93	1.464	1.464	1.000	1.000	1.000	1.464	1.464	2.288	2.288	1.464	1.464	1.464	1.464	1.464	3.221	3.221	1.000	1.464	1.464	1.464	1.464	1.464	1.464	1.000	1.000	1.464	2.288	2.288	1.464	1.464	1.000	1.464	1.000	1.464	
94	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	2.288	2.288	3.221	3.221	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	1.464	
95	3.221	3.221	5.000	5.000	5.000	5.000	5.000	2.288	2.288																										

[illegible]

APPENDIX 4 continued

U

APPENDIX 5: STATEMENT CODES

STATEMENT	CODE
1. In general Black males have the objectivity required to evaluate business situation properly.	Objectivity (M)
2. In general Black females have the objectivity required to evaluate business situations properly.	Objectivity (F)
3. Black males have the capability to acquire the necessary skills to be successful managers.	Managerial skills (M)
4. Black females have the capability to acquire the necessary skills to be successful managers.	Managerial skills (F)
5. Black males are ambitious enough to be successful in the business world.	Ambitious (M)
6. Black females are ambitious enough to be successful in the business world.	Ambitious (F)
7. Black males can be assertive in business situations that demand it.	Assertive (M)
8. Black females can be assertive in business situations that demand it.	Assertive (F)
9. Black females possess the self-confidence required to be successful in business.	Self-confidence (F)

APPENDIX 5 Continued

STATEMENT

10. Black males possess the self-confidence required to be successful in business.
11. Black females are competitive enough to be successful in the business world.
12. Black males are competitive enough to be successful in the business world.
13. Black males can be aggressive in business situations that demand it.
14. Black females can be aggressive in business situations that demand it.
15. Top management in my company is fully committed to developing and advancing Black males to management positions.
16. Top management in my company is fully committed to developing and advancing Black females to management positions.
17. Generally, Black males tend to persevere with a task despite obstacles.
18. Generally, Black females tend to persevere with a task despite obstacles.
19. Black females are prepared to put in the effort required to succeed in business.
20. Black males are prepared to put in the effort required to succeed in business.
21. Challenging work is as important to Blacks as it is to Whites.

CODE

Self-confidence (M)

Competitive (F)

Competitive (M)

Aggressive (M)

Aggressive (F)

Top commitment (M)

Top commitment (F)

Persevere (M)

Persevere (F)

Effort (F)

Effort (M)

Challenge (B)

APPENDIX 5 Continued

STATEMENT

22. Challenging work is as important to Black females as it is to Black males.
23. Blacks are just as capable as Whites of assuming leadership roles in organisations.
24. Black females are capable of assuming leadership roles just as often as Black males.
25. Blacks do not allow their emotions to influence their managerial behaviour more often than do Whites.
26. Black females do not allow their emotions to influence their managerial behaviour more often than do Black males.
27. On average, Black managers are just as capable of contributing to an organisation's overall goals as are White managers.
28. Blacks are just as capable of learning mathematical and mechanical skills as are Whites.
29. Because of educational and other disadvantages, Blacks should be provided with special training and development opportunities over and above those provided for Whites.

CODE

Challenge (F)

Leadership
roles (B)

Leadership
roles (F)

Emotions (B)

Emotions (F)

Contribute (B)

Maths (B)

Affirm (B)

APPENDIX 5 Continued

STATEMENT

30. It is acceptable for Black females to compete with Black males for top executive positions.
31. Blacks should be given equal opportunity for participation in management training programmes.
32. Most Blacks in senior positions in organisations have earned their status by virtue of their skills.
33. Blacks should receive special support and assistance, such as mentoring, to help them make meaningful progress in business.

CODE

Compete (F)

Equal (B)

Status
earned (B)

Special
support (B)

APPENDIX 6: BIOGRAPHICAL PROFILE

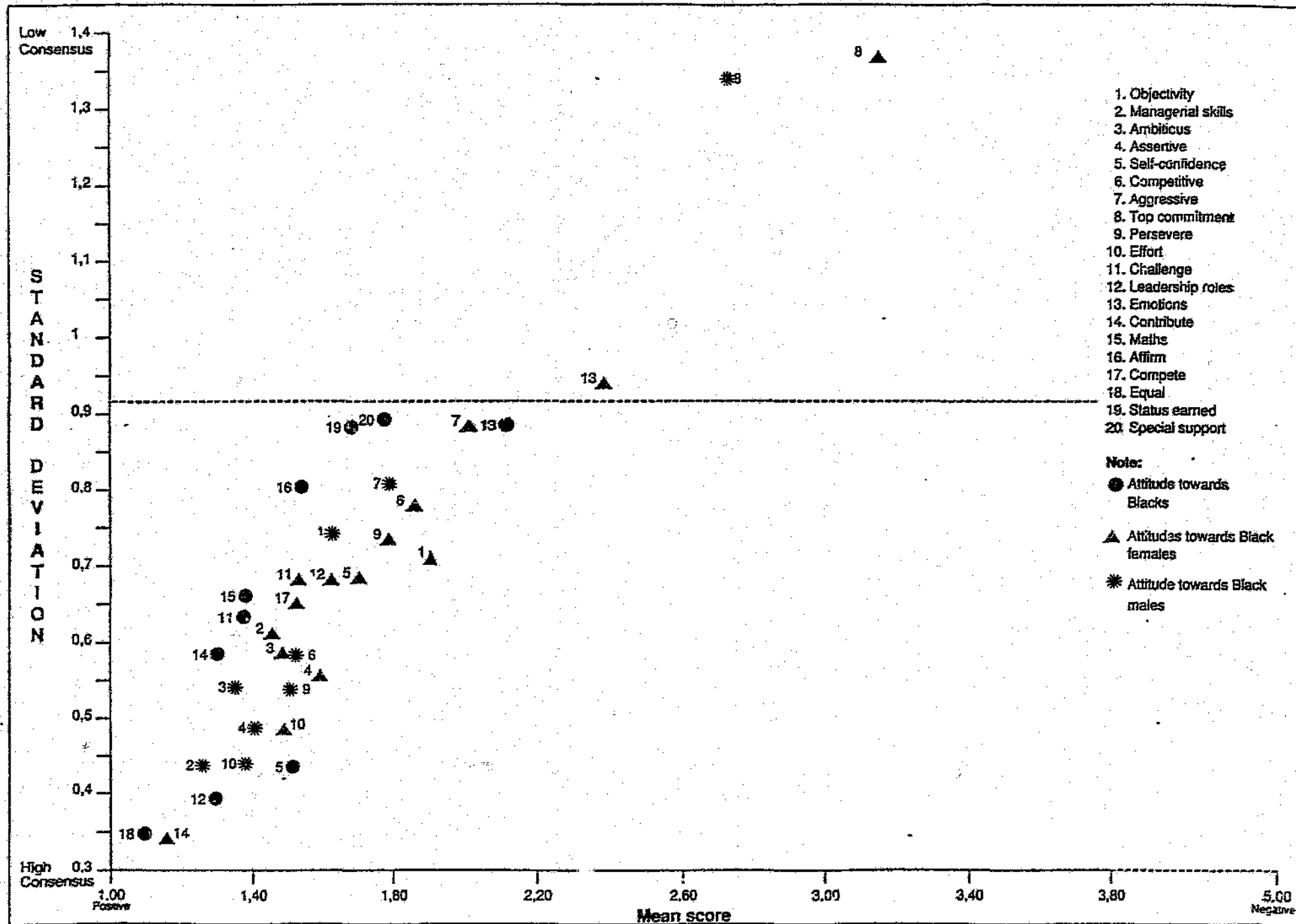
1.	GENDER	NUMBER	PERCENTAGE
	Male	131	74,9
	Female	44	25,1
2.	AGE	NUMBER	PERCENTAGE
	20 or less	1	0,6
	21 - 30	38	21,7
	31 - 40	87	49,7
	41 - 50	34	19,4
	51 - 60	15	8,6
3.	EDUCATIONAL LEVEL	NUMBER	PERCENTAGE
	Below matric	8	4,6
	Matric	27	15,4
	Diploma	65	37,1
	First degree	35	20,0
	Post graduate diploma	19	10,9
	Post graduate degree	21	12,0
4.	ORGANISATIONAL LEVEL	NUMBER	PERCENTAGE
	Top management	7	4,0
	Senior management	22	12,6
	Middle management	42	24,0
	Junior management	47	26,9
	Supervisory	17	9,7
	Below supervisory	20	11,4
	Other	20	11,4
5.	HOME LANGUAGE	NUMBER	PERCENTAGE
	Sotho	49	28,2
	Tswana	23	13,2
	Venda	1	0,6
	Zulu	73	42,0
	Ndebele	1	0,6
	Shangaan	4	2,3
	Pedi	2	1,1
	Xhosa	9	5,2
	Nguni	1	0,6
	Multilingual	5	2,9
	Swahili	1	0,6
	English	4	2,3
	Tsonga	1	0,6

**APPENDIX 7: MEANS AND STANDARD DEVIATIONS FOR
VARIABLES**

	VARIABLE	MEAN	STANDARD DEVIATION
Q 1	Objectivity (M)	1.663	0.735
Q 2	Objectivity (F)	1.905	0.711
Q 3	Managerial skills (M)	1.219	0.439
Q 4	Managerial skills (F)	1.424	0.616
Q 5	Ambitious (M)	1.351	0.527
Q 6	Ambitious (F)	1.497	0.578
Q 7	Assertive (M)	1.402	0.491
Q 8	Assertive (F)	1.593	0.560
Q 9	Self-confidence (F)	1.704	0.685
Q10	Self-confidence (M)	1.428	0.450
Q11	Competitive (F)	1.728	0.780
Q12	Competitive (M)	1.506	0.586
Q13	Aggressive (M)	1.706	0.809
Q14	Aggressive (F)	1.991	0.881
Q15	Top commitment (M)	2.704	1.339
Q16	Top commitment (F)	3.219	1.361
Q17	Persevere (M)	1.483	0.544
Q18	Persevere (F)	1.728	0.747
Q19	Effort (F)	1.477	0.504
Q20	Effort (M)	1.346	0.445
Q21	Challenge (B)	1.305	0.638
Q22	Challenge (F)	1.471	0.679
Q23	Leadership roles (B)	1.224	0.420
Q24	Leadership roles (F)	1.530	0.681
Q25	Emotions (B)	2.007	0.898
Q26	Emotions (F)	2.326	0.916
Q27	Contribute (B)	1.271	0.600
Q28	Maths (B)	1.285	0.662
Q29	Affirm (B)	1.454	0.807
Q30	Compete (F)	1.432	0.664
Q31	Equal (B)	1.089	0.370
Q32	Status earned (B)	1.628	0.889
Q33	Special support (B)	1.652	0.910

1.000	=	Strongly Agree
1.464	=	Agree
2.288	=	Uncertain
3.221	=	Disagree
5.000	=	Strongly Disagree

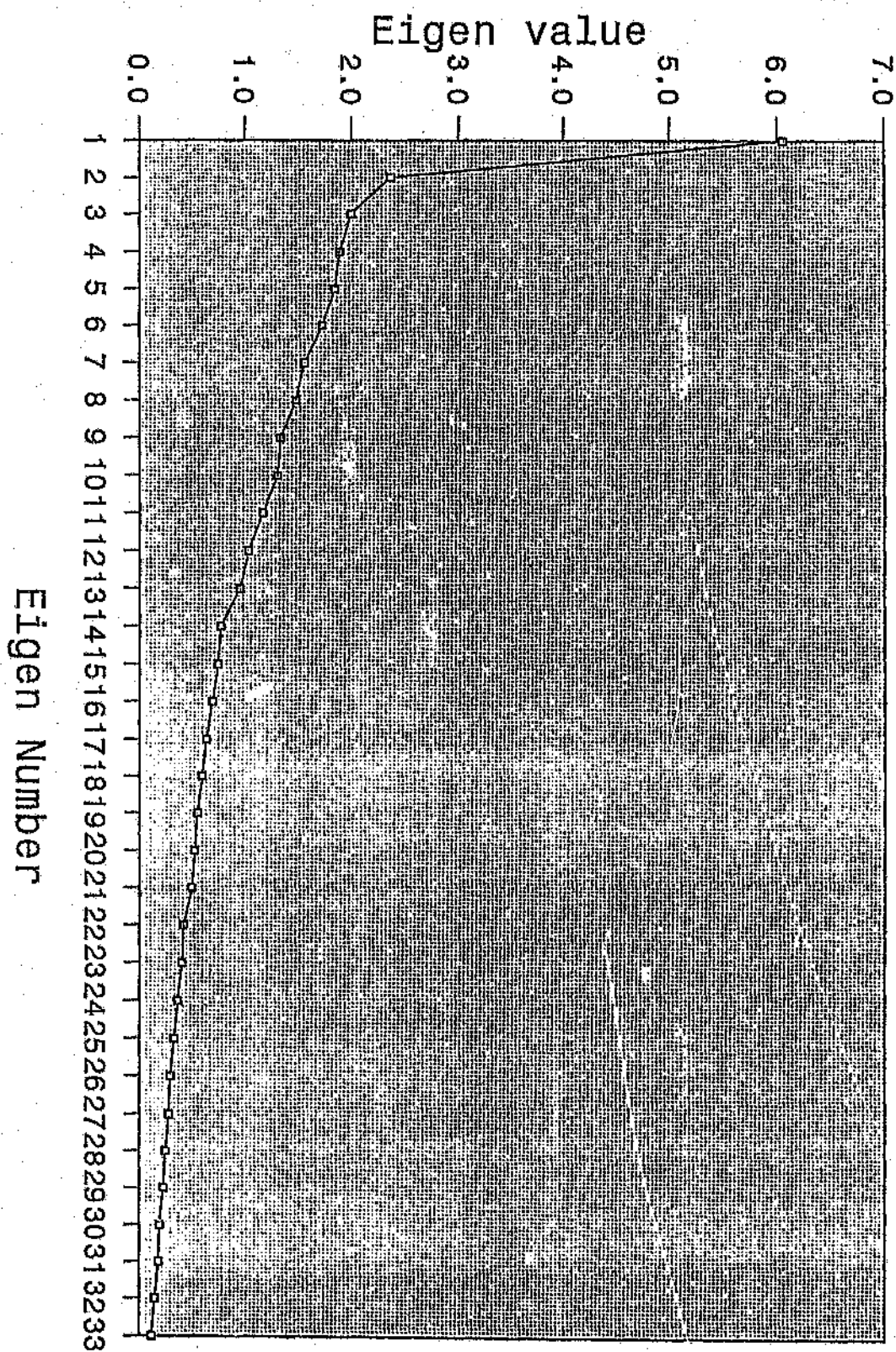
APPENDIX 8: ATTITUDINAL GRID: ATTITUDES TOWARDS THE CAPABILITIES OF BLACK



APPENDIX 9: EIGEN VALUE SUMMARY

No.	Eigenvalue	Percent	Cumulative Percent
1	6.0565	18.35	18.35
2	2.3613	7.16	25.51
3	2.0006	6.06	31.57
4	1.8899	5.73	37.30
5	1.8443	5.59	42.89
6	1.7286	5.24	48.12
7	1.5593	4.73	52.85
8	1.4794	4.48	57.33
9	1.3365	4.05	61.38
10	1.3084	3.96	65.35
11	1.1734	3.56	68.90
12	1.0390	3.15	72.05
13	0.9566	2.90	74.95
14	0.7738	2.34	77.30
15	0.7498	2.27	79.57
16	0.6981	2.12	81.68
17	0.6438	1.95	83.63
18	0.6023	1.83	85.46
19	0.5579	1.69	87.15
20	0.5301	1.61	88.76
21	0.5038	1.53	90.28
22	0.4229	1.28	91.56
23	0.4064	1.23	92.80
24	0.3635	1.10	93.90
25	0.3307	1.00	94.90
26	0.2931	0.89	95.79
27	0.2775	0.84	96.63
28	0.2484	0.75	97.38
29	0.2260	0.68	98.07
30	0.1925	0.58	98.65
31	0.1829	0.55	99.20
32	0.1459	0.44	99.65
33	0.1168	0.35	100.00

APPENDIX 10: SCREE PLOT OF EIGEN VALUES



APPENDIX 11: ROTATED FACTOR RESULTS

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Q1C	-.1156	-.5703	0.1003	-.0219	0.3492
Q2C	0.1124	-.4952	0.2773	0.1938	0.3723
Q3C	0.2322	-.7834	-.0307	0.0590	0.6721
Q4C	0.1583	-.6860	0.0132	0.0770	0.5018
Q5C	0.2126	-.6566	0.0074	-.1618	0.5026
Q6C	0.1339	-.4647	0.4315	-.0084	0.4201
Q7C	0.0115	-.5292	0.3378	-.0108	0.3944
Q8C	-.0169	-.3561	0.5269	0.1566	0.4292
Q9C	-.0118	0.0206	0.6945	-.0306	0.4838
Q10C	0.0031	-.2405	0.3664	-.1401	0.2117
Q11C	0.0805	-.1699	0.4689	-.0803	0.2617
Q12C	0.2163	-.1486	0.4882	-.0743	0.3128
Q13C	0.3914	-.3115	0.1056	0.0313	0.2623
Q14C	0.2922	-.1952	0.3603	0.0595	0.2569
Q15C	-.2944	-.3771	0.2010	-.2354	0.3248
Q16C	-.3250	-.2647	0.2043	-.3397	0.3328
Q17C	0.4092	-.1001	-.0609	-.4958	0.4270
Q18C	0.2757	-.0488	0.4495	-.2021	0.3212
Q19C	-.0913	0.1053	0.6697	-.0642	0.4721
Q20C	0.2046	-.0375	0.3472	-.3544	0.2894
Q21C	0.6594	-.0492	0.2641	-.0595	0.5105
Q22C	0.4779	-.0121	0.5149	0.0875	0.5013
Q23C	0.4508	-.1287	0.3261	-.0870	0.3337
Q24C	0.3073	-.1955	0.4563	0.1250	0.3565
Q25C	0.3415	-.0133	0.2901	-.1824	0.2342
Q26C	0.3772	-.0652	0.3605	-.1052	0.2875
Q27C	0.3318	0.0157	-.0080	-.0672	0.4039
Q28C	0.6563	-.1655	0.0398	-.0043	0.4596
Q29C	0.1017	0.0253	-.0364	-.5798	0.3485
Q30C	0.0710	-.1260	0.5166	0.1232	0.3029
Q31C	0.0364	0.0195	0.0669	-.7003	0.4965
Q32C	0.1651	-.0998	0.2903	0.1617	0.1476
Q33C	-.0710	0.0577	-.0430	-.5631	0.3273

APPENDIX 12: FACTORS AND FACTOR LOADINGS

FACTOR NAME	ITEMS	FACTOR LOADING	CONBRACH'S
Factor 1			0,67
Equal	Challenge (B)	0,6594	
Capabilities	Maths skills (B)	0,6563	
- Black &	Contribute (B)	0,6318	
White	Leadership roles (B)	0,4508	
Factor 2			0,76
Black	Managerial skills (M)	0,7834	
Capabilities	Managerial skills (F)	0,6860	
	Ambitious (M)	0,6566	
	Objectivity (M)	0,5703	
	Assertiveness (M)	0,5292	
	Objectivity (F)	0,4952	
	Ambitious (F)	0,4647	
Factor 3			0,69
Black	Self Confidence (F)	0,6945	
Female	Effort (F)	0,6697	
Capabilities	Assertiveness (F)	0,5269	
	Compete (F)	0,5166	
	Challenge (F)	0,5149	
	Competitive (F)	0,4689	
	Leadership Roles (F)	0,4563	
	Persevere (F)	0,4495	
Factor 4			0,53
Affirmative	Equal (B)	0,7003	
Action	Affirm (B)	0,5798	
	Special support (B)	0,5631	

RESULTS OF TWO-SAMPLE T-TESTS

1. Gender differences in attitudes towards each variable

VARIABLE	F TEST FOR VARIANCE				T TEST FOR EQUAL MEANS			
	F RATIO	PROB F<F CRIT	ACCEPT HO	REJECT HO	T STAT	PROB T<T CRIT	ACCEPT HO	REJECT HO
Objectivity (M)	1,191	0,485	✓		1,054	0,293	✓	
Objectivity (F)	1,222	0,422	✓		2,050	0,040		✓
Capability (M)	4,583	0,000		✓	0,976	0,331	✓	
Capability (F)	1,840	0,016		✓	0,076	0,940	✓	
Ambitious (M)	1,526	0,092	✓		-0,283	0,778	✓	
Ambitious (F)	1,033	0,896	✓		0,156	0,876	✓	
Assertive (M)	1,397	0,182	✓		-0,167	0,867	✓	
Assertive (F)	1,232	0,405	✓		1,193	0,235	✓	
Self- confidence (F)	2,143	0,003		✓	4,112	0,000		✓
Self- confidence (M)	1,579	0,069	✓		1,962	0,051	✓	
Competitive (F)	1,685	0,039		✓	1,724	0,083	✓	
Competitive (M)	1,552	0,081	✓		1,423	0,157	✓	
Aggressive (M)	1,999	0,007		✓	-1,011	0,316	✓	
Aggressive (F)	1,010	0,970	✓		-0,370	0,712	✓	
Top commitment (M)	1,019	0,940	✓		1,110	0,269	✓	
Top commitment (F)	1,098	0,707	✓		0,998	0,320	✓	
Persevere (M)	1,014	0,956	✓		-1,635	0,104	✓	
Persevere (F)	1,233	0,402	✓		-0,776	0,439	✓	
Effort (F)	2,002	0,007		✓	2,514	0,013		✓
Effort (M)	1,617	0,056	✓		0,496	0,621	✓	
Challenge (B)	1,320	0,268	✓		0,035	0,972	✓	
Challenge (F)	1,255	0,364	✓		-0,073	0,942	✓	
Leadership roles (B)	2,780	0,000		✓	1,329	0,186	✓	
Leadership roles (F)	1,121	0,647	✓		1,425	0,156	✓	

1. Gender differences in attitudes towards each variable.

VARIABLE	F TEST FOR VARIANCE				T TEST FOR EQUAL MEANS			
	F RATIO	PROB F<F CRIT	ACCEPT HO	REJECT HO	T STAT	PROB T<T CRIT	ACCEPT HO	REJECT HO
Emotions (B)	1,133	0,617	✓		-0,638	0,524	✓	
Emotions (F)	1,067	0,796	✓		-0,075	0,940	✓	
Contribute (B)	1,870	0,013		✓	0,098	0,922	✓	
Maths skills(B)	1,386	0,193	✓		-0,503	0,616	✓	
Affirm (B)	1,293	0,305	✓		-0,428	0,669	✓	
Compete (F)	1,241	0,388	✓		-0,462	0,644	✓	
Equal (B)	5,895	0,000		✓	0,441	0,660	✓	
Status earned (B)	2,732	0,009		✓	2,690	0,008		✓
Special support (B)	1,132	0,619	✓		-1,243	0,216	✓	

2. Gender differences in attitudes towards each factor

FACTOR	F TEST FOR VARIANCE				T TEST FOR EQUAL MEANS			
	F RATIO	PROB F<F CRIT	ACCEPT HO	REJECT HO	T STAT	PROB T<T CRIT	ACCEPT HO	REJECT HO
Equal capabilities	1,387	0,192	✓		0,078	0,938	✓	
- Black & White								
Black capabilities	1,675	0,041		✓	1,012	0,314	✓	
Black female	1,323	0,260	✓		1,646	0,100	✓	
capabilities								
Affirmative action	1,104	0,691	✓		-0,880	0,380	✓	

3. Gender differences in attitudes towards male and female capabilities

CONSTRUCTS	F TEST FOR VARIANCE				T TEST FOR EQUAL MEANS			
	F RATIO	PROB F<F CRIT	ACCEPT HO	REJECT HO	T STAT	PROB T<T CRIT	ACCEPT HO	REJECT HO
Male capabilities	1,057	0,824	✓		0,740	0,460	✓	
Female capabilities	1,092	0,724	✓		1,869	0,063	✓	

4. Differences in attitudes towards male and female capabilities

RESPONSE GROUP	F TEST FOR VARIANCE				T TEST FOR EQUAL MEANS			
	F RATIO	PROB F<F CRIT	ACCEPT HO	REJECT HO	T STAT	PROB T<T CRIT	ACCEPT HO	REJECT HO
All respondents	1,433	0,018		✓	-6,406	0,000		✓
Male respondents	1,460	0,036		✓	-6,020	0,000		✓
Female respondents	1,265	0,445	✓		-2,424	0,017		✓

Note:

For the F-Test

H_0 : Variances of males and females are equal

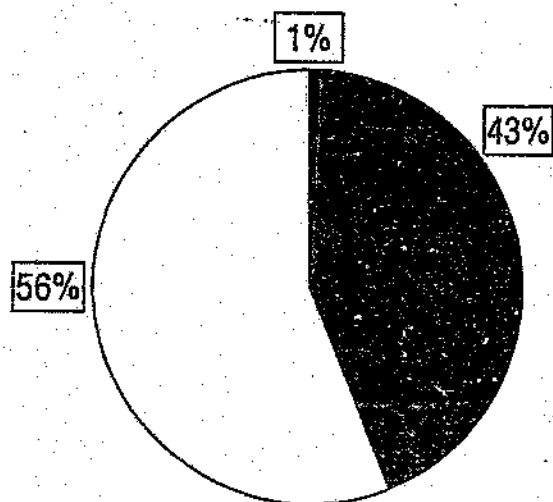
H_a : Variances of males and females are not equal

For the T-Test

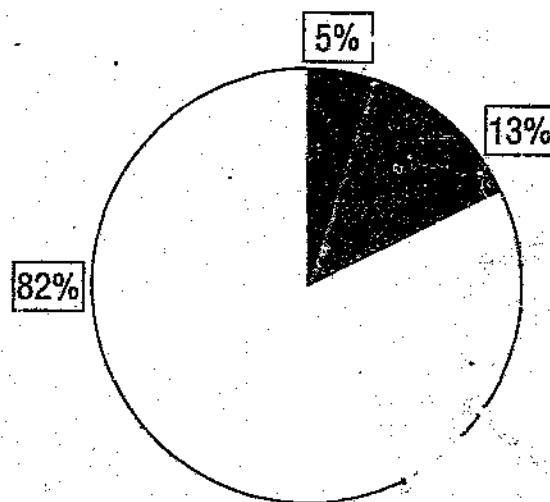
H_0 : Means of males and females are equal

H_a : Means of males and females are not equal

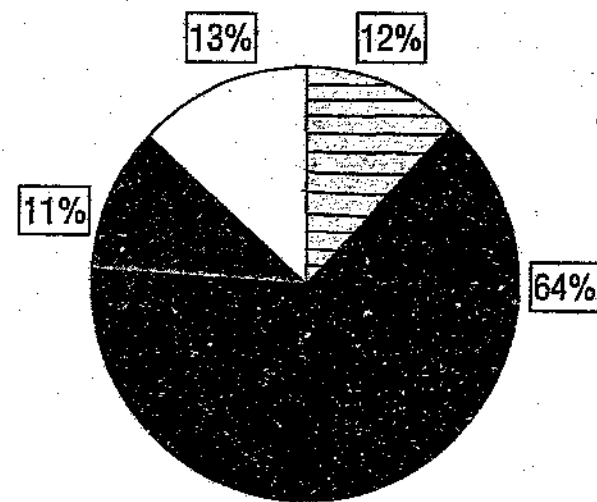
WHY THERE IS A SHORTAGE OF BLACK MANAGERS



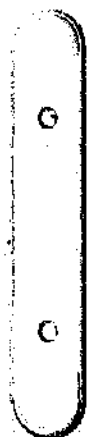
WHY SOME BLACKS REMAIN TRAINEES LONGER



WHY BLACKS ACHIEVE SENIOR STATUS IN ORGANISATIONS



- ☐ Organisation
- ☒ Environment
- ☒ Individual
- ☐ Other



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