

**A PHENOMENOLOGICAL ANALYSIS OF
A CAREER PLANNING SYSTEM WITHIN AN
ORGANIZATION WITH A
DELAYERED ORGANIZATIONAL STRUCTURE**

by

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*"Know what work you want to do and go after it.
The young man who gets ahead must decide for himself
what he wishes to do.*

*From his own tastes, his own enthusiasm,
he must get the motive and the inspiration
which are to start him on his way to a successful life."*

Alexander Graham Bell

(From Dale Carnegie's Scrapbook, 1959)

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SUMMARY

A PHENOMENOLOGICAL ANALYSIS OF A CAREER PLANNING SYSTEM WITHIN AN ORGANIZATION WITH A DELAYERED ORGANIZATIONAL STRUCTURE

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In terms of career and succession planning within a delayed (flat) structure, it is important to have something in place for employees. They need to know where they are going and how they will get there. *Opportunity Creation* is a vehicle that can provide this. The implementation thereof, however, is critical. It requires changes in attitudes and paradigms, since it ignores the traditional roles and processes within career and succession planning.

The impact that delayed structures have on traditional career and succession planning is extreme. The organization expects employees (with their traditional career expectations) to take full responsibility for their careers. Self-management and self-development are seen as the crux of it all.

The organization now becomes merely a creator and provider of opportunities for progress and/or development, but what is finally done with these opportunities is entirely the individual's responsibility. Skills and competence direct individuals' careers and indicate their readiness (or lack of readiness) for progress. Horizontal progress, entailing greater responsibility or the acquisition of more skills, therefore occurs more often than vertical progress (promotion).

In terms of *Opportunity Creation* as a process that addresses these phenomena, every employee should learn to be prepared when opportunities arrive and to grab every opportunity and make the best of it. The individual indicates his/her career goal/vision, and the organization only provides the means to achieve that. If the employee is seen as fit or "ready" for his/her career goal/vision, he/she is added to a readiness pool from which candidates can be drawn when a vacancy in that position arises. Whilst in the pool, they are exposed to work-related problems and have to find solutions. They can also be utilized to stand in for other managers who are not there and so experience the everyday reality of their goal positions. For the organization this has the benefit that the right ("ready") people are appointed in the right positions.

The whole process is an enormous effort to assist employees in managing to maintain a career within the delayed structures of an organization, and it requires a change in the traditional mindset. Those who are prepared to take on the challenge and develop themselves and be ready when the bus comes by will be able to get on that bus and reach their end destination with a huge smile on their faces.

SAMEVATTING

'n FENOMENOLOGIESE ANALISE VAN 'n LOOPBAANBEPLANNING-SISTEEM BINNE 'n ORGANISASIE MET 'n NIE-MEERVLAKKIGE STRUKTUUR

deur

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Dit is essensieël om iets in plek te hê ten opsigte van loopbaan- en opvolgbeplanning binne die nuwerwetse nie-meervlakkige (plat) strukture. Werknemers het 'n groot behoefte daaraan om te weet waarheen hulle oppad is en hoe hulle daar gaan uitkom. *Geleentheidskepping* is 'n voertuig wat gebruik kan word om hierin te voorsien. Die korrekte implementering daarvan is egter krities. Dit vereis 'n verandering in houding en paradigmas aangesien dit tradisionele rolle en prosesse binne loopbaan- en opvolgbeplanning ignoreer.

Die impak van nie-meervlakkige strukture op tradisionele loopbaan- en opvolgbeplanning is ekstreem. Die organisasie verwag van werknemers (met hul tradisionele loopbaan-verwagtinge) om ten volle verantwoordelikheid vir hul loopbane te aanvaar. Selfbestuur en self-ontwikkeling word beskou as die kruks waarom alles draai.

Die organisasie word nou slegs 'n skepper en voorsiener van geleentheid vir vordering en ontwikkeling, maar wat met dié geleentheid gedoen word is totaal die individu se verantwoordelikheid. Vaardighede en bevoegdheid gee rigting aan hulle loopbane en dui hul gereedheid (al dan nie) vir vordering aan. Horisontale vordering in terme van meer

verantwoordelikhede of meer vaardighede wat aangeleer kan word, gebeur dus meer gereeld as vertikale vordering (bevordering).

Met *Geleentheidskepping* as 'n proses wat hierdie fenomeen aanspreek, sal elke werknemer moet leer om voorbereid te wees vir wanneer geleenthede hulle voordoen en om elke geleentheid aan te gryp en die beste daarvan te maak. Die individu dui aan wat sy/haar loopbaan-doelwit/visie is en die organisasie voorsien slegs die middelle om dit moontlik te kan bereik. As die werknemer as toegerus of "gereed" beskou word vir sy/haar loopbaan-doelwit/visie, word hy/sy by die gereedheidspoel gevoeg vanwaar kandidate geneem kan word vir wanneer vakatures in daardie posisies ontstaan. Terwyl hulle in die poel is word hulle blootgestel aan werkverwante probleme waarvoor oplossings gevind moet word. Hulle kan ook benut word om in te staan vir ander bestuurders wat afwesig is en sodoende ondervinding opdoen in die alledaagse lewe van hulle doelwit-posisie. Vir die organisasie bevoordeel dit in die sin dat die regte ("gereed") mense in die regte poste aangewend word.

Hierdie is 'n enorme poging om werknemers by te staan om steeds 'n loopbaan te hê binne die nie-meervlakkige strukture van 'n organisasie en dít vereis 'n verandering in 'n tradisionele verwysingsraamwerk. Vir diegene wat bereid is om die uitdaging te aanvaar en hulself te ontwikkel en gereed te wees vir wanneer die bus verby kom - hulle sal in staat wees om wel op daardie bus te klim en hul eindbestemming met reuse glimlagte op hulle gesigte te bereik.



Chapter 1

Introduction and objectives

CHAPTER 1

INTRODUCTION AND OBJECTIVES

1.1 INTRODUCTION

Burack and Mathys (1988, p xxv) hold the belief that career planning within an organization is not merely a consequence of psychological counselling or a “do good” mechanism, but it forms an indispensable part of the Human Resources function. Recently career planning has expanded dramatically due to a set of rapidly changing circumstances, in terms of character and elements regarding organizational planning involving personnel. Environmental changes beyond organizations’ control have already compelled them to consider practically every career opportunity, regardless of its specific interest for the organization.

As a result of the dynamics of the new South Africa, with its increased emphasis on people as working individuals, career planning enjoys top priority.

A further principle proposed by Burack et al (1988, p 1) states that career planning consists of the joint consideration of four basic elements:

- ◆ The individual;
- ◆ The work itself;
- ◆ The organization; and
- ◆ Expected future developments.

The individual forms the center, but the process of career planning takes place within the context of organizational possibilities and plans.

In the course of time the concept of career planning became a process by which employees developed a future perspective of their position in the organization. The author’s practical experience showed that career planning could be utilized in different respects and disciplines, for example:

- ◆ To serve as motivator where an employee makes obvious progress;

- ◆ To put high potential candidates on an accelerated progression course;
- ◆ To eliminate any uncertainty among employees regarding future possibilities within the organization (the question “Where am I going to?”);
- ◆ To serve as reference framework in succession planning, so that possible candidates and their progress can be measured against pre-set career paths;
- ◆ To develop a career path for each individual;
- ◆ To bring about timely, managerial development and exposure to ensure that managers possess the necessary knowledge and capabilities;
- ◆ To be able to make effective forecasts regarding Human Resources; and
- ◆ To keep career goals on a realistic level to prevent disappointment and the accompanying lower involvement and feeble performance.

Gerber, Nel and van Dyk (1988, p 249) place career planning within the task-related environment in which the individual operates. They support the definition of Byers and Rue (1980, p 331) regarding career planning, namely:

**A process by which an individual's situation is analyzed,
his career goals are specified
and different resources are used to achieve these goals.**

Cascio (1991, pp. 234-240) sees career planning as “big business” because of:

- ◆ Increased employee concern for better quality of worklife and for planning of their personal lives;
- ◆ Equal opportunities – legislation and organizations’ commitment to affirmative action;
- ◆ Higher educational standards of the work force together with higher career aspirations;
- ◆ Slow economic growth and less opportunities for progress; and
- ◆ Complications, acquisitions, quick growth and exfoliation.

For any organization that wants to achieve success the proactive planning of employees’ progress is essential in order to ensure that the correct training and qualifications are available when the need occurs.

Career planning eventually results in tentative career paths and reacts to the nature of positions, responsibilities, managerial needs and organizational structures. This points to the indispensability of organizational structures, which make provision for career paths, hierarchical progress, post grades and report lines.

Kaestle (1990) states that organizational architecture must be redesigned to:

- ◆ Keep up with the metamorphosis of the market, e.g. centralization vs. decentralization, and the competitive intention thereof; and
- ◆ Benefit from the informational strategy;

seeing that both require a high level of adaptability.

Zeffane (1992) emphasizes that organizational structures are experiencing a flattening phase. Instead of the traditional power structure, he forecasts delayed structures with a very small, well-defined top management team, a growing emphasis on multi-lateral transactions and an even larger emphasis on customer satisfaction. According to him, there will be movement towards team-based organizations, with bigger autonomy in teams that are able to react faster to the local forces in the market.

In the process involving the flattening of organizational structures, traditional career ladders disappear. Unfortunately, employees view these new delayed structures as nothing more than a cost saving exercise. Delayed structures mean that organizations are no longer able to provide an individual with a lifelong work. These delayed structures emphasize the organization's need for employees with a spirit of enterprise, who are capable of taking calculated risks which will benefit the organization (Landman, 1996, p 333). The individual's traditional concept of a career has to be eliminated and replaced with a new approach, namely that of the exploitation of opportunities. This implies a new kind of creativity within the world of work.

A new psychological contract between the organization and employees is necessary, setting out the new realities of a delayed structure as well as the need for mutual development. This new contract offers employees the opportunity to strengthen their usefulness by self-development, as a payback for higher skills and desired outputs within the delayed structure.

It is, however, essential for individuals to admit that their careers imply development as well as commitment to the organization. This means that the course of the individual's career is now set by his/her skills, and no longer by the hierarchical course of positions. Hence, the name "*Opportunity Creation*" as an alternative to traditional career planning. Individuals must know themselves in order to develop themselves towards a level of preparedness that can be utilized by the organization when the opportunity arises. On the other hand, the organization is responsible for the creating of opportunities for individuals to develop themselves in order to progress. The point of departure regarding *Opportunity Creation* rests upon the principle that individuals should (according to Les Brown):

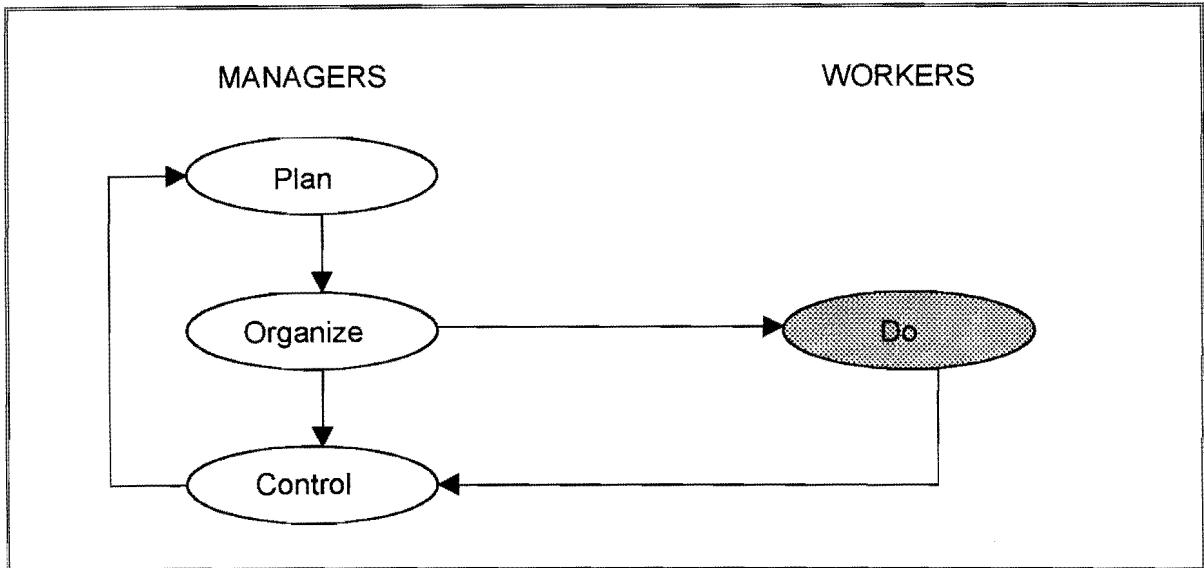
***"Never wait for an opportunity,
Be prepared for when the opportunity arrives."***

Seeing that this method of career planning/management stands in sheer contrast to the traditional way, it is essential to implement it in such a manner that all employees, on all levels in the organization, commit themselves to the process. This pressurizes individuals in terms of career decisions, as well as their perception of their usefulness to the organization.

Organizations of all shapes, sizes and locations are being forced to face changes of an extent not experienced since the industrial revolution (Tersine, Harvey and Buckley, 1997). A migration from vertical hierarchical structures to flatter horizontal structures has been gaining momentum. While change is not a new phenomenon, its character, rate and level of endorsement is achieving a new crescendo. Traditional mechanisms as depicted in Figure 1.1 are being modified towards the logic shown in Figure 1.2.

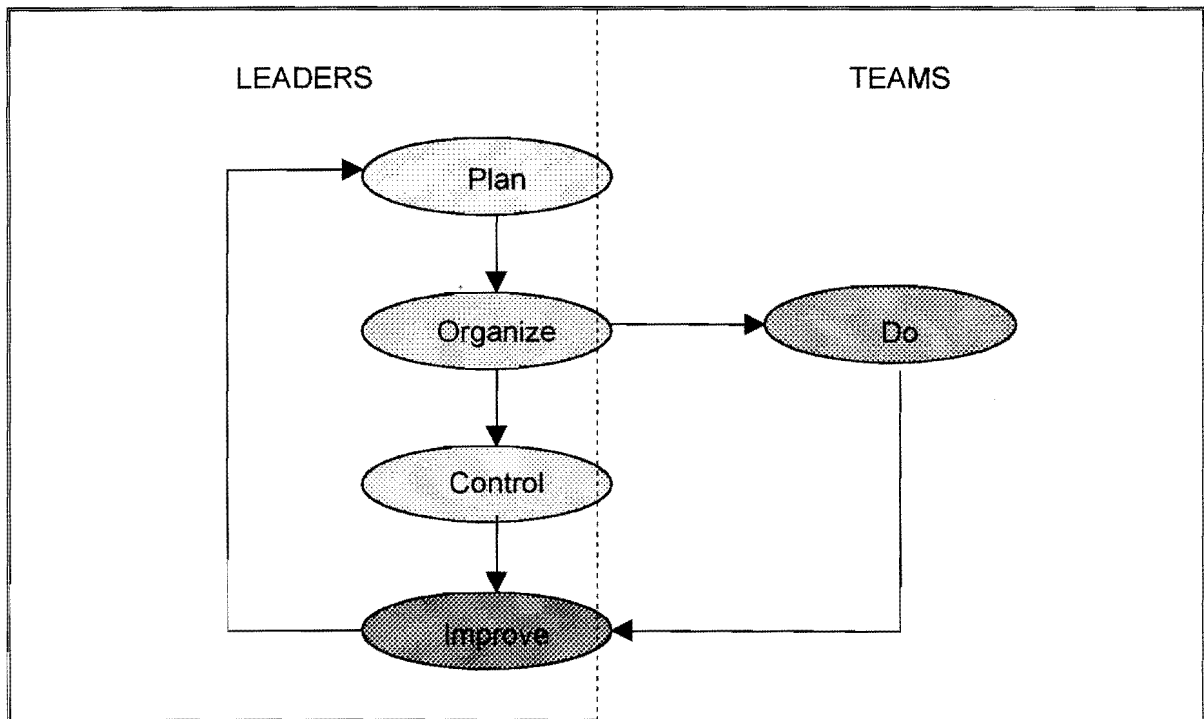
In an evolving world where change is a constant, revitalization and renewal are imperatives. Change requires more speed, agility and flexibility, manifested in new ways of thinking, working and competing. A cultural transition is needed to move from a traditional mentality of command and control to a style that features leadership, teamwork, empowerment, entrepreneurship and risk-taking. Employee involvement is indispensable in the sense that it results in a committed workforce that both performs a job and improves the way it is done. A culture of involvement is a prerequisite for sustaining an ongoing process of improvement, especially when implementing a totally non-traditional method that concerns each and every employee's career.

Figure 1.1: Traditional organizations.



(Tersine et al, 1997)

Figure 1.2: World-Class organizations.



(Tersine et al, 1997)

1.2 STATEMENT OF THE PROBLEM

With the abovementioned as background, the author wants to make the following assumptions and arrive at the following conclusions:

The new trend involving less hierarchical levels within an organizational structure is one of the most important processes regarding employee progress and motivation in the Human Resources field. It is therefore very important to take into account the enormous influence it will have on the way career planning is perceived and carried out.

In traditional hierarchical organizations the number of levels in the hierarchy predominantly determines career paths. An employee, who functions well will, in time, be promoted according to his/her performance of operational tasks, regardless of the amount of leadership experience he/she has. In delayed organizations with flatter structures, the career ladder looks completely different or might even be non-existent. It can therefore reasonably be assumed that it is nearly impossible to motivate employees in the absence of the traditional promotion perspective.

Within a delayed structure the concepts of the recognition of achievements, self-motivation, the gaining of interesting experience and more challenging tasks and assignments are considered more important. Vertical promotions turn to horizontal promotions, which can be seen as acquiring new skills and being involved in interesting projects and challenging tasks – in other words, all the opportunities that a delayed organization can possibly provide/create.

Opportunity Creation is a new method of career planning and career planning as such remains an integral part of every employee's worklife. It is therefore very important to make sure that the change is implemented in such a manner that each and every individual feels involved and committed to this new approach. In order, then, to implement this process and to make it work effectively, the changing of perceptions and paradigms is critical. This includes the management of this change.

1.3 OBJECTIVE

The ultimate objective of this study entails a phenomenological analysis of a career planning system within a delayed organization, in order to eventually explore the effects of the implementation of *Opportunity Creation* on the consumers/employees, and to establish an implementation plan which the consumers are committed to. This includes changing perceptions/paradigms regarding career planning, as well as managing these changes.

1.4 EXPLANATION OF THE RESEARCH

1.4.1 Study of literature

Seeing that career planning is the core subject of this research, and that it involves a wide spectrum of principles and processes, it acquires an expanded study of relevant literature in order to understand the basic principles and elements of career planning and organizational structures.

The model created during previous research was developed from an in-depth research and understanding of the traditional ways of career planning. These traditional ways and concepts will be described in Chapter 2. Among other things, attention will be given to different models, multi-skilling, career management and succession planning.

The second variable is the concept of organizational structures, which is indispensable to this study as delayed structures are the main reason for this research on career planning. Aspects such as different types of structures as well as the criteria for a delayed structure will be discussed in Chapter 3.

The result of previous research in this regard, namely *Opportunity Creation*, will be presented in Chapter 4. The principles, processes and responsibilities connected to this model will be explained.

Macro and micro environmental variables have a huge influence on the career planning method used by an organization. The implementation of the new process is itself a variable. Therefore it is necessary to have a closer look at change management. Chapter 5 emphasizes both cultural and managerial changes. Implications of legislation in terms of the Constitution and the Human Rights Bill, as well as managing potential and the strategic objectives of the organization, are investigated. The core of this chapter, however, is the implementation of change.

1.4.2 Method to be used in research

1.4.2.1 Research strategy

A qualitative research method, namely Phenomenology, is to be used as research strategy in this study. According to Roos (1992, p 45), the main objective of this method is to describe the social realities from the perspective of the respondents and not that of the observer.

According to Smit (1985, p 154), the Phenomenological method of data collection represents the study of the conscious experience as seen from a subjective frame of mind.

In order to model career planning (with its individual basis) as well as the implementation of a changed method, it is necessary to involve the persons concerned by examining their experience of the phenomenon.

1.4.2.2 Population and Respondents

A population from a delayed organization will be used as a sample. A random sample will be taken from the employees of the organization concerned.

It is however, necessary that the employees in the sample comply with the following requirements, as determined by Roos (1992, pp. 57-58):

- a) Exposure to :
- ◆ a delayed organizational structure;
 - ◆ career planning;
 - ◆ change management; and
 - ◆ *Opportunity Creation*;
- b) Possession of fine verbal skills regarding the communication of feelings, ideas and observations;
- c) Language abilities complying with the researcher's preferred language, in order to minimize the loss of subtle nuances in the translation process; and
- d) A willingness to share their experiences with the researcher in an open and outspoken way.

1.4.2.3 Collection and assimilation of data

A process of description and interviewing will be utilized in order to gather the necessary information. Structured questions will be used during the interviews. A brief with a discussion of relevant topics will be given to the sample in advance so that they can study and validate it. After experiencing the phenomenon (delayed structures, change and *Opportunity Creation*) the individuals will be interviewed in order to record their observations and recommendations regarding an implementation plan. All the interviews will be taped and transcribed verbatim.

From all the information and recommendations gathered, a final implementation plan will be formulated to form the result and recommendation of this study.



1.5 SUMMARY

Broadly seen, the objective of this study is to expand the existing research on *Opportunity Creation* in order to successfully implement this culture and paradigm change within a relatively small organization (less than 2 000 employees). It is also important to ensure that the utilization of *Opportunity Creation* is a meaningful and profitable exercise for both the organization and the employees.



Chapter 2

Traditional Career Planning

CHAPTER 2

TRADITIONAL CAREER PLANNING

2.1 INTRODUCTION

Career planning is described by Gerber *et al* (1988, p 256) as a process according to which an organization striving towards success, must ensure the availability of a sufficient number of qualified employees when vacancies arise or expansion takes place. The objectives and needs of the organization determine the progress of an employee from one specific position to another.

Morgan (1980, p 281) states that career planning is a prerequisite if an organization wants to ensure that employees have realistic career objectives. From an organization's point of view, the primary objective of career planning is not necessarily to establish career paths, but to help employees attain the competencies and skills necessary to plan their own careers.

Organizations have a whole spectrum of positions, but individuals have only one career. Therefore it is important to make that career be as fruitful and rewarding as possible (Cascio, 1991, p 240). Organizations can only benefit from actively planning the individual's working life (an important part of life) with him/her, in order to ensure a wiser and better-utilized workforce.

Career planning and development is a system that can be used to monitor, develop and promote individual human resources talents. A career path can be developed for every participating individual. These paths are aimed at identifying positions in the organization that the individual can apply for when the opportunity arises (Camp, Blanchard and Huszczo, 1986, p 368).

Burack *et al* (1988, p 4) state that the origin of career planning can be found in the following three developments:

- i. The emergence of career concepts – the fresh way of thinking about careers and visualizing possibilities, which is quite new in contemporary community;
- ii. Methods of implementing career planning – techniques for both qualitative and quantitative adjudication of organizational and individual opportunities and needs; and
- iii. Need for support – the motivation, change forces and activating of interest in career matters.

2.2 MODELS FOR CAREER PLANNING

2.2.1 Schein's model

Schein (1978, p 200-220) combines human resources planning with the stages of the organizational career, focussing on the influence of the components of planning through the perspective of development.

If the planning activities are broken down and adapted to the different stages of a career, four types of planning arise. Matching processes for each activity are pointed out, by which both the individual's and the organization's needs may be addressed.

2.2.1.1 *Planning for human resources provision*

The nature and extent of the work under examination are decided, as well as the method to be used in order to identify the human resources to complete the job.

- This entails:
- i. Job analysis;
 - ii. Career analysis;
 - iii. Analysis of labour markets; and

iv. Planning of the role/job.

2.2.1.2 Planning for growth and development

Decisions have to be made regarding:

- ◆ Which method is to be used to utilize human resources at their best;
- ◆ Which method is to be used to ensure an optimal level of growth and development; and
- ◆ Which method ought to be used for continuous high levels of performance in the active careers of all employees and managers.

2.2.1.3 Planning for retrenchments and discharge

It is important for every organization to plan pro-actively regarding the handling of:

- ◆ Loss of motivation;
- ◆ Reduction in energy levels and skills;
- ◆ Changing of employees' needs as a result of their age;
- ◆ Shortage of promotion opportunities; and
- ◆ Eventual retirement.

2.2.1.4 Planning for replacement

The optimal system (as regarded by both the employees and the organization) must exist in order to identify potential replacements. The eventual decision in this regard must be able to guarantee a suitable and available replacement/successor.

These four activities form a planning cycle that covers all of the history of any given organizational career. It is clear that, in this case, the primary focus is the organization's objectives – to ensure that positions on all levels are filled within a

specific time frame. Individual needs ought to be the secondary focus, seeing that career planning is dependent on the organization's long term objectives.

Planning however, is dependent on different types of information, for example:

- | | | |
|------|--------------------------------|--|
| i. | Human Resources
Provision | <ul style="list-style-type: none"> ◆ Positional requirements ◆ Human requirements |
| ii. | Human Resources
Inventory | <ul style="list-style-type: none"> ◆ Information from supervisors ◆ Performance appraisal ◆ Planning of position/ role |
| iii. | Performance appraisal | <p style="text-align: center;">Needs
information
regarding</p> <ul style="list-style-type: none"> ◆ Evaluation standards ◆ Content and requirements of position |
| iv. | Human Resources
development | <ul style="list-style-type: none"> ◆ Challenges ◆ Feedback |
| v. | Development
opportunities | <ul style="list-style-type: none"> ◆ Career paths ◆ Career dynamics ◆ Future alignment of organization ◆ Changes in nature of work |

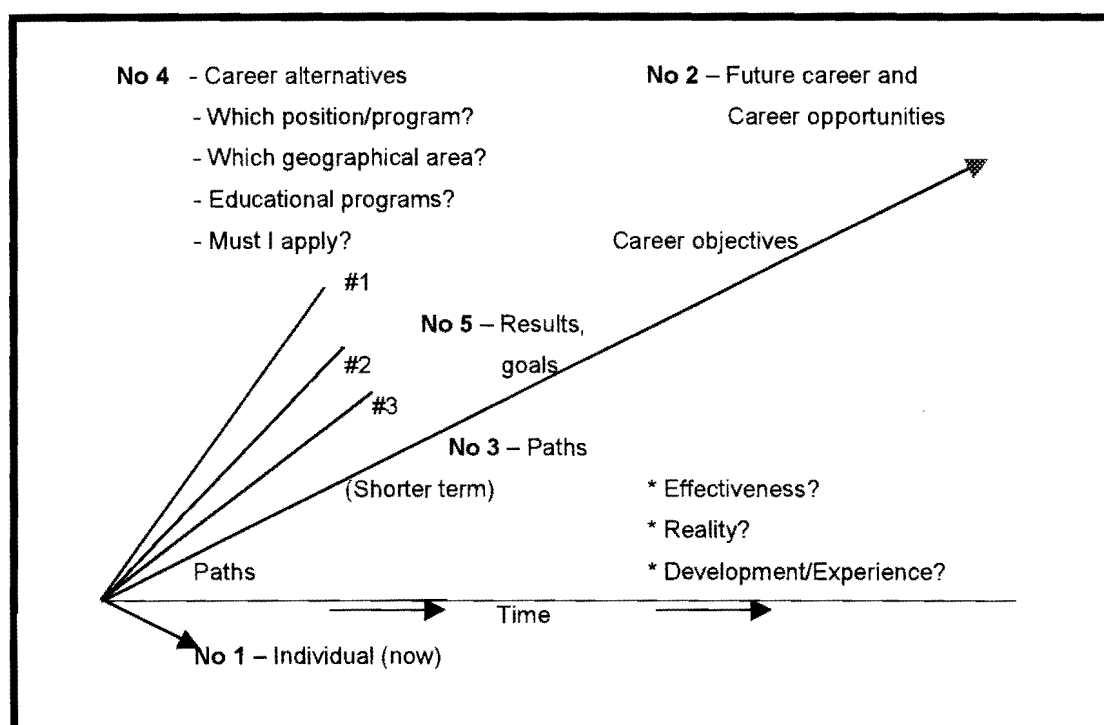
Underlying all these activities regarding planning and development is the need for information on the organization's needs – the nature of the work to be done today as well as in the future and the feasibility thereof.

2.2.2 Burack and Mathys' Path-Goal-Model

This model (Burack *et al*, 1988, p 161) emphasizes the detailed process according to which an individual moves from a current point to a point in the future. This doesn't necessarily entail a physical move, but rather a cognitive move and analysis.

The identification of long term career objectives in the career planning process, as well as the methods used to achieve career objectives, is one of the most critical activities. Figure 2.1 explains this as follows:

Figure 2.1: The Path-Goal-Model in career planning.



(Source: Burack *et al*, 1988, p 161)

i. *Career Objectives (No 2)*

This entails a longer working life as well as valued competencies. Objectives are drivers and seldom met, seeing that they are often redefined due to changes in needs and patterns. Examples include happiness, economic security, professional acknowledgement and feasible responsibility.

ii. *Goals (No 5)*

This is more specific regarding time and detail. Achievement predicts progress towards objectives.

iii. *Methods*

Specific programmed activities that are used entail transfers and re-establishing or steering of a continuous education program aimed at achieving objectives.

iv. *Alternatives (No 4)*

Individuals may exercise a wide variety of choices (career paths – No 3) regarding the possible activities that will enhance progress towards career objectives.

v. *Effectiveness*

Certain alternatives naturally contribute more than others to the achievement of objectives. The results should therefore be calculated every time.

2.2.3 Burack and Mathys' Career-Path Model

This model entails eight characteristics of concern to careers, and expands on the model mentioned previously. Each individual's future career objectives reflect his/her current career cycle as compiled from continuously changing priorities and needs.

As soon as the long-term objectives have been set, each individual must acquire insight into his/her current cycle (No 1). Self-evaluation focuses on skills, competencies and interests and serves as the foundation on which shorter-term goals (No 5) are formed and achieved. The fulfillment of these goals entails a series of possible choices or alternatives (No 4) that can have a simultaneous impact on different goals.

Different paths (No 3) may achieve the future objective (No 2) in terms of the individual's expectancies of the future regarding his/her career. Career ladders, job descriptions and specifications, as well as an evaluation of behavioral based tasks can be mentioned in this regard.

Testing realism is essential in determining the feasibility of certain goals and emphasizes the necessity of obtaining skills in order to minimize unwanted results, for example longer hours, competition with former colleagues and conflict at home.

The supervisor's support is very important, especially regarding timeliness, personal realities and possible promotions, in order to maintain effectiveness within the individual's career.

2.2.3 The career management model of Greenhaus

The career management model of Greenhaus (1987, pp 18-30) combines a variety of aspects concerning the individual's career, as well as career planning (Figure 2.2).

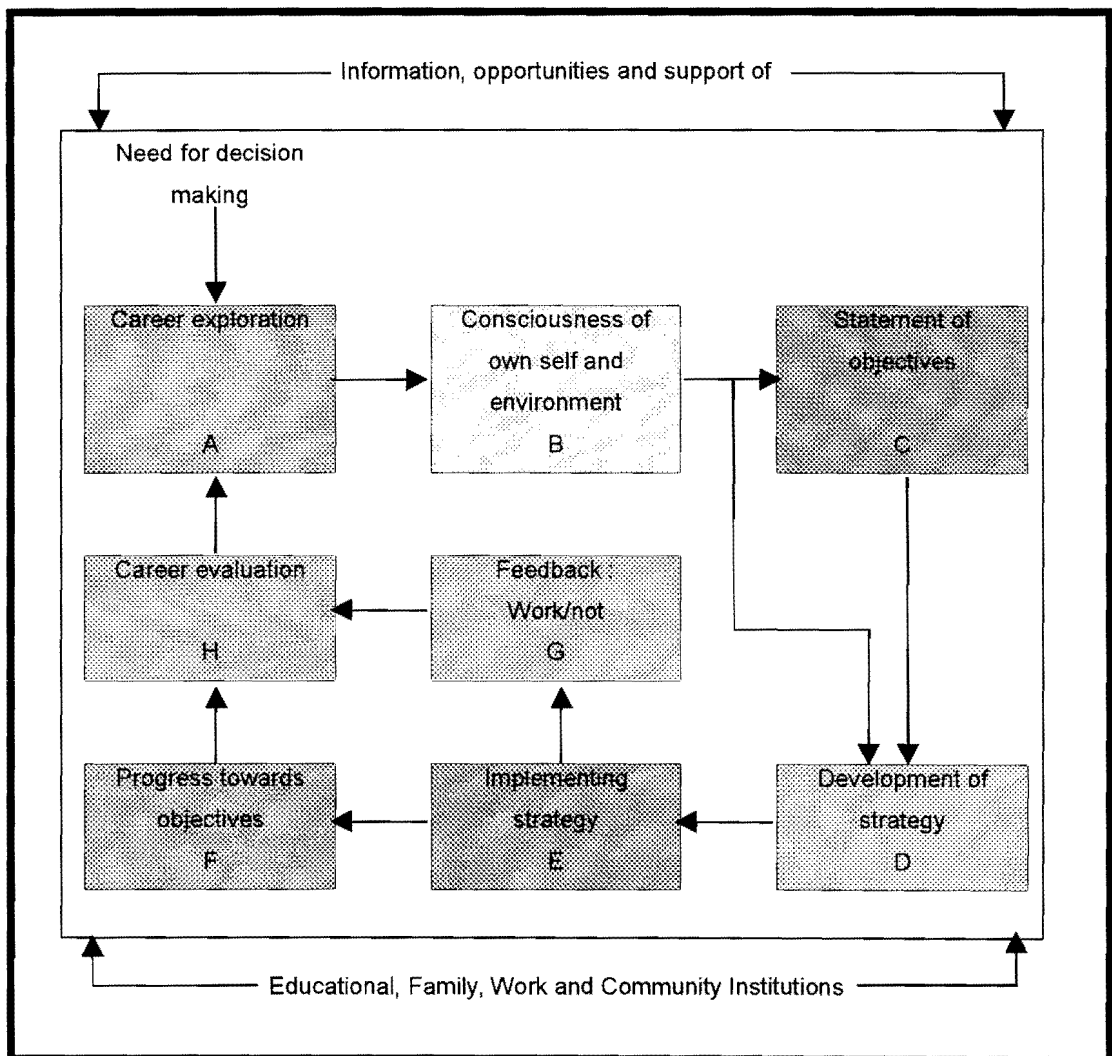
The first step involves a description of the specific career (A). This entails the collection of information such as:

- i. Personal information (preferences, disapprovements and talents);
- ii. Alternative position(s) inside and/or outside the organization (job descriptions and remuneration); and
- iii. Information regarding the organization as a total system (movement within functions and procedures towards promotions).

If this description is done thoroughly, the individual will be keenly aware of him-/herself as well as of the environment (B). This consciousness may serve as the foundation for formulating and choosing career objectives (C).

As soon as the individual has determined a realistic set of objectives, it can be utilized in the development (D) and implementation (E) of a career strategy. Greenhaus (*op cit*, p 18) considers this a plan of activities designed to attain the desired career goal. The implementation of a fair career strategy can result in progress towards the determined career objective (F). A career strategy requires not only activities which will bring about development, but also the involvement of management and self-development – the latter an important component.

Figure 2.2: The career management model of Greenhaus.



(Source: Greenhaus, 1987, p 1)

Even without progress, the mere implementation of a career strategy can provide useful feedback (G) to an individual. Whether the feedback is from a work-environmental or non-work-environmental source, it can help an individual with the evaluation of his/her career (H). The information gathered from this evaluation can also provide further motivation for career exploration (A) – completing the cycle of this career management process.

This model or cycle therefore constitutes a process leading to problem solving and decision making. In this process the individual relies on support and help from different people and organizations, like internships, performance appraisals and training programs. Even the individual's family and friends can contribute to effective career management with their advice, love and support.

The successful application of this model depends on the organization's ability and willingness to:

- ◆ Share information with employees;
- ◆ Provide the necessary resources; and
- ◆ Support employees who try to manage their careers.

This model is based on the assumption that people experience more fulfillment and are more productive if their work- and life-experiences comply with their expectations and needs. According to Greenhaus (op cit, p 20), several researchers (Holland, 1973; Locke, 1976; Schein, 1987 and Wanous, 1980) support the principle that people experience greater satisfaction regarding career choices and their work if their work experiences coincide with personal qualities such as needs, values and preferences regarding lifestyle. Performance is enhanced if the position requires the skills and abilities that the individual possesses. This is why Greenhaus' career management model tries to optimize the fit of individuals with their working environments.

2.3 COMPONENTS OF CAREER PLANNING

2.3.1 Components of a system

According to Schein (1987, pp 190-199) career planning systems consist of the following components:

- i. *Organizational and human resources planning* according to which the right person (with the right talents, skills and potential) must be available for placement within the right position whenever the organization has a need for it;
- ii. *Performance appraisal and the human resources inventory* regarding information on the current status of the human resources component's :
 - ◆ Skills and talents;
 - ◆ Performance levels;
 - ◆ Potential;
 - ◆ Career phases and goals;
 - ◆ Experience and history; and
 - ◆ Aspirations;
- iii. *Assessment of resources versus needs* where the plan is compared to the inventory mentioned in (ii), in order to determine critical shortcomings and steps to be taken for rectification;
- iv. *Specific human resources plans* should be compiled, containing human resources provision, development programs, recruitment, monitoring systems and application of human resources;
- v. *Individual work history, self evaluation and individual career planning* in which the organization supports its employees by ensuring the availability of guidelines, workshops, training material, assessment centers, positive performance appraisals, etc;

- vi. *Dialogue between managers and career holders* especially regarding rotation, workflow, shifts between technical and supervisory tasks, special development plans and in-house training programs, so that individual and organizational needs can be met;
- vii. *Implementation of plans* concerning transfers and development programs in order to ensure growth and quality; and
- viii. *Monitoring, evaluation and re-planning* of completed activities, to see if the goals were met and to provide feedback for future planning.

2.3.2 Key factors in Organizational and Individual career planning

Organizations have many different positions, but each and every individual has only one career. Therefore it is so important that this career should be as fruitful and rewarding as possible. In order to determine personal and organizational success, a career should be planned thoroughly. The key factors to take into account whilst planning a career are summarized in Table 2.1.

Table 2.1: Organizational and Individual career planning.

Aspect	Organizational	Individual
Personnel provision	<ul style="list-style-type: none"> ◆ Strategic business plan ◆ Recruitment ◆ Selection ◆ Induction and orientation 	<ul style="list-style-type: none"> ◆ Develop self-awareness of abilities and interests ◆ Plan life and work goals ◆ Choose a career or position
Placement	<ul style="list-style-type: none"> ◆ Define career paths ◆ Position/Role planning ◆ Human resources inventories ◆ Procedures for promotion ◆ Managing succession planning ◆ Relocation 	<ul style="list-style-type: none"> ◆ Determine own area of contribution ◆ Plan to achieve goals ◆ Learn to adapt to organization

Table 2.1 (continued)

Aspect	Organizational	Individual
Growth and development	<ul style="list-style-type: none"> ◆ Analyze development needs ◆ Design and develop programs ◆ Human resources research 	<ul style="list-style-type: none"> ◆ Develop realistic determination of own potential, managerial skills, interpersonal skills ◆ Examine alternatives for re-training and internal/external development opportunities ◆ Consider alternative career ladders inside and outside the organization
Retrenchment and alternatives	<ul style="list-style-type: none"> ◆ Re-design of positions ◆ Transfers ◆ Termination ◆ Retirement 	<ul style="list-style-type: none"> ◆ Late-career individual assessment of interests and abilities to accept changes, personal skills, interests and preferences ◆ Let go and retire

(Source: Cascio, 1991, p 241)

2.4 ASPECTS REGARDING CAREER PLANNING

2.4.1 Task-related environment

Gerber et al (1988, p 25) defines this environment as the organization, the workgroup, other groups, and leadership, which have an influence on the individual employee's functioning within the organization. This entails:

- ◆ Leadership styles;
- ◆ Organizational structures;
- ◆ Career planning;
- ◆ Policies;
- ◆ Remuneration;
- ◆ Benefits;
- ◆ Working conditions;
- ◆ Conditions of service; and
- ◆ Quality of worklife.

2.4.2 Design of task/position

The nature of any task involves factors like qualifications, results and remuneration. In this regard different approaches exist, for example task simplification, task rotation, enlargement of tasks and task enrichment.

2.4.2.1 Task simplification

A specific task is divided into smaller units so that untrained and low-salaried employees can perform these tasks (Gerber *et al*, 1988, p 132).

2.4.2.2 Task rotation

Employees are alternated on a regular basis in order to perform other tasks, so that different aspects can be addressed:

- ◆ Increased knowledge and exposure;
- ◆ Flexible allocation of tasks;
- ◆ Less monotony and boredom; and
- ◆ Distribution of unpleasant tasks.

(Gerber *et al*, 1988, p 133)

2.4.2.3 Enlargement of tasks

According to Baron and Greenberg (1989, p 95) task enlargement entails “...*the practice of expanding the content of a job by increasing the number and variety of tasks performed at the same level*”. The levels of complexity and responsibility do not change, additional amounts of a specific task are simply added. Even stress as a result of boredom can be resolved in this manner (adding meaning to the work).

2.4.2.3 Task enrichment

Steers and Porter (1991, p 216) define this as an action aimed at "*.....Altering the behavior of workers who are more seriously concerned with value-related issues*".

According to Bacon et al (1989, p 96) this is a process where more tasks at a higher level are assigned to employees. This gives them the opportunity to have greater responsibility and increased control concerning their tasks. This may lead to a greater scope for personal achievement and recognition, more challenging and responsible work and more opportunity for individual advancement and growth, according to Steers et al (1991, p 413).

2.4.3 Job analysis

Camp et al (1986, p 38) define job analysis as a focus on what the trainee needs to be able to do to perform the job satisfactorily. Milkovich and Glueck (1985, p 104) see it as a systematic process of collecting data and making certain judgements on all the important information related to the nature of a specific job.

Certain developments in this area emphasize individual jobs as well as systems in order to give new meaning to communication and co-operation. Some of the approaches are formed around comprehensive systems regarding job classification and job description, which ease planning and analysis (Burack et al, 1980, p 12).

Job analysis, according to Cascio (1991, pp 189-191), is a process by which a specific job is defined in terms of the applicable tasks as well as the appropriate job behaviour. Two elements are emphasized:

- i. Job requirements (apparatus needed, arranging of work environment, distribution of labour, procedures and methods, and performance standards);
and

- ii. Human requirements (knowledge/qualifications, skills, abilities and characteristics).

The terms implicit to job analysis are task, position, job, occupation, job description and job specification, which mean the following, according to Gerber et al (1988, p 132):

- i. *Task*

A distinct activity carried out for a distinct purpose;

- ii. *Position*

A combination of tasks and responsibilities assigned to one person;

- iii. *Job*

A group of positions that are similar in their significant duties;

- iv. *Occupation*

A grouping of jobs with broadly similar content, like management;

- v. *Job description*

A written document regarding what should be done, how and under which circumstances;

- vi. *Job specification*

The minimum skills, knowledge and abilities needed to perform the job.

2.4.3.1 Information sources

To enable someone to do a job analysis, a wide variety of sources can be used, like job descriptions, job specifications, performance standards, performing the tasks, observations, literature, inquiries, training committees, analyzing problems and sorting of charts (Camp et al, 1986, pp 39-44).



i. Job descriptions

The job is described in terms of duties and responsibilities, but this method has its shortcomings. It can be used with performance deviation.

ii. Job specifications

Specific tasks required by a position are listed. This is more specific than a job description and it can be used in evaluating the planned knowledge and skills of jobholders.

iii. Performance standards

This entails the reason for certain tasks being grouped for a position and the standards according to which they will be measured.

iv. Task performance

This is the most effective method to determine specific tasks.

v. Observations

The position is physically observed regarding the grouping of tasks.

vi. Literature

These sources entail research in other industries, professional journals, documents, government sources and academic theses.

vii. Inquiries regarding the job

Questions can be asked to different role players, like the job incumbent, supervisor or even a manager on a higher level.

viii. Training committees or conferences

Sometimes inputs from different opinions/viewpoints can contribute to identify training needs.

ix. Problem analysis

Considering possible problems like waste, repairs, quality control and late deliveries can identify task interruptions and environmental factors.

x. *Map-sorting*

“How”-statements can be sorted according to importance.

Camp et al (1986, p 41) suggest that the problems regarding methods and information sources can be solved by using as many methods and sources as possible. The bigger the resemblance is between methods and sources, the bigger is the probability of accurate evaluation.

2.4.3.2 The uses for job evaluations

The combination of roles within an organization can be co-ordinated by means of job analysis. Cascio (1991, p 190) holds the belief that “.....*job analysis is to the personnel specialist what the wrench is to the plumber*”. Job analysis can therefore be used in the following different fields:

i. *Organizational development*

The jobs are defined into different tasks, positions and grade levels within the organization. Also, structures define the grouping of tasks into sensible units and the right amount and types of positions are thereby created.

ii. *Personnel administration*

When the value of each position in relation to the other positions has been established, suitable remuneration for each position is determined. Regarding recruitment and selection it is necessary to know the requirements and skills pertaining to each and every position. Orientation of new employees and technical training programs can also be based on this information.

The information from job analyses is also used to set performance standards, which may lead to higher productivity and greater meaningfulness. Career planning requires pro-active determination of the responsibilities and tasks pertaining to grade and group in order to enhance the success of promotions and transfers.

iii. Design of work and equipment

Job analysis can be used for work design and the improvement of methods and procedures. Even ergonomics can be based upon it.

iv. Additional uses

Career guidance, rehabilitation and counselling, a job-grading system as well as personnel research can benefit from job analysis.

2.4.3.3 Job descriptions

A job description can be defined as a ".....written statement of what the jobholder actually does, how he/she does it, and why he /she does it" (Cascio, 1991, p 192). Both Cascio (1991, p 191) and Camp *et al* (1986, p 38) divide the requirements given in a job description into two dimensions, namely task requirements and human requirements. Task requirements describe the activities to be performed (the how, why and when). Human requirements focus on the skills, the knowledge and the abilities needed to perform the tasks. This may even include certain patterns, like decision making and communication.

2.4.3.3.1 Elements of job descriptions

The typical job description ought to portray information regarding job identification, activities and procedures, relationships, responsibilities and duties, authority and standards, conditions of service and work circumstances.

i. Job identification

This entails the following information:

- ◆ The job title;
- ◆ The job status;
- ◆ The date of the description;
- ◆ The name of the person completing the job description;
- ◆ Approval thereof; and

- ◆ The applicable remuneration.

- ii. *Activities and procedures*
This provides a list of the most important functions and activities, materials needed, machinery used and formal interactions with other employees. This also describes the social environment of the job.

- iii. *Relationships, responsibilities and duties*
This indicates the internal and external relationships like reporting lines (an organizational structure can be used) and liaisons with personnel agencies, for example.

- iv. *Authority and standards*
This includes decision making power, supervision and budget limits. The expectations regarding the duties and responsibilities are set out by means of task/working standards.

- v. *Conditions of service*
Conditions consist of working hours, remuneration structures, benefits and opportunities for promotions or transfers.

- vi. *Work circumstances*
Specific circumstances like noise, heat, lighting and interior or exterior functioning ought to be pointed out.

2.4.4 Job evaluation

2.4.4.1 Definition

Rosenbaum (1984, p 104) states that job evaluation is aimed at compensating job incumbents according to the specific jobs' economical value.

Gerber et al (1988, p 415) quote several writers' definition of job evaluation, for instance:

".....the general purpose of job evaluation in compensation administration is to provide a measuring instrument that sets forth the relative position of jobs in the organization hierarchy based on job-related contributions agreed to by the parties."

(Belcher, 1974, p 91)

and

"Job evaluation is the formal process by which the relative contribution of various jobs in the organization is determined for pay purposes. Essentially it attempts to relate the compensation paid for a job extent to what the job contributes to organizational effectiveness."

(Glueck, 1982, p 468)

This emphasizes the relation between input and result, for example the balance between remuneration and productivity.

2.4.4.2 Methods of Job Evaluation

Although there are different approaches to job evaluation, Cascio (1991, p 426) believes that they are all aimed at the same objective, namely *".....to rank jobs in order of relative worth to the organization, so that an appropriate and equitable rate of pay can be determined for each job."*

Several systems are used and the Patterson, Castellion, Peromnes, Hay and JE Manager methods, as well as the NPI questionnaire will be discussed (Gerber et al, 1988, pp 418-424).

2.4.4.2.1 Patterson

Only one factor/element is used in order to determine the value of a job. This system depends on decision-making abilities as the most important function of the employee (Table 2.2 describes the different decision making bands). Criticism against the Patterson system is mostly aimed at the fact that one person is responsible for the analyses of jobs.

Decision making bands and job grades are determined in an abstract manner – there are six bands and eleven job grades, which are too general and rigid. There is, however, a degree of flexibility within the sub-grades.

Table 2.2: The decision making structure of Patterson.

Band	Management type	Title	Job Grade	Grade type	Title
E	Creation of policies	Top Management	10	Co-ordination	President
			9	Policy	Vice President
D	Programming	Senior Management	8	Co-ordination	General management
			7	Programming	Work management
C	Interpreting	Middle Management	6	Co-ordination	Departmental management
			5	Interpreting	Superintendent
B	Routine	Skilled workers	4	Co-ordination	General craftsman
			3	Routine	Craftsman
A	Automatic	Semi-skilled workers	2	Co-ordination	Boss craftsman
			1	Automatic	Artisan
O	Defined	Unskilled workers	0	Defined	Worker

(Source: Gerber *et al*, 1988, p 419)

2.4.4.2.2 *Castellion*

More than one element/factor is used to determine the job values. Three work elements are divided into nine factors, as stated in Table 2.3. The decision making factor is subjacent to all the other factors and can therefore be seen as the main or most important factor. This is a complicated method and enhances subjectivity during evaluation.

Table 2.3: The Castellion method.

Effort	Decision making	Factor 1
	Work pressure	Factor 2
	Numeric calculations	Factor 3
Competence	Intelligence	Factor 4
	Education	Factor 8
	Experience	Factor 9
	Control and Inspection	Factor 5
Responsibility	Alertness	Factor 6
	Consequence of mistakes	Factor 7

(Source: Gerber et al, 1988, p 420)

2.4.4.2.2 *Peromnes*

The Peromnes system is based on six work levels and nine job categories divided by means of exponentially increasing points from Factor 1 to 8 (as set out in Table 2.4). The most important characteristic of this system is the definite effort to evaluate the job and not the incumbent. The eight factors entail:

- Factor 1 - Problem solving (decision making);
- Factor 2 - Consequence of judgmental mistakes;
- Factor 3 - Working pressures;
- Factor 4 - Knowledge;
- Factor 5 - Job tendency;
- Factor 6 - Intelligence;

- Factor 7 - Educational qualifications; and
Factor 8 - Training/Experience.

There are certain drawbacks to this system, namely:

- ◆ Subjectivity as a result of incomplete information;
- ◆ High costs;
- ◆ Time consumption;
- ◆ Difficult maintenance; and
- ◆ Non-acceptance with some line managers.

Table 2.4: The Peromnes cut off-points table.

Awarded points	Job grade	Example of jobs
689 – 800	1	Top Management
481 – 688	2	
369 – 480	3	
285 – 368	4	Senior Management and Specialists
225 – 284	5	
177 – 224	6	
133 – 176	7	Middle Management and Superintendents
105 – 132	8	
81 – 104	9	
62 – 80	10	Junior Management, Supervisors and Foremen
49 – 61	11	
38 – 48	12	
29 – 37	13	Skilled, Semi-skilled workers and Clerical personnel
23 – 28	14	
18 – 22	15	
13 – 17	15	
10 – 12	17	Semi-skilled (lower levels) and unskilled workers
8 – 9	18	
0 - 7	19	

(Source: Gerber et al, 1988, p 422)

2.4.4.2.3 The NPI Questionnaire (National Institute for Personnel Research)

The assumption made by this system is that there is a positive relation between the value and complexity of a job. The system uses three main factors, namely:

- ◆ The quality of decision making;
- ◆ Control; and
- ◆ Contact with people.

The disadvantages of this model entail:

- ◆ The determination of the importance of aspects by the incumbent him-/herself;
- ◆ Examples are confusing; and
- ◆ The higher grade of difficulty is not easily identified.

2.4.4.2.4 *The Hay-method*

According to this method every position should lead to certain end results (Hay Training File, undated). In order to achieve this, the following are expected of the incumbent:

i. Know-how

This is the total of every type of knowledge, skills and experience needed to achieve and maintain standard acceptable performance. This entails:

- ◆ Practical procedures;
- ◆ Specialized techniques;
- ◆ Professional disciplines;
- ◆ Integrating and harmonizing diverse elements in a managerial environment; and
- ◆ Working with people.

ii. Problem solving

Problem solving suggests the self-initiated thinking processes required for analysis, evaluation, reasoning and the reaching and formulation of conclusions. Two dimensions are applicable, namely:

- ◆ The environment within which the thinking processes take place; and
- ◆ The challenges embodied by this thinking process.

iii. Accountability

This includes the responsibility for actions taken, as well as the consequences of such actions. This involves the choice to act, the action itself, as well as the bearing of the consequences.

By means of coding a point is awarded to each dimension and the total of the three dimensions is calculated. Job grades and remuneration are determined in this way.

2.4.4.2.5 JE Manager

JE Manager is a computerized competency based job evaluation system. It was developed mainly as a result of organizations' need for a simple, less expensive and quicker process of job evaluation. Organizations can compensate individuals not only for the position he/she occupies but also for the role the individual fulfills within the organization (Kruger, 1997).

This is an open and transparent system in which the incumbent as well as his/her line manager is involved in the process of evaluating the incumbent's job. This promotes ownership with the users of the process.

The system guides the user through a set of questions relevant to the applicable position. The line manager and his/her subordinate can actually do a complete evaluation within twenty minutes. The dimensions evaluated by this system entail the following:

- ◆ Theoretical knowledge;
- ◆ Planning and management;
- ◆ The impact of the position;
- ◆ The degree of judgment required;
- ◆ The type of the communication required; and
- ◆ The gaining of skills and their application in practice.

2.4.5 Career Management

2.4.5.1 Definition

Career management has been described in many different ways. Greenhaus (1989, p 7) describes it as a continual process by which an individual:

- ◆ Gains relevant information regarding him-/herself and the world of labour;
- ◆ Develops an accurate picture of his/her talents, interests, values, chosen lifestyle, as well as alternative careers, jobs and organizations;
- ◆ Develops realistic career goals, based on this information and image;
- ◆ Develops and implements a strategy, aimed at achieving goals; and
- ◆ Gets feedback on the effectiveness of the strategy and relevance of the goals.

2.4.5.2 Organizational responsibilities

Burack *et al* (1988, p 25) reason that an organization's role ought to entail a more active approach. More and more employees require a more positive involvement and the provision of a support system from an organization to facilitate individual career evaluations and progress.

There are, however, limits to what an organization can and ought to do. The forecasting and analysis of human resources planning contribute to establishing a general, executable future manpower plan, especially regarding quantities and composition. The organization's expectations regarding the variables contributing to the individual's growth, as well as the relevance of the total manpower plan are directly linked to the plan. More and more managers are questioning the perceptions and beliefs sometimes held, and come to the following conclusions:

- i. A person who chooses to remain in a specific position (and who is good at it), can still play a highly acceptable role to the advantage of both the individual and the organization;

- ii. Reality dictates a limited amount of positions in the higher hierarchy's authority levels and maybe too much emphasis is placed on the importance of personal upward mobility and progress; and
- iii. More emphasis ought to be placed on identifying high potential and encouraging those with the opportunities of and need for promotion, whilst only general support of individual development must be given.

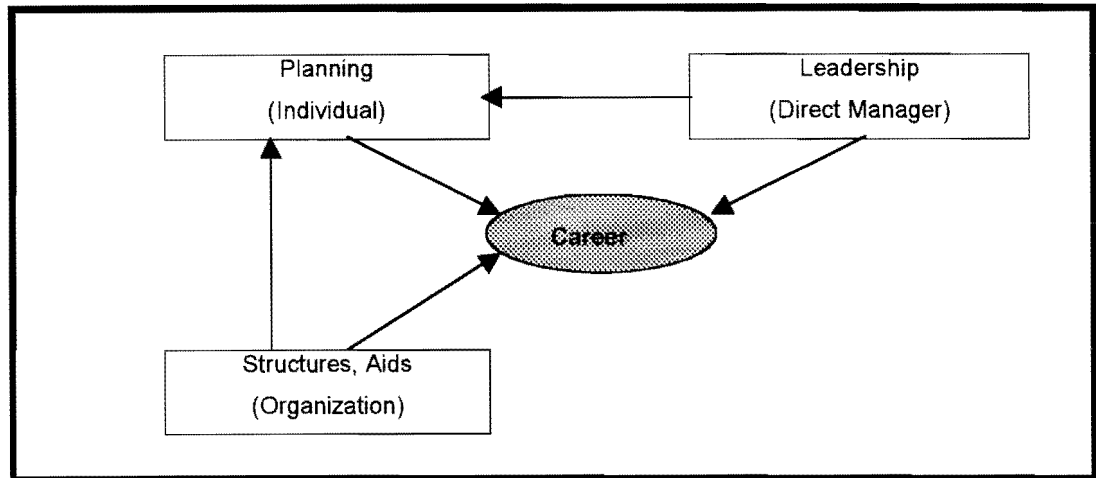
The responsibility for employees' career planning and development can and ought not to be **only** the organization's. Gerber *et al* (1988, p 250) lists the organization's responsibilities as:

- i. Providing career opportunities;
- ii. Advising employees regarding the different career directions within the organization;
- iii. Announcing new jobs and the elimination of old ones; and
- iv. Close contact with employees in order to ensure individual, realistic career goals, which can be pursued within the limitations of the organization.

2.4.5.3 Individual responsibility

Seeing that every individual knows what he/she wants from a career, and how hard he/she is prepared to work, the responsibility for a career rest with the individual. Efficient career management is a joined effort between different role players, as indicated in Figure 2.3.

Figure 2.3: Joined career responsibilities.



(Source: Burack et al, 1988, p 26)

2.4.5.4 Career systems : organizational strategies

The pursuit of success compels organizations to have a continual flow of talented, skilled individuals to fill current or new positions. According to Baron et al (1989, p 319) these requirements entail establishing an effective system regarding:

- ◆ Recruitment of high potential employees;
- ◆ Promotion to the level of success; and
- ◆ Elimination as a result of obvious unsuccessfulness and weak performance.

Such systems must take into account not only the employee's needs and expectations, but also the organization's future requirements. The career system chosen by an organization ought to reflect its strategic policy and objectives. These strategic aspects determine the factors influencing the choice of a specific career system. Organizations focussing primarily on product development need highly talented employees (prospectors) and use systems which base promotions and awards on individual contributions, and recruit employees from the external labour market.

In contrast, other organizations with a limited product range and market seldom generate new ideas (defenders). These organizations use career systems which

base promotions and awards on group contributions and they fill positions from internal sources. This is aimed at developing loyal, long-term employees.

2.4.5.5 Career Management Programs

Greenhaus (1987, p 234) defines career management programs as “.....a set of activities designed to promote employee insight, goal and strategy development and/or appropriate feedback.”

Baron et al (1989, p 320) describe career management programs as consisting of aspects aimed at:

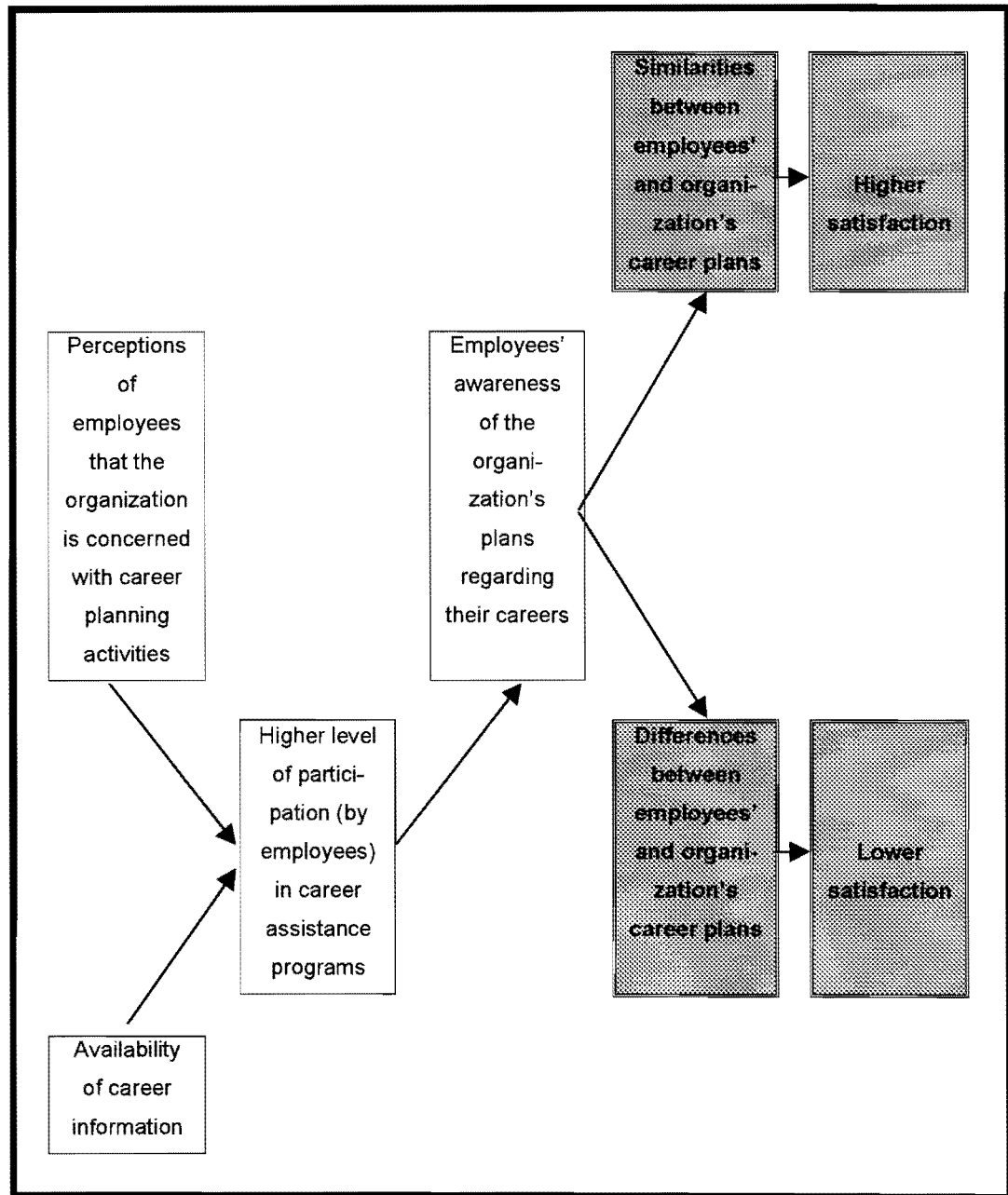
- ◆ Helping employees to identify their strong and weak points regarding their careers;
- ◆ Setting priorities and specific career goals;
- ◆ Providing information on different career paths and alternatives within the organization; and
- ◆ Giving annual feedback to employees concerning their progress towards their goals.

The objectives of these programs are three fold:

- i. To help individuals towards increased performance;
- ii. To clarify the options available in the organization in order to lessen uncertainty and anxiety; and
- iii. To focus employees' career plans on the organization, as well as to improve commitment.

The broad impact of career management programs is explained in Figure 2.4.

Figure 2.4: The impact of career management programs.



(Source: Baron et al, 1989, p 322)

Greenhaus (1987, pp 234-245) identifies several career management programs that can be used by organizations, namely:

i. Expected socialization

This is implemented before the potential employee joins the organization. The required values and talents are clearly stated and expectations are

formulated. During this phase it is important for the person involved to develop accurate, realistic expectations regarding a specific career choice. Socialization programs are therefore an opportunity to learn. Even specific skills, technical and interpersonal, can be learned, exercised and strengthened. Examples are internships and work-study programs.

ii. *Realistic recruitment*

The content of these programs is aimed at minimizing the reality shock resulting from unrealistic expectations by the candidates. Candidates are helped to form a balanced, realistic idea of the position and of the organization. This may also prevent dissatisfaction and restrict personnel turnover.

iii. *Employee orientation programs*

These programs help employees to adjust to their new environment, but also to address certain problems experienced by new employees. Specific information, skills and support needed by new employees must be attended to.

iv. *Mentor programs*

In their early careers employees may benefit from the continual advice, support and sponsorship of a more senior colleague. The parent-child-relationship that develops may result in a friendship after training has been completed.

v. *Performance feedback and coaching*

All employees have a need for feedback in order to monitor and better their performance. Problem/development areas can be pointed out and be addressed timeously with coaching sessions. Frequent, useful performance feedback is essential in order to set realistic career goals. Periodic coaching sessions, which focus on work behaviour and quantitative pointers on performance, ought to improve current performance and set a solid foundation for future career growth.

vi. *Comprehensive career management*

Effective career management entails identifying and setting objectives, development of strategy and providing feedback. As soon as the initial need for security and acceptance changes to the need for progress and performance, the exploration of alternatives becomes important and significant. Activities such as self-administrated career planning workbooks, career workshops and individual guidance can be utilized.

vii. *Work-family-coupling programs*

The potential conflict between work and family roles should be addressed. A forum and a procedure enabling employees to discuss the conflict and learn mechanisms to handle it, may be used. By creating an awareness of the sources of this conflict, communication and problem solving can be improved.

viii. *Programs on the late career phase*

There are various obstacles to productivity and career growth in late careers, such as technological progress, lack of the right education, organizational renewal and plateaus. Programs aimed at this specific group of employees should focus on their unique needs and interests. The responsibility for identifying and solving problems in this area rests with line management.

ix. *Placement programs*

Termination of service is a career change which threatens the individual's whole life and self-image. Massive termination can be the result of a negative economic climate, business withdrawal, change of mission, technology or structural changes within the organization. This traumatic experience is normally worse during the middle and late career phases.





x. *Programs on pre-retirement*

Retirement is normally coupled with emotions ranging from anticipation to melancholy. Guidance before retirement is becoming a popular addition to organizations' repertoire of career management activities. The program

ought to evaluate and address employees' needs and interests. If the program succeeds in reducing the anxiety and stress of employees nearing retirement, it may result in greater satisfaction and productivity during the remaining years of service.

2.4.5.6 Katz's model

Table 2.5: Katz's model of Job Longevity.

Phase on duration of job	Primary areas of concern
Phase 1: Socialization : Construction of reality  	a) To maintain own situational identity; b) To puzzle out situational norms and identify acceptable, commendable behavioural patterns; c) To build social responsibilities and be accepted by others; d) To identify the expectations of supervisors, colleagues and subordinates; and e) To prove yourself as an important, contributing member.
Phase 2: Innovation : Influence, Achievement and Participation  	a) To be awarded challenging work; b) To promote own visibility and promotional potential; c) To improve own special skills and abilities; d) To increase the extent of participation and contribution; and e) To influence your organizational circumstances.
Phase 3: Stabilization : Maintenance, Consolidation and Conservation	a) To link routine to task activities; b) To safeguard and conserve task procedures and sources; c) To protect autonomy; d) To minimize vulnerability; and e) To cultivate and strengthen your social environment.

(Source : Katz, 1982, p 162)

The main objective of Ralph Katz's "Model of Job Longevity" was to create a more accessible theory describing how employees' perspectives unfold and change during the course of their careers (Katz, 1982, pp 155-163). By means of a three-phased model of job longevity, he illustrates how, in a specific job, certain concerns change in importance over time.

Any change in a position, whether big or small, causes a repetition of the process of socialization, innovation and stabilization. Table 2.5 summarizes Katz's circular model by comparing the different aspects influencing employees' career cycles.

2.4.5.7 The importance of Career Management

From an organization's point of view, the primary objective of career management is to link the employee's needs, abilities and goals to the current or future objectives of the organization. There are various reasons for organizations to make use of career management (Gerber *et al*, 1988, pp 250-251):

- i. The prospects of progress enhance the quality of an employee's worklife. Work satisfaction, career opportunities and the control of individuals over their careers are gaining importance in the labour market on a daily basis.
- ii. Organizations can only avoid ageing by encouraging employees to learn new skills in order to continue satisfying consumers' needs.
- iii. Career management reduces an organization's personnel turnover. Employees experience less frustration and more work satisfaction as soon as they know about internal opportunities for promotion.
- iv. Career planning enables employees to identify and use those talents which can ensure a better performance in positions that are compatible with their personal ambitions.

This contributes to ensuring that the right person is placed in the right position at the right time. It also contributes to the availability of opportunities for employees to experience self-fulfillment in their work.

2.4.6 Career Development

2.4.6.1 Definition

Different writers provide a variety of definitions on career management, for instance:

“Career planning and development is a system to monitor, develop and promote the talent of the individual human resources of an organization.”
(Camp et al, 1986, p 268)

“.....an ongoing process by which individuals progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, or tasks.”
(Greenhaus, 1987, p 9)

Career development entails the formal actions of the organization taken to ensure that employees with the right qualifications and experience are available when the need arises.
(Gerber et al, 1988, p 249)

and

“Career development is the implementation of a series of interrelated career decisions that collectively provide a guiding purpose or direction in one’s work life.”
(Peterson, Sampson and Reardon, 1991, p 21)

Another way to describe the phenomenon of career development entails activity analysis (Peterson et al, 1991, p 393). Career development activities include:

- ◆ Development and clearance of the self concept;
- ◆ Conversion of career information into self information;
- ◆ Learning decision-making skills;
- ◆ Providing opportunities to test realities; and
- ◆ Supporting individuals in training and career placements.

It is also important to have a look at the criteria for results of career development services:

- ◆ Greater use of community sources;
- ◆ A decline in absence and termination of services;
- ◆ Greater involvement of all supporting role players;
- ◆ Greater work related experiences; and
- ◆ Increased use of counselling services.

During career development the changes in the candidate are analyzed in terms of primary and secondary aspects:

Primary aspects :

- ◆ Cognitive skills;
- ◆ Knowledge;
- ◆ Attitude; and
- ◆ Development.

Secondary aspects :

- ◆ Work satisfaction;
- ◆ Service satisfaction;
- ◆ Rate of attaining work;
- ◆ Periods of work provision;
- ◆ Risks in career reconnoitring; and
- ◆ Successful placement in positions.

2.4.6.2 Assumptions and Proposals

Peterson et al (1991, p 394) make the following assumptions on career development and decision making:

- i. There is a set of fundamental cognitive skills (namely general problem solving and decision making) and aspects of knowledge that support effective career problem solving and decision making.
- ii. A career development intervention is a learning opportunity where knowledge and cognitive skills are prescribed, mastered and applied regarding career problems, decision making, implementing of decisions and satisfaction with work life and life in general. The principles of management by objectives can be applied.
- iii. There is a causal link between obtaining skills regarding career problem solving and decision making during a career development intervention, and the resulting career and life adaptations.
- iv. The costs of an intervention are calculated in monetary terms regarding the sources needed.
- v. A career service program is formed by an integrated set of interventions. This serves as an organization with a mission, objectives and a budget.

2.4.6.3 Career development methods/interventions

These processes must reconcile the organization's needs regarding work and the individual's needs in respect of a productive and fulfilling career. Katz (1982, p 13) states that the system ought to make provision for the progression of individuals by succession of positions, be it promotions, lateral movement to new functions or even simply new orders within a given area.

The following methods can be used in the career development process (Gerber et al, a988, p 260 and Katz, 1982, pp 14-19):

i. Supervision and coaching

This includes supervision, leadership, coaching and monitoring by management. Work orders as well as feedback make learning possible.

ii. Performance appraisal and determination of potential

Performance appraisal is an important aid in order to:

- ◆ Justify salary increases, promotions and other formal human resources actions;
- ◆ Provide records on previous performances;
- ◆ Provide a base for annual or semi-annual feedback between managers and subordinates; and
- ◆ Provide feedback on weak points as well as strong points for developmental processes.

iii. Organizational rewards (salary, benefits, fringe benefits, promotions and acknowledgement)

Rewards ought to comply with the needs of both the organization and the employee. With careers being differentiated to a greater extent and with social values changing, reward systems should become more flexible in respect of time and different career types.

iv. Promotions and positional changes

People's career growth and effectiveness are based on continuous optimal challenges, like greater responsibilities and promotions. The pyramid structure lessens the opportunities for promotion on higher levels. Attention should then be given to the development of career paths, job rotations, changing of assignments, temporary assignments and other lateral moves that ensure growth. Changes should not take place too often so that employees can finish their assignments in order to build confidence and ensure growth.

v. *Work groups*

By means of work group seminars employees can be assisted, over a two to three day period, in their career planning and career development.

vi. *Training and development opportunities*

Training and development programs are necessary for the growth and development of people. The individual's and the organization's needs, as well as job/role planning should be taken into account.

vii. *Career counselling, planning, succession and evaluation*

The organization ought to provide opportunities for employees to think about their careers in a pro-active way. This should be linked to performance appraisal in order to evaluate future potential, development needs, strong as well as weak points and career options.

viii. *Purposeful material*

There are organizations that provide material specifically developed to assist employees in career planning and development. Material is also designed for assessment centers and portrays the specific organization's activities and needs.

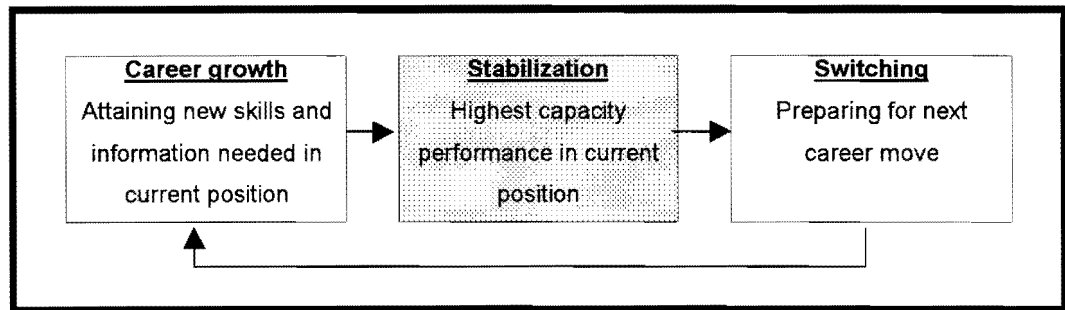
ix. *Management by objectives*

The employee and his/her supervisor jointly decide on ways and means to achieve the organization's targets. If these targets are not met, new development needs can be identified and included in the employee's career development plan.

2.4.6.4 Career development and life phases

Career seemingly follows a cycle in respect of stability and change. Baron et al (1989, pp 312-314) describe different individuals' careers according to which they grow into a new position, adapt to it and then start preparing for the next step, as explained in Figure 2.5.

Figure 2.5: The career succession cycle.



(Source: Baron *et al.*, 1989, p 313)

This cycle entails certain critical choices that are age related and differs from individual to individual. The choices may be the following:

- i. *At ± 30 years of age*
 - ◆ Marriage vs. family life with parents;
 - ◆ The possibility of a different career; and
 - ◆ Career vs. family as pivot point.

These choices normally have a definite influence on the rest of the individual's life.

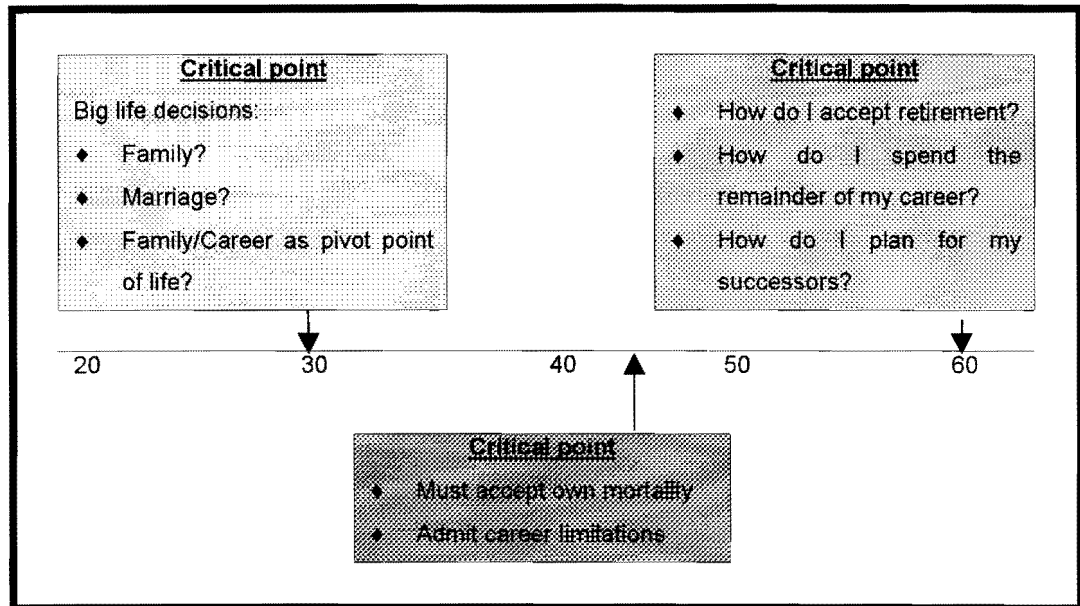
- ii. *At ± 40 years of age*
 - ◆ Additional children;
 - ◆ Own mortality; and
 - ◆ Time before retirement or death.

Many people are confronted by the limitations of their careers and career future. This may be the last change from one job to another.

- iii. *At 50 plus years of age*
 - ◆ Activities for remainder of life;
 - ◆ Greater involvement with children and grandchildren;
 - ◆ Own life and activities;
 - ◆ Active vs. passive involvement; and
 - ◆ Retirement.

These questions have an important influence on careers, seeing that the “biological clock” influences career routes, family responsibilities and interests (Figure 2.6).

Figure 2.6: Critical career phases.



(Source: Baron et al, 1989, p 314)

2.4.6.5 Traditional vs. Current career development phases

Otte and Hutcheson (1992) looked at the differences between the traditional and current career development phases, as set out in Table 2.6.

Table 2.6: Career development phases.

Activity	Traditional focus	Career development focus
Human resources planning	<ul style="list-style-type: none"> ◆ Analyze positions, skills and tasks (current and future) ◆ Forecast needs ◆ Use statistical data 	<ul style="list-style-type: none"> ◆ Add information on individual interests and preferences ◆ Provide information on career paths
Training and development	<ul style="list-style-type: none"> ◆ Provide opportunity for attaining skills, information and attitudes with regard to the position 	<ul style="list-style-type: none"> ◆ Add individual growth or “training by objective” orientation

Table 2.6 (continue)

Activity	Traditional focus	Career development focus
Performance appraisal	◆ Evaluation or remuneration	◆ Add development plans and individual goal achievement
Recruitment, selection and placement	◆ Fit organizational needs to qualified individuals	◆ Placement of individuals and positions, based on several differentials
Remuneration and fringe benefits	◆ Remuneration for time, productivity, talent and so forth	◆ Add non-job-related activities

(Source: Otte *et al*, 1992)

2.4.6.6 A five step strategy

Seeing that career development is the joined responsibility of the employee and the employer, it is important to follow a structured strategy with regard to meaningful career planning. The five step approach, as suggested by Gerber *et al* (1988, pp 260-264), can contribute to efficient career development:

i. Step 1: Compare individual goals to organizational goals

Both organizational and Human Resources planning are essential and employees should follow a specific procedure regarding their careers:

- ◆ Self-evaluation, where identification of unique characteristics and skills takes place;
- ◆ Work values regarding the perceptions of the work environment (authority positions, specialization and reward systems) should be established;
- ◆ Career choices should be based on scientific decisions;
- ◆ Contact work groups are necessary to make employees aware of the organization's labour needs in order to make decisions;
- ◆ Discussions with the supervisor or manager can foster insight into the nature of the work environment; and
- ◆ Written individual development plans are necessary to complete the matching process between individual and organizational needs and goals.

ii. *Step 2: The continuance of career development with the Human Resources department and management systems*

All supervisors and managers in key positions ought to be knowledgeable about the career development program and support it actively in order to ascertain success. This program must fit into the organization's management system, long term philosophy, long term strategy and long term objectives.

iii. *Step 3: Incorporate career development with environmental tendencies and values*

The organization's goals, changes in production methods and demographic changes must be regarded as future tendencies for the purpose of grooming the career development process. Bridging actions must be initiated pro-actively long before the occurrence of changes that may demand other skills.

iv. *Step 4: Continuous communication between employer and employee*

In order to monitor the progress of career plans as well as possible deviations, continuous communication is necessary. This is important to ensure that obstacles on the career development path do not result in frustration and lower productivity.

v. *Step 5: Employer's responsibility for the efficient career development of employees*

The employer's commitment to career development must be clear from the opportunities it creates and the aids it provides to employees to implement career development. Employer-contributions ought to be visible in the following areas:

- ◆ Periodical re-evaluation of the progress of employees regarding their career development;
- ◆ Self study inside and outside the organization and training programs aimed at improving potential;
- ◆ Support teams providing moral support and enhancing a feeling of belonging; and

- ◆ Counselling on a one-to-one basis including recommendations regarding possible solutions.

2.4.7 Career paths

2.4.7.1 Definition

Several definitions of career paths exist, such as:

“Career paths are objective descriptions of sequential work experiences opposed to subjective, personal feelings about career progress, personal development, and satisfaction.”

(Cascio, 1991, p 242)

and

“A career path is a sequence of positions, usually related in work content, through which employees move during the course of their careers.”

(Greenhaus, 1987, p 158)

This entails the need for individuals to move along these paths to develop the necessary abilities.

By following a set career path, Gerber et al (1988, p 240) states that the employee, with help from the employer, must participate in aspects of career development. Greenhaus (1987, p 158) states that identifying career paths can help the organization plan its manpower needs.

2.4.7.2 Traditional vs. alternative approaches

According to Greenhaus (1987, p 158) career paths were traditionally based on what had already happened and not on that which could or ought to happen.

Traditionally, career paths were determined by means of a process according to which:

- ◆ The paths from the past were followed and investigated until the top of the ladder was reached;
- ◆ Entrance and exit points pertaining to career paths that had been identified;
- ◆ The requirements for the level of commencement were fixed (for example educational level, experience and duration of service); and
- ◆ Important experience that led to the top of the ladder had been identified and linked to a time limit within which the summit should be reached.

(Cascio, 1991, p 243)

The alternative approach entails the development of career paths on the grounds of required work behaviour, knowledge and skills. This rests upon:

- ◆ A thorough analysis of job content;
- ◆ Grouping of similar positions into job families; and
- ◆ Identifying possible logical paths among these families.

In this case, the realities rest upon the requirements regarding work behaviour and not on job title or tradition. This promotes career mobility. Cascio (1991, p 242) states that this flexibility is needed to develop different levels and types of positions to be filled. There are, therefore, certain components involved in career paths (Cascio, 1991, p 243):

- i. Real promotional possibilities, lateral or upwards, without a time limit placed on normal progress and needed technical specialization;
- ii. Being tentative and reactive regarding the changes in job content, organizational patterns and managerial needs;
- iii. Being flexible, as well as including compensating qualities of specific individuals, managers, subordinates or other influences from work activities; and

- iv. Attainable skills, knowledge and other specific features needed to do the job at this stage of the career path, are specified along with educational qualifications, age or work activities.

2.4.7.3 Career path models

2.4.7.3.1 Rosenbaum's extension of the historical Tournament model

In terms of the traditional model, two individuals with different career histories, but corresponding current positions, would receive similar forecasts regarding their career paths (Rosenbaum, 1984, p 40). In terms of the Markov model this would be called the "principle of career path independence".

There are two points of view regarding the semi-Markov models:

- ◆ "Static acceptance" according to which a given time frame has the same impact irrespective of at which stage of a career it occurs; and
- ◆ "Homogenous acceptance" according to which all individuals have equal chances regarding mobility. People are divided into "movers" and "stayers", with everybody being movers at first and some becoming stayers in due time.

Rosenbaum (1984, p 42) proposes a Tournament mobility model, which describes a career path as a series of competitions, each having a possible influence on the individual's mobility opportunities. The basic principle entails a definite distinction between winners and losers at every stage of decision-making. "Losers" are not ignored – their tournament continues, but with lower and fewer options.

i. Hypotheses

Rosenbaum formulated several hypotheses signifying that evaluation during the early career has a definite and long-lasting influence on career results at a later stage. The following hypotheses are applicable:

Hypothesis 1: The existence of career patterns

Career mobility does not involve an open model of ongoing opportunity; but for each employee there is a limited number of career paths available.

Hypothesis 2: Path dependence

Employees in similar positions have different promotional opportunities, depending on the routes they followed to get to these positions.

Hypothesis 3: Early promotional paths

The prospects of employees who were promoted early in their careers differ from those of employees who were not promoted at an early stage.

Hypothesis 4: No insurance

Even if the employee was promoted at an early stage, no insurance of further promotions can be given.

Hypothesis 5: Later promotional paths

Seeing that the Tournament model specifies that the individual should keep on winning to remain a competitor, employees who were promoted at an early stage must also be promoted in the following stage in order to stand a chance to become a middle manager within the first 13 years.

ii. Career patterns

Hypothesis 1 is conceptual and the other hypotheses consist of fine-tuning thereof. The eventual result of all the hypotheses, if confirmed, will reveal a rejection of the application of the Tournament model.

iii. Path dependence

Paths can be depicted graphically with time as the horizontal dimension and level the vertical axis.

iv. *Promotional paths*

The career paths of previous employees can be used on a graph, with different lines for different employees. A career tree (different career paths and career branching) is supposed to differentiate between employees on the same level, who achieved positions via different routes. The simplicity and clarity of the paths can serve as proof of the order in career patterns.

v. *No insurance of lateral promotions*

According to the Tournament model and career trees in particular, it is clear that employees who were promoted at an early stage are not necessarily promoted at a later stage.

vi. *Later promotional paths*

Every selection period is important, according to the Tournament model. The benefits of an early promotion largely depend on a later promotion during the next selection period.

vii. *Implications of the Tournament model*

The implications are threefold and involve the following:

- ◆ The functioning of an organization's selection system (competitions select the best managers – the all-time winners);
- ◆ Abnormal working (self-fulfillment prophecies develop by which someone is marked "high potential" and exposed to additional opportunities and challenges); and
- ◆ Description of the organization's career system (a framework is given according to which macro levels are formed by the organizational structures and micro levels by employees' perceptions, attitudes and behavioural patterns).

2.4.7.3.2 *The Career Path Model of Burack and Mathys*

i. Needs analysis

The requirements of the organization, the position and the individual should be consolidated into a workable method along with a career path, according to which a series of actions take place in order to develop skills to meet the set requirements.

ii. Steps in needs analysis

Step 1: Determine or confirm the abilities and required behavioural patterns of the targeted position.

Step 2: Determine the employees' background data and re-evaluate it for accuracy and completeness.

Step 3: Complete and joined need comparison regarding the individual and the position targeted.

Step 4: Re-evaluate individual career interests and developmental needs in accordance with Line management, Career specialists or other qualified persons.

Step 5: Link career expectations, developmental needs and the requirements of the targeted position with organizational career management.

Step 6: Develop individual training, work and educational needs according to time efficiency.

Step 7: Specify career path opportunities in order to manage individual programs.

Step 8: Provide periodic feedback and make the necessary re-evaluation.

iii. Approach

A personal need for self-direction and self-examination is necessary to initiate a career path layout. Then follows self-inquiry in order to establish a career need.

iv. *Work document*

The style of this document is normally informal and distinct. It contains components such as:

- ◆ Represented time and activities;
- ◆ Previous and future activities and moves;
- ◆ Work and non-work events;
- ◆ Alternative possibilities for the future;
- ◆ Skills (mental and physical);
- ◆ Wisdom; and
- ◆ Perception of the environment.

2.4.7.4 Construction of career paths

Greenhaus (1987, p 158) holds the opinion that the identification of career paths is of great help in planning human resources needs, as well as in the creation of structures according to which employees can plan their careers.

Traditionally career paths were created as the basis of what had already happened to other employees. Therefore the paths were narrow-minded and limited and not focused on what can and ought to happen. Alternatively, career paths can be based upon the similarities in required behavioural patterns, knowledge and skills. Greenhaus explains the process as:

- ◆ Evaluation of the job content;
- ◆ Grouping of job families (a group of two or more jobs that either call for similar worker characteristics or certain parallel tasks); and
- ◆ Identification of logical, possible progression paths among job families.

This type of career path development is realistic in so far as it defines different paths with the necessary behavioural requirements, rather than job titles or tradition. This makes it easier for employees to move between and across functional lines.

2.4.7.5 Identification of suitable career paths

In the case of the black manager in South Africa, career paths ought to develop at a slower pace and in two phases (Charoux, 1986, p 47):

- ◆ The job should be divided into consumable areas of responsibility in order to allow a gradual process of awarding responsibilities within the position itself; and
- ◆ The next position/s or career option/s should be identified and specified as soon as the manager performs the current job successfully.

Charoux (1986, p 48) explains the concept of career path development, especially regarding the black manager, as follows:

“.....what cannot be over-stressed is the need for career pathing with a specific and clear goal in sight – one which would satisfy the needs and interests of both parties involved: the organization and the Black manager.”

2.4.8 Career anchors

2.4.8.1 Definition

Schein (1978, p 127) describes a career anchor as:

“.....the pattern of self-perceived talents, motives and values – serves to guide, constrain, stabilize and integrate the person’s career.”

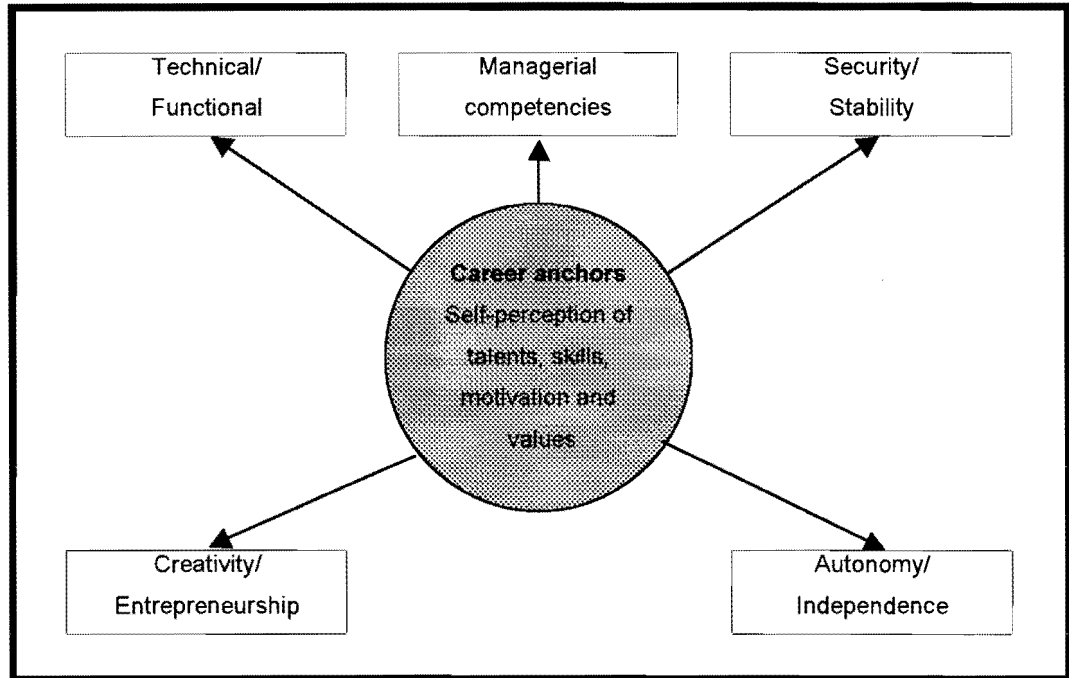
Baron et al (1989, p 323) describe it as:

“.....individuals’ self-perceptions of their own abilities, motives and values, and their efforts to choose jobs or a career consistent with these self-perceptions.”

2.4.8.2 A model of career anchors

According to Baron et al (1989, p 315) Schein first introduced the concept of career anchors. Baron et al (op cit, pp 315-316) as well as Katz (1982, pp 50-62) support his principles. These principles are portrayed in Figure 2.7.

Figure 2.7: Career anchors.



(Source: Baron et al, 1989, p 315)

According to Katz (1982, p 51) these basic self-images influence not only career choices, but also choices regarding organizational changes. Furthermore, they shape individuals' goals in life and colour their perception of the future. Schein's model goes beyond work values and needs. It emphasizes evolution, development and discovery by means of real work experience as well as feedback in order to discover talents.

The career self-image of the young employee consists of three elements/concepts (Schein, 1987, p 125):

- i. Self-perceived talents and abilities, based on real successes in a variety of work environments;

- ii. Self-perceived drives and needs, based on opportunities for self-testing and self-diagnosis in real situations, as well as feedback from other parties; and
- iii. Self-perceived attitudes and values, based on real encounters between the young employee and the norms and values of the organization and work set-up.

Career anchors are supposed to define areas of growth in terms of the levels of stability within the individual. The five career anchors entail (Katz, 1982, pp 52-53):

Anchor 1: Security

Individuals scoring high in this respect link their careers to specific organizations. The implications are that individuals with a security drive tend to accept the chosen organization's definition of their careers. These individuals seek organizations with long term stability, good benefits and basic work security. They are perceived as "organization men", seeing that in order to remain in an organization they must socialize in terms of the organization's values and norms.

Anchor 2: Technical/Functional competencies

Technical/functional individuals are motivated by the actual work they do, for example financial analysis, marketing and system analysis. Their anchor is the technical field or functional area forming part of their job content, and not the managerial processes as such. The self-image of individuals in this anchor grouping is closely connected with the specific area in which they function.

Anchor 3: Managerial competencies

The fundamental basis of this anchor is competence within the complex sphere of managerial activities. Individuals driven by managerial competence believe that their competence lies in their ability to analyze problems, stay emotionally stable and remain interpersonally competent. Their career expectations enable them to develop a self-image in terms of which they have the necessary skills and values to progress to the general managerial levels.

Anchor 4: Creativity

Individuals in this category show a need to create something themselves. To create is the fundamental need of, for instance, an entrepreneur. Individuals with a creativity drive get involved with new developments and try to take on new types of projects. They are also very much on the foreground and visibly busy with projects.

Anchor 5: Autonomy

The autonomy anchor concerns those who believe that organizational life is limiting, irrational and/or interferes with their lives. Their primary concern is their own feeling of freedom and autonomy. These individuals will seek a work situation allowing maximum freedom in order to develop their professional or technical/functional competencies.

2.4.9 Succession planning

Succession planning is important in order to:

- ◆ Ensure that experienced employees with the necessary qualifications are available as soon as positions become vacant; and
- ◆ To meet human resources needs that arise as a result of the growth and re-orientation of the organization.

Succession as well as the filling of new positions are and will always be important for the orientation of any organization (Gerber *et al*, 1988, p 248). The organization's succession planning process includes various focus points, namely:

- ◆ Linking succession planning to the organization's strategy;
- ◆ Integrability of career and succession planning;
- ◆ Continuous development of human resources;
- ◆ Avoidance of fast tracks; and
- ◆ Pro-active determination of future roles and claims on managerial positions.

Katz (1982, pp 19-20) states that planning of replacement and restaffing must take the following into account:

- ◆ Updating of the Human Resources inventory in cases of retirement and termination of service;
- ◆ Implementation of special orientation programs and training for new incumbents in specific positions as vacancies occur;
- ◆ Management of the information system regarding positions becoming available and the linking of this information to the available Human Resources, in order to determine if internal or external recruitment should be used; and
- ◆ Continuous re-evaluation of positions in order to ensure that new incumbents are properly prepared to comply with current and future expectations of the position.

2.4.10 The importance of Human Resources Planning

The following important reasons for continuous Human Resources planning are stated by Gerber et al (1988, p 142):

- ◆ It determines future human resources needs;
- ◆ It enables the organization to adapt to changes in markets, technology, competitors, products and legislation, seeing that such changes often generate changes in task content, skills required and the amount and type of employees needed;
- ◆ It creates opportunities for training and replacing high level employees – supporting succession planning;
- ◆ It is an important component of strategic planning; and
- ◆ It provides important information on activities such as recruitment, selection, training, transfers, promotions and discharge of employees.

2.5 SUMMARY

The diverse subjects discussed in this chapter show the extensiveness of the process and impact of career planning. Taking this into account, a formal career planning procedure is an indispensable and continuous Human Resources activity in any organization.



Chapter 3

Organizational structure

CHAPTER 3

ORGANIZATIONAL STRUCTURES

3.1 INTRODUCTION

One method, which brings logical grounds and order to the various systems within an organization (e.g. mission, long-term plans, budgets and policies), is based on the hierarchical placement of individuals and processes (Richards, 1987, pp 24-25). Without this order the logic behind the networks and plans of the organization are either non-existent or incomprehensible.

When choosing to reduce the distance between “top and shop floor” one comes across terms such as “the number of management layers”, “decentralization”, “autonomy”, “manageability” and “span of control”. Delaying of structures refers to the process through which the number of management layers in an organization is reduced.

The flat(ter) structure means that the career ladder, which is traditionally viewed as inseparable to the concept of hierarchy, is no longer the same.

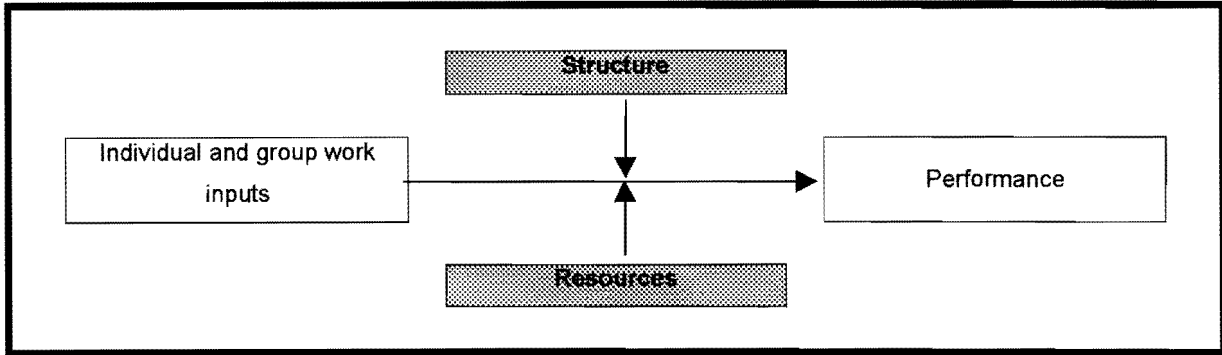
Keeping this in mind it seems necessary to look at the different types of structures in order to understand delaying and its influence on career planning.

3.2 DEFINITION

The structure of an organization consists of the formal system regarding work relationships, according to which the tasks are divided and co-ordinated in order to achieve the organization’s common goals (Schermerhorn, 1986, pp 163-164). Productivity depends on both the resources and the applicable structure. Structures perform a

supporting role in that they help the human resources to perform productive task-combinations, as set out in Figure 3.1.

Figure 3.1: Organizational structure as a supportive element.



(Source: Schermerhorn, 1986, p 164)

The organizational process results in creating an organizational structure that constitutes the division of tasks and resources. According to Daft (1988, p 231), organizational structure can be defined as:

- ◆ A set of formal tasks appointed to individual and departments;
- ◆ Formal reporting relationships, authority lines, responsibilities, the number of hierarchical levels and managers' scope of control; and
- ◆ System design to ensure the effective coordination of employees.

Robbins (1983, p 5) explains structures as consisting of three elements:

i. Complexity

This entails the degree of differentiation within the organization – measures of specialization or division of labour, the number of hierarchical levels and the extent to which the organization's business units are geographically scattered;

ii. Formalization

This is the degree of independence allowed by rules and procedures, which order employees' behaviour; and

iii. Centralization

This element considers the level in the organization where decision-making is positioned.

Keuning and Opheij (1994, p 20) define organizational structure as:

- ◆ The arrangement of all activities to be carried out via the tasks of individual employees, work groups and departments;
- ◆ The defined authority and the relation between individual employees, work groups and departments in carrying out their tasks; and
- ◆ The built-in channels of communication and mechanisms used by individual employees work groups and departments to stay in contact for the purpose of providing the necessary direction and coordination.

3.3 THE NEED FOR CLEAR STRUCTURES

The synergy principle emphasizes the need for clear structures. As soon as a task becomes too complex or too much for one person, it is divided between two or more persons. An organizational structure then develops, giving formal expression to the relationship between the roles and functions within the organization. This promotes consequent relationships between the different activities taking place within the organization.

In order to ensure that the organization meets its objectives, management should be held responsible firstly for the division, grouping and coordinating of activities concerning every individual, and secondly for the assigning of responsibilities and authority to every employee (Synergy manual, module 4, p 5).

3.4 FACTORS INFLUENCING ORGANIZATIONAL STRUCTURES

The Synergy manual (module 4, pp 6-7) indicates five important factors determining organizational structures, namely the organization's objectives, environment and technology, the quality of human resources and management's perceptions.

3.4.1 The organization's objectives

The mission statement of an organization includes aspects such as the product, mission market, providers, competitors and strategy. The decisions concerning the diversification of products, national and international performances, niche markets and consumers determine the organizational structure. The strategy of an organization is the best place to start in order to investigate the relevance and utility of the structure.

3.4.2 External environment

The external circumstances that have a direct impact on the day-to-day functioning of the organization also influence the organizational structure. The emphasis falls on:

- ◆ The nature of the competition the organization experiences;
- ◆ The raw material needed;
- ◆ The financial resources;
- ◆ The availability of human resources;
- ◆ The market the organization operates in;
- ◆ Legislation;
- ◆ Economic circumstances;
- ◆ The values of the community within which the organization operates; and
- ◆ The technology used by the organization.

3.4.3 Technology

This involves the techniques that the organization uses to transform inputs into outputs. Each type of organization uses its own unique techniques.

3.4.4 The quality of human resources

An important factor is the quality of the organization's human resources – their training, skills and experience. The availability of these qualities will definitely influence the organizational structure. For example: an organization experiencing limitations regarding skills will require more supervisory levels to overcome this problem.

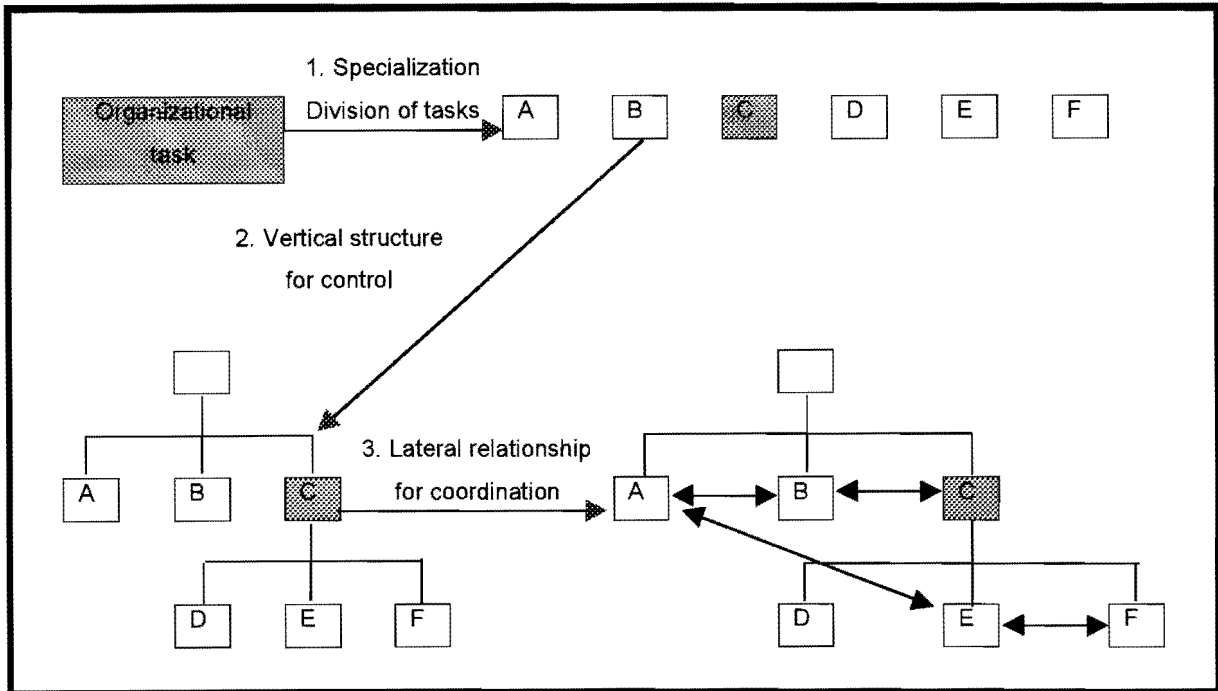
3.4.5 Management's perceptions

When managers are responsible for determining the organizational structure, their perceptions also influence these structures. If management believes that most people should be driven and controlled, it will be reflected in a multiple level structure. If, however, they believe that people respond more positively to freedom and individual autonomy, there will be an inclination towards delayed structures.

3.5 DIMENSIONS OF ORGANIZATIONAL STRUCTURES

The first element of organizational structures entails the division of labour into different tasks, which are appointed to certain individuals and departments. Secondly an authoritarian hierarchy is designed, providing for vertical control and communication. This includes authority lines, responsibilities for decision-making, the number of hierarchical levels as well as the extent (span) of managerial control. The third element concerns the implementation of specific methods regarding lateral coordination, for example task teams, committees, work teams and project managers. Figure 3.2 illustrates these three elements.

Figure 3.2: The evolution of the organizational structure.



(Source: Daft, 1988, p 231)

3.5.1 Specialization

Specialization, or the division of labour, entails the breaking down of a task into different steps so that one individual will perform one step, instead of one individual handling the whole task (Robbins, 1993, p 489). Individuals thus specialize in one part of an activity and not in the activity as a whole. This method effectively utilizes the diversity regarding knowledge and skills found among employees. Skills required to perform a task are perfected by means of repetition. Because an individual does not have to progress from one step to the following, it saves time. Training can be cheaper and more effective, seeing that it is easier to teach an individual a repetitive task.

Schermerhorn (1986, p 168) divides specialization into two levels, namely specialization according to job design and specialization per department. The former entails the appointment of specific work tasks to individuals and groups, whilst the latter refers to creating work units by placing several tasks under the control of a

manager. These departments are then arranged in hierarchical levels in order to form the total organizational system.

There is, however, a negative side to this. According to Baron et al (1989, p 522) specialization may lead to boredom as a result of the low qualitative load of the work. This may lead to work dissatisfaction and stress. Robbins (1988, p 221) supports this in stating that the human non-economical factors, such as boredom, tiredness, stress, low productivity, poor quality, higher absenteeism and high turnover, will exceed the economic benefits of specialization.

3.5.2 Coordination

After achieving specialization, it is important to take certain steps in order to integrate the large diversity of components and the division of labour. The eventual objective here is the achievement of the general organizational goals (Schermerhorn, 1986, p 168). In this respect coordination is an especially important step, seeing that it is the process which combines the specialized activities of individuals and groups in order to achieve the common objective.

Schermerhorn, Hunt and Osborn (1991, p 306) shows how a combination of personal and impersonal methods of coordination can be utilized. Table 3.1 summarizes these methods.

Two dimensions of coordination are described by Schermerhorn (1986, pp 168-169), namely vertical and horizontal coordination. *Vertical coordination* is aimed at the activities of individuals and groups higher and lower in the authoritarian hierarchy, whilst *horizontal coordination* is mostly aimed at the activities of individuals and groups on the same, or nearly the same, level.

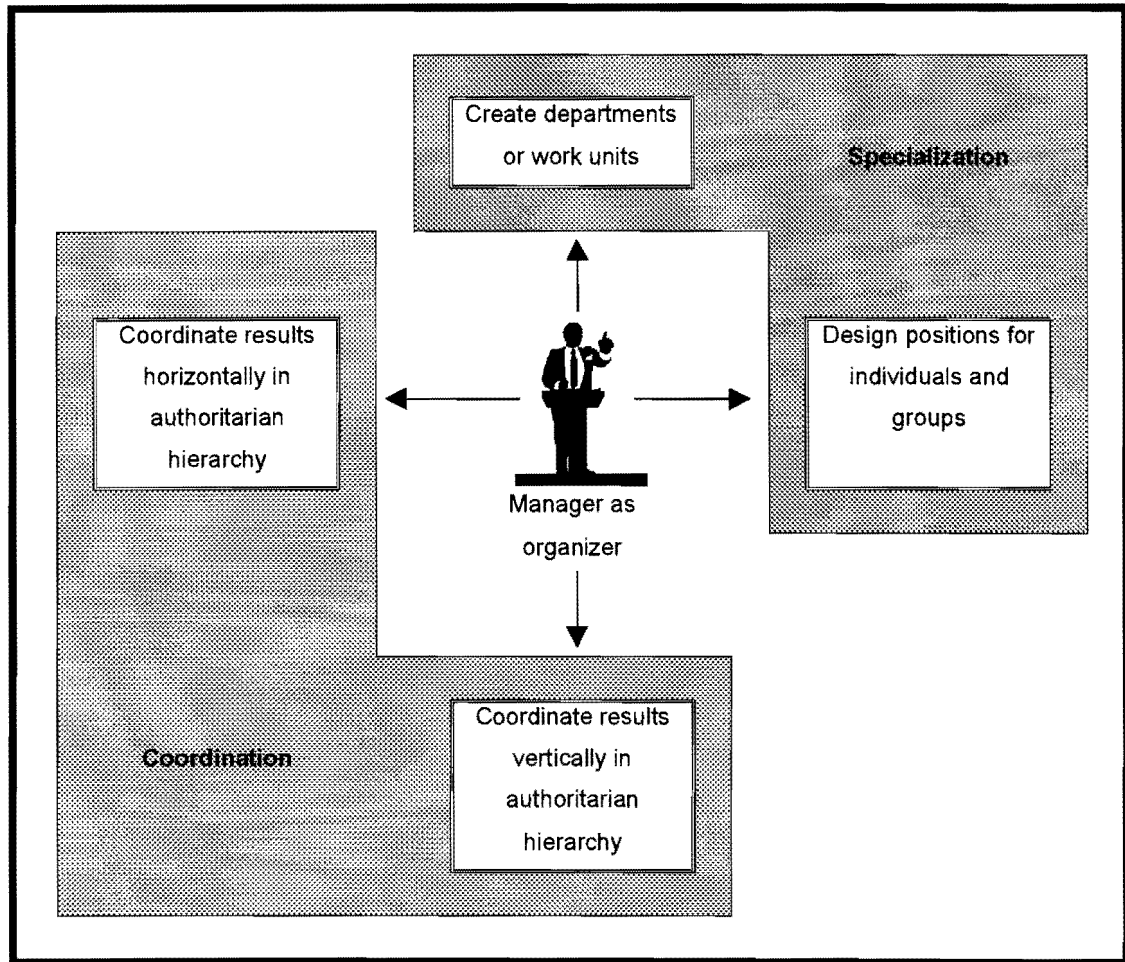
Table 3.1: Personal and impersonal methods of coordination.

Method	Description
Personal:	
1. General values	These are built into management by means of selection, socialization, training and enforcement, for example dress codes and business philosophy.
2. Informal communication ("Grapevine")	Although this is a very fast method it is not always accurate and therefore a more formal method is needed.
3. Committees	Participation is brought about and mutual adaptations take place. This is beneficial to communication regarding complex, qualitative information and is especially useful when two managers' departments have to function together.
4. Task teams	Individuals from different departments in the organization are brought together to identify problems and solutions for problems within the departments.
Impersonal:	
i. Written rules, policy and procedures	This includes schedules, budgets and planning.
ii. Specialized staff functions	This method is normally used to coordinate undivided departments' functions, for example the Human Resources function.
iii. Systems for managerial information	Originally this included suggestion systems and newsletters. Now it includes computerized information and record keeping systems. This could play an important role, especially regarding planning.

(Source: Schermerhorn et al, 1991, p 308)

It is also important to keep in mind that both specialization and coordination are to be utilized by managers in order to perform their responsibilities towards the organization, as set out in Figure 3.3.

Figure 3.3: Elements of specialization and coordination.

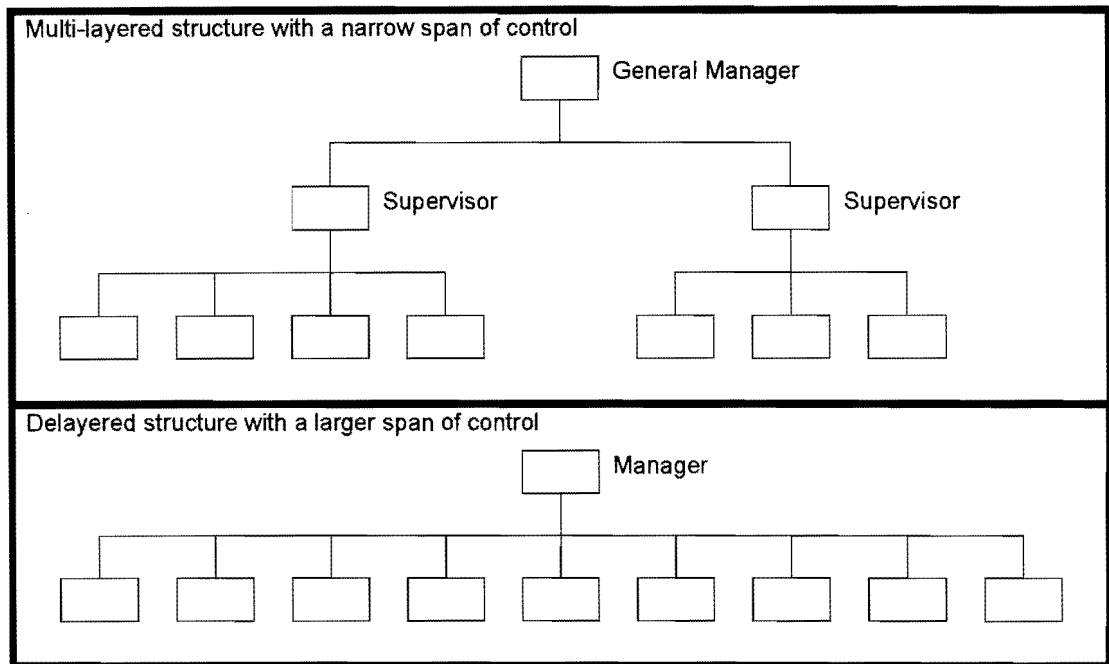


(Source: Schermerhorn, 1986, p 168)

3.5.3 Span of control and the chain of command

The span of control refers to the number of people reporting to one supervisor. According to Baron *et al* (1989, p 523), this aspect is determinant regarding delayed and multi-layered structures. Where the number of subordinates is relatively large, the structure will be delayed (relatively few layers between Top Management and people on ground level). As soon as only a few individuals report to every supervisor, a multi-layered structure is formed. Figure 3.4 shows these differences.

Figure 3.4: Multi-layered and delayed structures with the same number of positions.



(Source: Schermerhorn, 1986, p 175)

Different factors determine the span of control. Daft (1988, pp 234-235) as well as Schermerhorn (1986, pp 174-175) indicate the following factors contributing to a narrower span of control:

- ◆ Greater involvement of supervisors with subordinates;
- ◆ A high concentration of different tasks;
- ◆ Physical distribution of tasks related to functions;
- ◆ Higher level of difficulty concerning tasks;
- ◆ Considerable interdependence of functions, which requires more coordination;
- ◆ More time invested in planning of tasks;
- ◆ Limited knowledge levels of personnel;
- ◆ Shortage or restrictions regarding resources; and
- ◆ Preference and style of manager: pro-control and management.

Robbins (1993, p 496) states that:

"The span of control concept was important to the classical theorists because, to a large degree, it determines the number of levels and managers an organization has. All things being equal, the wider or larger the span, the more

efficient the organization.....it clearly reflects the fact that the pendulum has swung in recent years towards creating structures with a wide span of control. More and more organizations are increasing their spans of control."

Furthermore he makes the statement (op cit, p 502) that span of control cannot be proven by research as determinant to productivity or performance, especially due to the individual differences and preferences regarding supervision. There is however proof that managers' work satisfaction increases where the number of subordinates increases.

The chain of command in an organization is defined by Daft (1988, p 233) as an unbroken line of command involving all the individuals in the organization and specifying who reports to whom. This is associated with two underlying principles, namely the unity of command and ladder-shape principles.

i. Unity of command

A subordinate is supposed to report to only one supervisor (Robbins, 1993, p 491). If not, it may result in conflicting demands and priorities.

According to Schermerhorn et al (1991, p 293) unity of command may also be utilized to allocate accountability to specific individuals, as well as to create clear communication channels throughout the organization.

ii. The ladder-shape principle

This entails a line of command defined to include each and every employee in the organization. The bounds of authority and responsibility for different tasks ought not to be overstepped (Daft, 1988, p 233).

Schermerhorn (1986, p 174) explains that the reason behind this principle is to ensure that every person knows whom he/she reports to and to which resources they can turn for guidance and information.

3.5.4 Division of departments

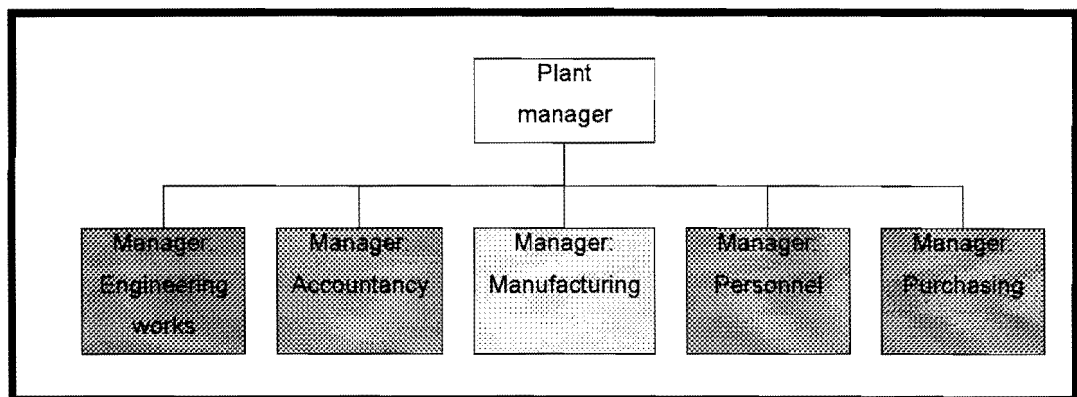
This principle concerns the basis on which individuals are grouped into departments and departments into organizations (Daft, 1988, p 235). From different sources five types of division could be identified, namely:

- ◆ Functional;
- ◆ Geographical;
- ◆ According to product or service;
- ◆ According to process; and
- ◆ According to customers.

3.5.4.1 Functional division

Departments are formed according to the functions they perform (see Figure 3.5). This principle can be applied in any organization, although the functions will vary according to the organization's objectives and activities (Robbins, 1988, p 221). Schermerhom (1991, pp 300-301) states that every department should have a technical specialty.

Figure 3.5: Functional division of departments.



(Source: Robbins, 1993, p 499)

Advantages of functional division include clear task-allocation, mentor training by means of sharing knowledge and experience, and the training ground it provides to managers. The disadvantages, however, entail narrow-minded training and the

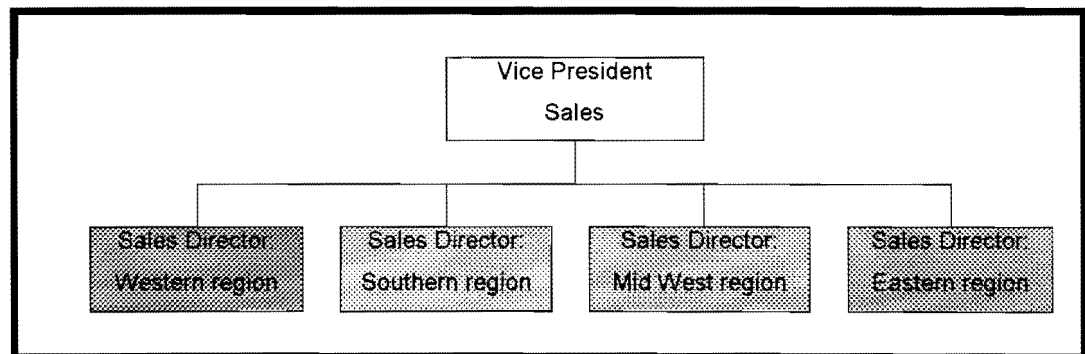
accompanying boredom and routine tasks, complex communication channels (which may lead to an overloaded Top Management), and restrictions on the individual's creativity and self-guidance.

3.5.4.2 Geographical division

In terms of this division, employees with different skills and tasks are grouped into the same geographical environment; for example, a marketer, a computer specialist, clerical personnel and a human resources specialist are grouped together in a regional office of a specific organization. Normally the organization's customers are scattered across a large geographical area (Daft, 1988, p 235).

Seeing that each profession demands different skills, this division provides a basis for the homogeneous categorization of activities, as shown in Figure 3.6.

Figure 3.6: Geographical division of departments.



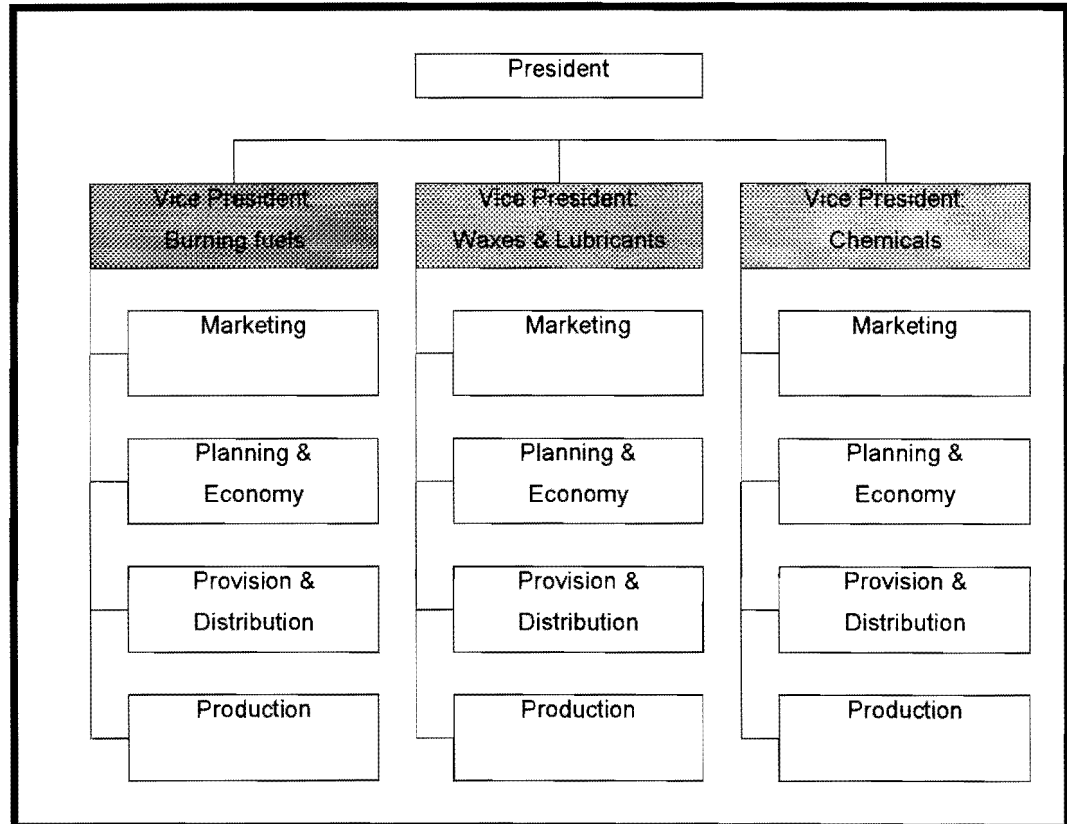
(Source: Robbins, 1988, p 223)

3.5.4.3 Division according to product or service

According to Daft (1988, p 235) this division involves grouping together employees with different tasks in order to deliver a specific product or service. This is more or less the same as the team approach to structures. The biggest advantage of this method is the increase in accountability for the performance of the product or service. If an organization's activities are more service related than

product related, each type of service should be grouped autonomously (Robbins, 1993, p 498). Figure 3.7 gives an example of the structure of a petroleum organization's structure using this method.

Figure 3.7: Division of departments according to product or service.

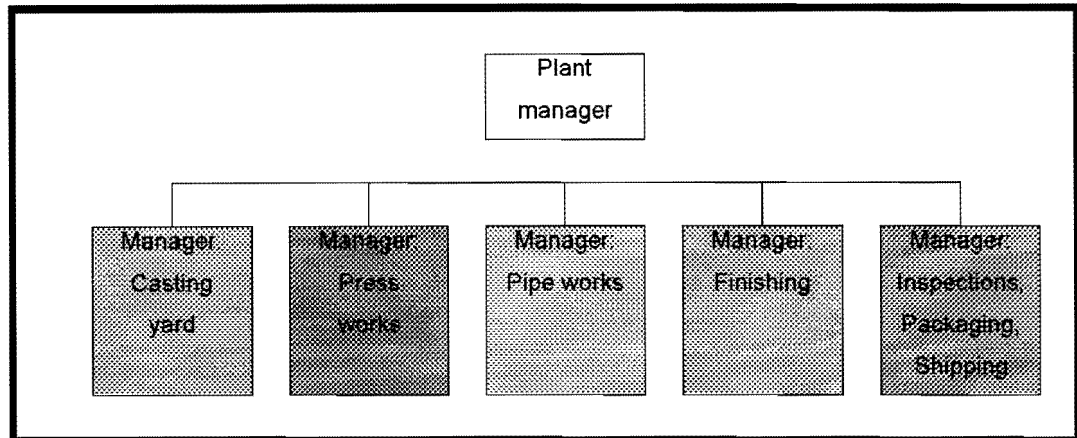


(Source: Robbins, 1993, p 498)

3.5.4.4 Division according to process

Every department specializes in a specific phase of the production process, as the example of an aluminium plant in Figure 3.8 (Robbins, 1988, p 223) indicates. This principle can be applied to the processing of both customers and products.

Figure 3.8: Division of departments according to process.

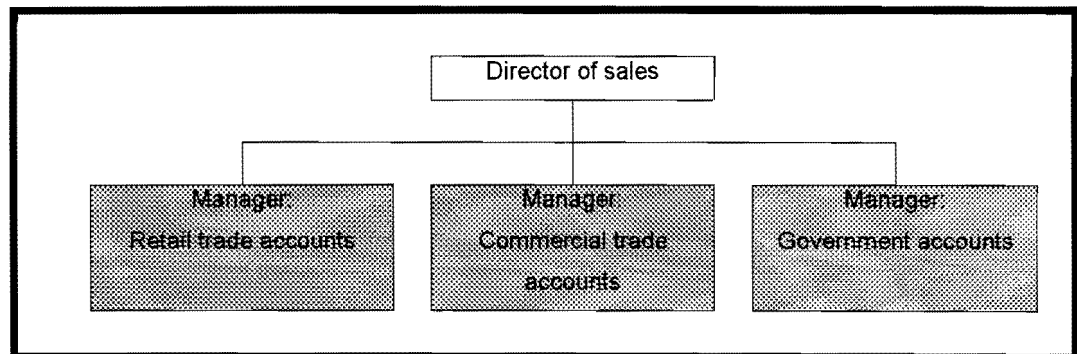


(Source: Robbins, 1993, p 499)

3.5.4.5 Division according to customers

The specific customer forming the organization's niche market can also be used as an indication of how to form departments. The sales activities in a provision organization may be divided as shown in Figure 3.9.

Figure 3.9: Division of departments according to customers.



(Source: Robbins, 1993, p 498)

Underlying this division is the assumption that customers in every department experience the same problems and needs that may best be addressed by specialists serving everyone (Robbins, 1993, p 499). The current competitive environment has once again focused management's attention on customers. In

order to exercise better control, provide more motivation and be able to react to changes in needs, the division according to customers is gaining more support.

3.5.5 Centralization and Decentralization

In some organizations important decisions are made only by Top Management, whilst in others decision-making is more democratically divided in so that even employees on relatively low levels within the hierarchy can provide input or join in participative decision-making (Baron et al, 1989, pp 523-524). The first case is seen as centralization and the latter as decentralization.

According to Robbins (1993, p 489) centralization involves only formal authority, linked to a specific position. Daft (1988, p 236) is of the opinion that decisions are sometimes made in a highly centralized manner and at other times in a more decentralized way. Schermerhorn (1986, p 177) supports this by stating:

“Centralization – decentralization, however, is not an ‘either/or’ choice. Each has its place in the overall process of vertical coordination.”

Decentralization leads to higher job satisfaction amongst subordinates as well as quicker reaction to problems. It may also be utilized when subordinates undergo on-the-job-training for high level positions. The principle of participation can furthermore be linked to decentralization, in terms of which management can delegate authority. Japan is well known in this respect (Schermerhorn et al, 1991, p 299).

3.5.6 Line and Staff functions

As organizations grow in terms of size and potential, the need for individuals with specialist knowledge and skills without any direct connection to the primary workflow and products and/or services, often comes to mind. These persons perform a staff function, the primary tasks being advisory and specialist support of Top Management as well as line management. The latter aspect is focused on persons performing a

line function in positions that can be directly connected to the organization's primary activities (Baron *et al*, 1989, p 525).

The staff functions include functions such as Public Relations, Human Resources and Finance, whilst the line functions include Production and Marketing. A meaningful distinction entails the number and types of external contacts, as set out in Table 3.2 (Schermerhorn *et al*, 1991, p 294)

Table 3.2: Internal and External focus of Line and Staff functions.

Function	Internal focus	External focus
Line	(example: Production) Transformation of raw material and information into production and/or services.	(example: Marketing) Connecting customers and/or providers to the organization.
Staff	(example: Finance) Support to the line units regarding the technical areas of budgets and fiscal control.	(example: Public Relations) Connecting the organization to environment by means of portraying a positive public image.

(Source: Schermerhorn *et al*, 1991, p 294)

According to Daft (1988, p 239), the line and staff positions are also directly connected to line and staff authority. Individuals in managerial positions have line authority in order to guide and control subordinates in a direct way. Staff authority, on the contrary, is much simpler and includes the right to advise and consult. This is normally a communicative relationship and is limited to specific specialist areas.

3.5.7 Formalization and Standardization

Formalization entails the setting of rules, procedures and policies directing behaviour and decision-making. With the help of written instructions, semi-schooled and untrained individuals can also perform relatively sophisticated tasks (Schermerhorn *et al*, 1991, p 298). In order to complement the organizational structure, job

descriptions including task descriptions, responsibilities and decision-making authority may also be handed to employees (Daft, 1988, p 240).

Standardization is the measure for allowable actions in a position or series of positions. Schermerhorn et al (1991, p 298) see this as the development of guidelines for the carrying out of similar activities in similar situations. These written documents and prescribed ways of doing can obviously lead to red tape and an inability amongst personnel to handle crises, seeing that no written document can foresee every possible problem.

Robbins (1993, p 488) calls work behaviour with a low level of formalization and standardization unprogrammed and believes that this allows employees to have greater freedom to use their own discretion. Standardization not only deprives employees of the opportunity to deviate from prescribed behaviour, but also eliminates the need to consider alternatives. It should be kept in mind, though, that there are certain work activities that can only be performed within the context of formalization, for example an auditor's tasks.

3.5.8 Complexity

Robbins (1993, p 487-488) divides complexity into three forms of differentiation, namely horizontal, vertical and spatial. *Horizontal* differentiation refers to the extent of horizontal differences among units. The larger the number of different careers within the organization, the higher the horizontal complexity, seeing that a high level of specialized knowledge and skills is required. Different orientations flowing from this hinders communication as well as the coordination of activities.

Vertical differentiation refers to the depth of the organizational hierarchy in terms of the number of hierarchical levels. The more levels between Top Management and the operators, the more complex the organization. There is a greater possibility of the distortion of communication, it is more difficult to coordinate decisions made by managerial employees and it is more difficult for Top Management to understand and be aware of the actual tasks performed by employees.

Spatial differentiation involves the extent to which an organization's physical facilities and employees are geographically dispersed. The higher the extent of dispersal, the more complex the organization, especially in terms of communication, coordination and control (Robbins, 1993, p 488).

3.5.9 Delegation

Delegation is the process according to which tasks are distributed and entrusted to other employees (Schermerhorn, 1986, p 176). Every manager must be able to decide how much work he/she should do and how much ought to be assigned to others. The principle of delegation consists of three steps:

- i. Duties, together with the accountability for these duties are assigned to subordinates;
- ii. The authority to act is permitted (within limits), for example the spending of funds, usage of raw material and representation of the organization; and
- iii. The obligation to act is created by the manager, according to which the subordinate accepts responsibility for certain duties.

It is therefore clear that accountability, authority and responsibility form the foundation of delegation. The authority granted should, however, be equal to the accompanying responsibilities.

3.6 FORMAL STRUCTURES

The formal structure of an organization portrays the ideal – it depicts the way in which the organization plans to function, although activities do not always comply with this formal structure. According to Schermerhorn (1986, pp 164-165) the organization structure

reveals the different components of the organization's labour division, formal authority lines and communication network. From this, the following can be established:

- i. The division of work as shown by the previous diagrammatic figurations of the different positions according to which certain tasks are awarded to specific employees;
- ii. The type of work that is performed, as displayed in the positional titles of the incumbents;
- iii. Supervisor-subordinate-relationships are indicated by solid lines between positions, explaining who reports to whom;
- iv. Sub-units of components of the organizational structure are portrayed by means of grouping positions (departments);
- v. Managerial levels within the total authoritarian hierarchy are pointed out and subsequent managerial levels are clearly visible; and
- vi. Communication channels, represented by lines on any organizational structure, are an indication of the formal channels used to pass on information throughout the organization.

3.7 INFORMAL STRUCTURES

The system of non-official but critical work relationships, which form a pattern of the real day-to-day tasks, is known as the structure behind the structure, or the informal structure (Schermerhorn, 1986, p 165). It is important for each and every manager to be aware of the functioning of both the formal and informal structures. Informal structures involve external people; in other words: someone outside the formal workgroup who has an impact on the functioning of the formal workgroup.

3.7.1 The Benefits of informal structures

Informal structures can provide an extraordinary amount of positive support to the formal structure. Schermerhorn (1986, p 166) is of the opinion that no formal structure, whether it is understood by all or not, can anticipate all future problems and possible solutions. Especially in new or unusual situations and/or during times of dramatic change, the informal structure can benefit the organization, and help employees to:

- ◆ Get their work done;
- ◆ Overcome gaps in the formal structure;
- ◆ Communicate with one another;
- ◆ Support and protect one another;
- ◆ Satisfy social needs; and
- ◆ Obtain a feeling of identification and status.

3.7.2 Costs/Disadvantages of informal structures

Seeing that informal structures exist apart from the formal authoritarian structure, they can be independent and sometimes even open to actions, which are not in the best interests of the organization as a whole.

Some of the disadvantages of informal structures include:

- ◆ Resistance to change;
- ◆ Distraction of managers' attention;
- ◆ Distraction from efforts to achieve objectives; and
- ◆ Receptiveness to rumours.

3.8 TYPICAL ORGANIZATIONAL STRUCTURES

Robbins (1993, p 531) supports Mintzberg's figuration of the five basic elements of an organization, namely:

- a) The working core (employees who perform the basic tasks related to the production of the product/service);
- b) The strategic top (managers in Top Management who bear responsibility for the organization in general);
- c) The middle line (managers who coordinate the working core with the strategic top);
- d) The technological structure (analysts responsible for establishing certain types of standardization within the organization); and
- e) The supportive employees (employees in staff units who offer indirect supporting services to the organization).

Any one of these elements may control the organization and so give rise to a specific structure. If control lies with the working core decision-making is decentralized, which gives rise to the *professional bureaucracy*. If it should lie with the strategic top, decision-making is more centralized and will result in an *elementary structure*. In cases where middle management is in control, autonomous units function within a *departmental structure*. Where the analyst function dominates, control is experienced by means of standardization and this results in a *mechanical bureaucracy*. If the supportive staff function exercises control by means of mutual adaptation, an *objective structure* (or *ad hoc structure*) develops (Robbins, 1993, pp 531-532).

Different sources present different types of structures and the most commonly known types are now discussed.

3.8.1 Elementary structures

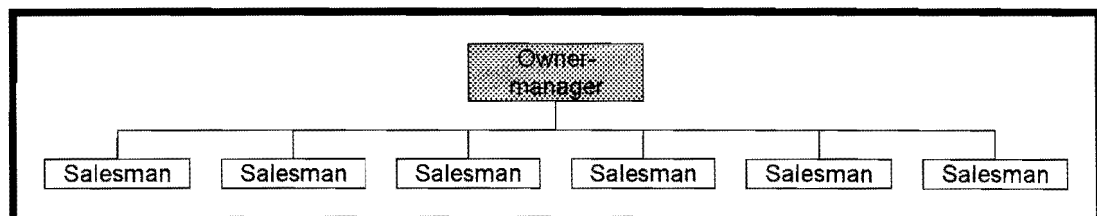
Robbins (1993, p 532) describes the elementary structure as a structure “characterized by low complexity, low formalization, and authority centralized in a single person”. He sees it as a delayered structure with an organic working core

where more or less everyone reports to a single-person strategic top and where decision-making is centralized.

Quinn, Mintzberg and James (1988, pp 296-297) describe this structure as one large unit with one or more Top Managers, one being dominant regarding centralization, with a group of operators performing the basic tasks. Only certain behavioural patterns are formalized and very few methods of planning, training and concatenation are used. The staff function is believed to be of relatively small significance and the organization must be able to adapt fast when the dynamic environment within which it functions, changes. These organizations are normally small, but when large organizations go through a crisis they normally switch to an elementary structure in order to allow strong leaders to implement their rescue attempts.

According to traditional managerial thought, the structure itself is pyramid-shaped. Seeing that the structure largely depends on the manager's personal leadership style, this structure can only be as effective as the senior manager (Schermerhorn *et al*, 1991, pp 316-317).

Figure 3.10: The elementary structure.



(Source: Robbins, 1983, p 249)

3.8.2 Mechanical bureaucracy

The mechanical structural design is a bureaucratic organization where the emphasis falls on vertical specialization and control (Schermerhorn *et al*, 1991, p 319). Emphasis is placed on rules, policy and procedures, specific decision-making techniques and well documented control systems. A strong middle management

and a centralized staff function support these. The structure itself forms a long and thin pyramid with a broad top – making room for centralized senior employees.

According to Quinn *et al* (1988, p 297), this type of structure has to be large and technical in order to design and maintain the standardization systems. As a result of the organization’s dependence hereto, quite a large amount of informal authority exists, which may lead to limited horizontal decentralization.

The description of Robbins (1993, p 533) entails strong routine tasks, formal rules and regulations, grouping of tasks in functional departments, centralized authority, decision-making according to the chain of command and an extensive administrative structure with a clear distinction between line and staff activities.

3.8.3 Professional bureaucracy

The professional bureaucracy relies strongly on the standardization of skills rather than on work processes and/or outcomes. This constitutes the dramatic difference between the Professional and the Mechanical bureaucracy, as set out in Table 3.3.

Table 3.3: Mechanical vs. Professional bureaucracy.

Aspect of comparison	Professional bureaucracy	Mechanical bureaucracy
Chain of command	Decentralized	Centralized
Rules, regulations and procedures	Few	Many
Labour division	Loose	Precise
Usage of management techniques	Minimal	Extensive
Coordination and control	Informal and impersonal	Formal and impersonal

(Source: Schermerhorn *et al*, 1991, p 319)

Professionalism is the dominating principle (Quinn *et al*, 1988, p 297). Seeing that the organization depends heavily on trained employees for task performance, the

organization grants a large amount of authority not only to these professional persons, but also to the institutions that selected and trained them. The structure is therefore highly decentralized regarding power of decision-making, both strategic and functional. The need for a technical structure is minimal, as a result of standardization and external training. The independence of professional employees leads to larger working units. Even supportive staff functions are large, in order to provide the necessary support to expensive professionalism.

Schermerhorn *et al* (1991, p 319-320) believe that procedures are minimal and not that formal. The judgment of professional employees is highly esteemed and the design emphasizes extensive communication within the organization and focuses on customers and/or technology. This structure benefits the determination of and adaptation to external changes.

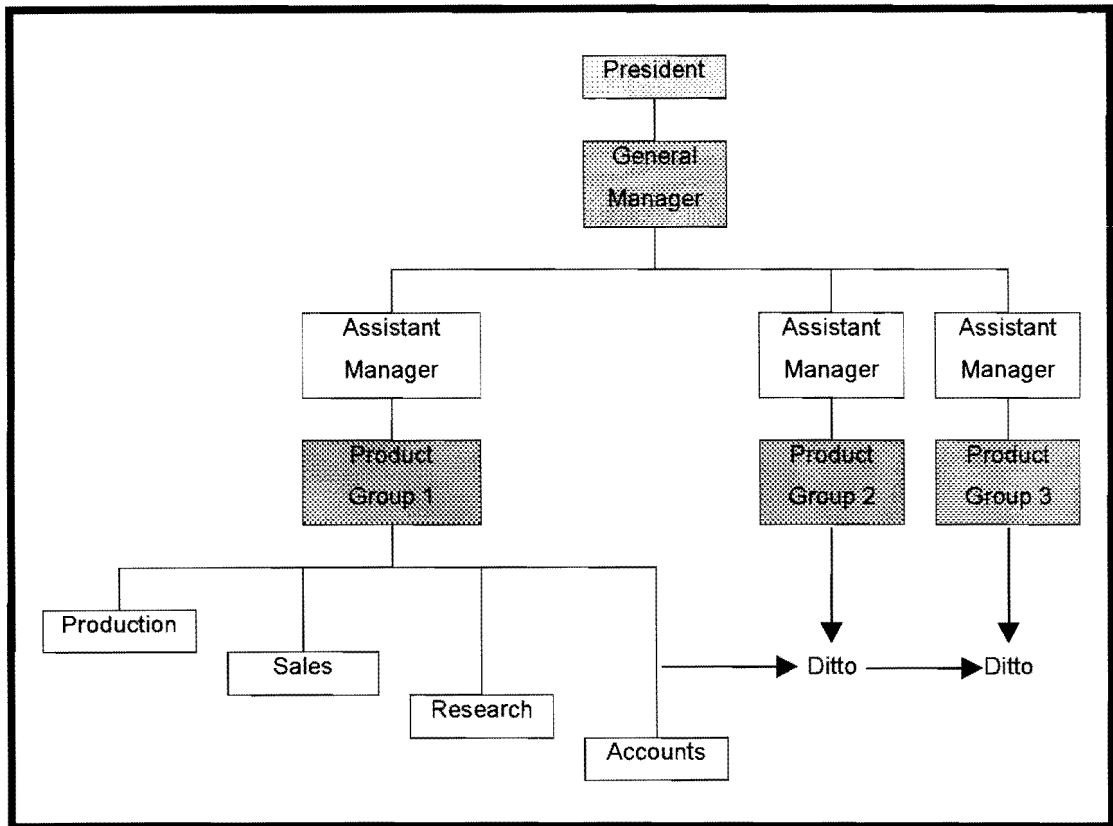
3.8.4 Departmental structure

This type of structure is based on the grouping of departments according to the similarity of their organizational outcomes (Daft, 1988. p 274). Departments are developed as independent units, each focusing on the development of only one product. This is also known as the product structure. The departmental structure brings the functional skills of all the teams together under the formal authoritarian structure and is normally used in larger organizations.

According to the synergy principle every department has its own customer profile, concurrent profile, as well as channels and methods of distribution. The specific business focus falls strongly on profit and market shares. This type of structure is found in industries where the competition is stiff, the external powers important and adaptability and speedy reaction to changes determinant.

Figure 3.11 demonstrates a departmental structure.

Figure 3.11: The departmental structure.



(Source: Baron et al, 1989, p 350)

3.8.5 Objective structure

Project structures consist of specialists from different areas grouped together in creative teams that function in an effective manner. This co-operative structure is seen by Quinn et al (1988, pp 301-302) as the objective structure or adhocracy. Specialists are grouped into functional units for domestic reasons and are placed in smaller market-based project teams. The structures are horizontally and vertically decentralized and therefore power is divided unevenly on the bases of knowledge and need.

Objective structures can usually be found in complex and dynamic environments, seeing that sophisticated innovation is required – which is made possible by the joint input of specialists.

Robbins (1993, pp 539-541) shows that technical structures practically don't exist. Seeing that middle management, supportive personnel and workers are all specialists, the traditional differentiation between supervisor and worker, and line and staff, is not so clear.

3.8.6 Missionary structure

When an organization is dominated by missionary efforts, the members tend to unite. This brings about a looser labour division, less work specialization as well as fewer formats on differentiation between the different structures, for example the differences between:

- ◆ The strategic top and the rest;
- ◆ Staff and line;
- ◆ Administration and task performance;
- ◆ Workers; and even
- ◆ Departments

(Quinn et al, 1988, pp 302-303).

The standardization of norms/values and the sharing of these by all members form the foundation of the missionary structure. As soon as members abide by these norms, they can fit in and enjoy freedom regarding decision-making. Formalization of behaviour does not always feature and aspects like planning and control systems are not frequently used, therefore a technical structure basically doesn't exist.

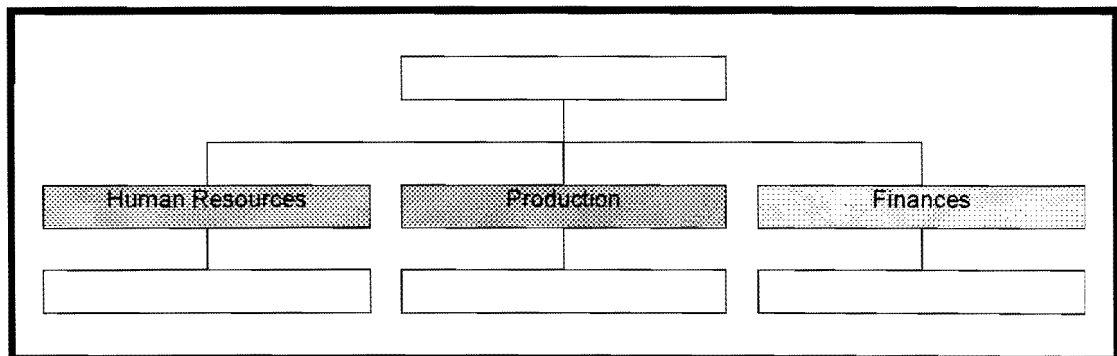
As soon as an organization expands beyond a certain size, it tends to divide into smaller units all by itself. Missionary structures can normally be found within older organizations, seeing that the embedding of a value system takes a long time. According to Quinn et al (1988, p 303) both the environment and the technical system should be simple, seeing that the specialists, with and the power and status they have, will alter the structure.

3.8.7 Functional structure

This type of structure entails the grouping of positions within departments on the basis of common skills, knowledge and resources (Daft, 1988, p 268), as discussed in 3.5.4.

Baron et al (1989, pp 528-529) explains that as organizations expand, additional departments may be formed according to need. According to the synergy principle the functional structure creates a high level of interdependence as far as the different units of the organization are concerned. Good communication as well as co-operation among colleagues is essential for effective functioning. Profit awareness is centralized at the top, whilst the units lower down in the hierarchy focus more on cost and income as separate variables (Synergy manual, pp 8-9).

Figure 3.12: The functional structure.



(Source: Daft, 1988, p 267)

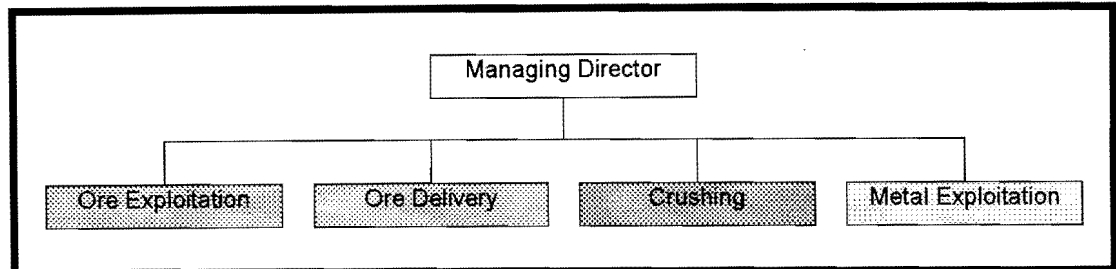
3.8.8 Process structure

According to the Synergy manual (p 10), process structures are normally found in organizations where each step of the production process requires different types of technology and skills.

The output of one unit becomes the input of the following unit. The relationship between the units is vital. Completion times as well as the quality of the output become a primary focus with the management team. This is especially important

since the effective completion of each step depends on the output of the previous step.

Figure 3.13: The process structure.



(Source: Synergy manual, p 10)

3.8.9 Matrix structure

Robbins (1993, p 542) defines this as a structure which creates dual lines of authority to functional and product departmental structures. Daft (1988, p 281), however, describes it as an organizational structure which simultaneously utilises the functional and departmental structures in the same division of the organization.

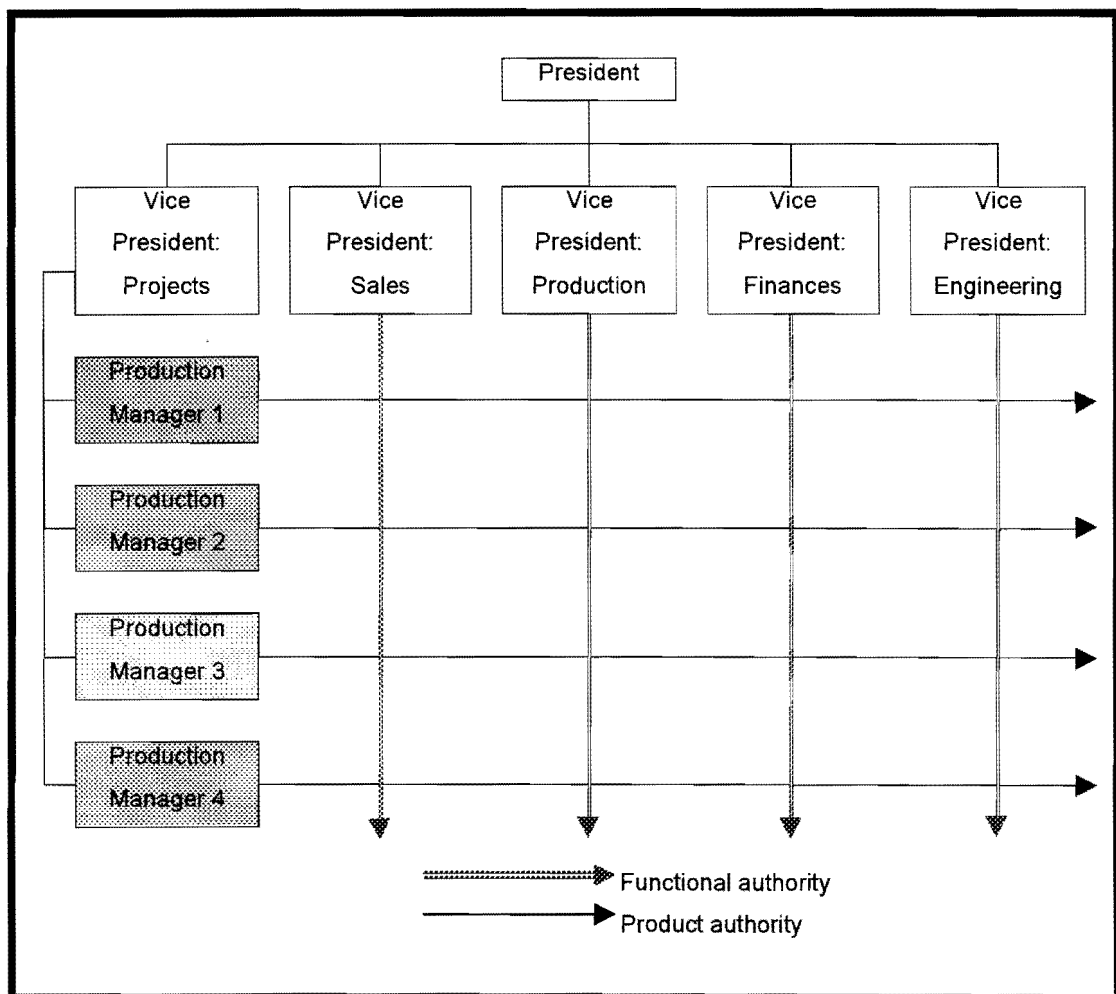
Baron et al (1989, pp 531-532) expand on the concept of dual lines of authority, seeing that there are managers with authority over different functional areas. Then there are the product managers whose authority is connected to a specific product or project. Within the matrix structure three roles can be identified, namely:

- i. The top leader (with authority over both lines – functional and product/project) is responsible for coordinating the two line managers as well as managing the power balance between them;
- ii. The matrix managers (controlling the functional departments of specific projects) do not have total authority over subordinates, and therefore cooperation is vital to success; and
- iii. The manager of two line managers is accountable for both the product and functional managers in an effort to keep the balance.

According to Robbins (1993, p 542), the matrix structure uses both lines in order to utilize the strong points of both and avoid the weak points. Functional structures' grouping of specialists and products' sharing of specialized sources, are combined with the coordination of specialists in order to:

- ◆ Finish timeously;
- ◆ Ensure the honouring of budgets; and
- ◆ Clearly assign the responsibility to the product structures.

Figure 3.14: The matrix structure.



(Source: Baron et al, 1989, p 531)

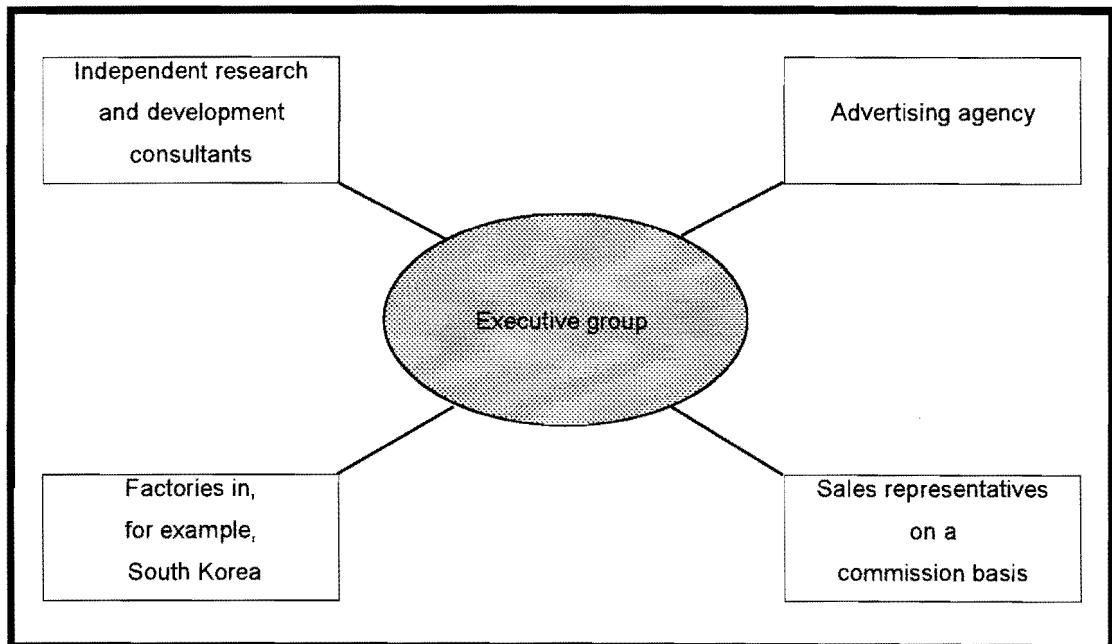
3.8.10 Network structure

When a small centralized organization depends on other organizations to perform basic business functions on a contract basis, Robbins (1983, p 253) calls it a network structure. Organizations form relationships with, for example, independent designers, manufacturers and sales representatives to perform certain tasks for the organization. Management displays a high level of flexibility and therefore the organization can concentrate on what it is best at.

When a network structure exists, the core of the organization consists of a small group of executive officers. Their tasks consist of supervising internal activities and coordinating external relationships and activities.

It is important, though, to mention that this structure will not be beneficial to all organizations, but that certain manufacturing organizations may benefit – especially those requiring flexibility in order to react quickly to changes in, for example the fashion industry (Robbins, 1983, pp 253-254).

Figure 3.15: The network structure.



(Source: Robbins, 1983, p 254)

3.9 CRITERIA FOR EFFECTIVE STRUCTURES

Organizational structures have a profound influence on managerial behaviour. Similarly, different structures influence the manner in which outsiders communicate with the organization (Synergy manual, pp 14-15). Management controlling the organization has a unique opportunity to influence both these behaviour types by means of their chosen organizational structure.

Organizations frequently experience the need to change their structures when internal or external factors change. These structural changes have a specific impact on the organization and therefore the reason for the changes must be communicated in an understandable manner.

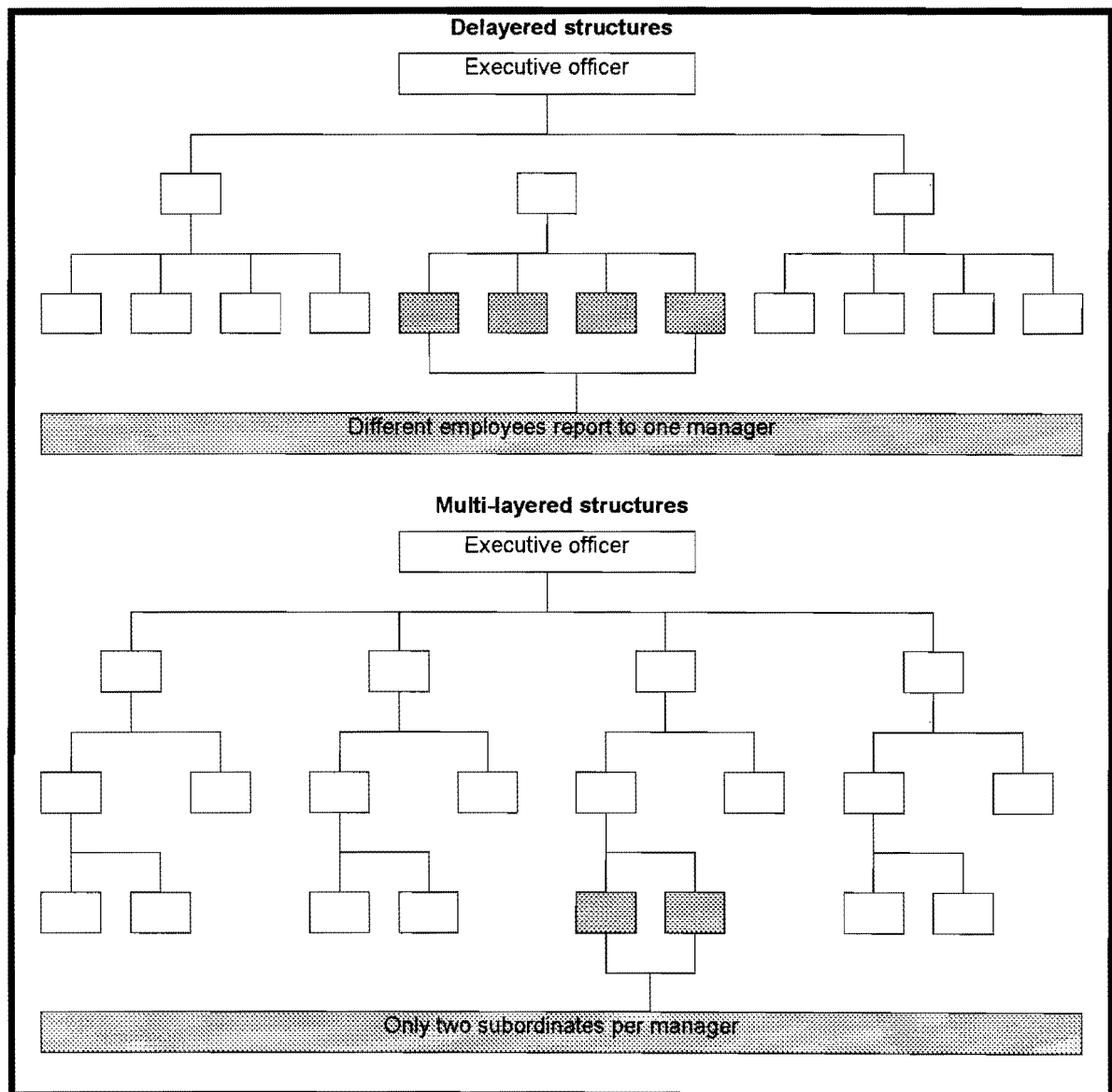
Since determining criteria for structural effectiveness is a very practical exercise, a list of six or seven criteria will not be sufficient. Criteria may include some of the following (Synergy manual, p 15):

- i. Competition within departments is decreased;
- ii. Design and development skills are separated from routine and practical skills;
- iii. Users have only one contact point by which they can approach the department with regard to system development;
- iv. Users have only one contact point by which they can approach the department with regard to system or hardware failure;
- v. The opportunity for skills development regarding more than one area is provided;
- vi. Data processing and accountancy skills are integrated into positions;
- vii. Customer information services become a speciality; and
- viii. Top Management is protected from inquiries and routine tasks.

Managers should use their skills and situational knowledge to compose a set of criteria, and then evaluate the different structures in terms of the criteria and the objectives that their structure ought to achieve.

3.10 DELAYERED STRUCTURES

Figure 3.16: Multi-layered and delayed structures.



(Source: Baron et al, 1989, p 524)

When one talks about delayering one refers to the process through which the number of management layers in an organization is reduced (Keuning *et al*, 1994, p 19). According to Baron *et al* (1989, p 523), the differences between a delayered and multi-layered structure lie mainly in the span of control and the length of the chain of command, as shown in Figure 3.16.

3.10.1 Characteristics of a delayered structure

Keuning *et al* (1994, p 20) state that organization structures consist of various elements. These elements can be considered in order to assess whether a structure is “tall” (multi-layered) or “flat” (delayered). This means that one must first of all establish to what extent specialization and differentiation of roles lead to *hierarchical levels*. The number of these levels is closely related to the *scope of control* of management (as a function of the span as well as the depth of control). This particularly concerns the number of employees one manager can directly or indirectly lead in an effective manner. Because not all operations take place within departments, it is also necessary to look at temporary organizational units such as *work and project groups*.

Authority also plays a role in the definition of the structure; what matters here is the *delegation of authority*. Another important structural factor is co-ordination. It is possible to establish whether managers or heads of departments co-ordinate and whether this takes place in an atmosphere of mutual adjustment. Table 3.4 outlines the structural characteristics of the extremes of delayered and multi-layered structures.

Table 3.4: Extremes of structural characteristics.

Aspect	Delayered	Multi-layered
Number of hierarchical levels	Small	Large
Mean scope of control	Large	Small
Number of ad hoc work and project groups	Large	Small
Delegation	Much	Little
Co-ordination by means of mutual adjustment	Much	Little

(Source: Keuning *et al*, 1994, p 20)

Robbins (1993, p 506) states that future organizations are going to be more delayered and that they will possibly reveal characteristics like fewer hierarchical levels, a greater extent of decentralization, higher complexity and a decrease in formalization. Organizations will be orchestrated like a symphony orchestra. Clear, simple, common objectives will make it possible for Top Management to direct hundreds of employees, seeing that each individual will be a specialist in his/her area. Rules and regulations will be few, as a result of the fact that employees are professionally trained individuals. Management will also be more operational, seeing that they won't have to do so much explaining anymore. They will therefore have more time to compose plans and provide direction in a diplomatic manner.

Combining the different viewpoints, the criteria or characteristics concerning delayered structures can be summarized as follows:

- ◆ A large span of control;
- ◆ A short chain of command;
- ◆ A low level of formalization;
- ◆ A low level of complexity;
- ◆ Fewer employees (a smaller organization);
- ◆ Centralized decision-making;
- ◆ A decreases/more limited hierarchical format;
- ◆ More decentralized tasks and responsibilities;
- ◆ Good and professionally trained employees; and
- ◆ Flexibility.

3.10.2 Reasons for delayered structures

The pyramid structure is passé, as a result of different reasons. According to Robbins (1993, p 506) and Keuning et al (1994, pp 28-32), the following reasons may be applicable:

- i. *Fast and unexpected changes* – The pyramid's force of strength lies in its capacity to manage routine and predictable events in an effective manner.

This defined chain of command, rules and rigid methods have difficulty adapting to fast changes.

- ii. *Higher diversity* – Current organizational activities create the need for employees with diverse and highly specialized levels of competency. The pyramid's departmental structure is not fit to accommodate diversity.
- iii. *Change in managerial behaviour* – As a result of a change in philosophy management no longer controls by means of verdicts. More emphasis is placed on humane democratic values. Participation and reasoning are encouraged.
- iv. *Introduction of computer technology* – Computers change the work method of organizations. Information based technology requires a high level of flexibility.
- v. *A too tall Top Management structure* – Problems that can be experienced in this respect are:
 - ◆ Lack of commitment to the realization of plans;
 - ◆ Difficulties with division of tasks and responsibilities;
 - ◆ Duplication of staff and consultative bodies;
 - ◆ Keeping each other occupied at the top;
 - ◆ An exaggerated “checking urge”; and
 - ◆ Delays in decision-making.
- vi. *A too tall middle management* – In this instance, some problems that may be experienced are:
 - ◆ Problems concerning market orientation and co-ordination;
 - ◆ Policy-making and execution of operations are too far apart;
 - ◆ Too little entrepreneurship and accountability;
 - ◆ Few chances to develop integral management skills; an
 - ◆ Bureaucratic, role-orientated cultures.

3.10.3 Delaying involves more than just the structure

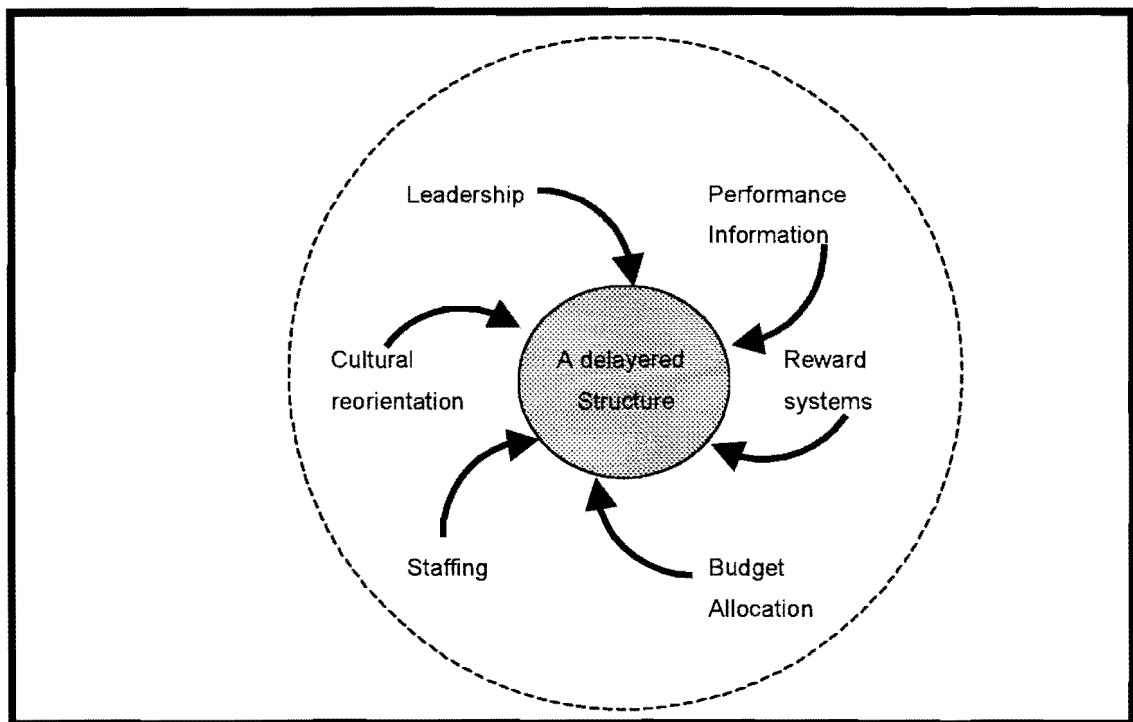
Simply changing the structure by reducing the number of management layers does not automatically lead to:

- ◆ An increase in the speed with which decisions are made;
- ◆ Energy being concentrated on the enterprise/entrepreneurship; or
- ◆ More attention being paid to the needs of customers.

(Keuning *et al*, 1994, p 23)

Managers have several means at their disposal to enhance the effect of a change in structure. These means are displayed in Figure 3.17.

Figure 3.17: Interrelated aspects which contribute to a delayed structure.



(Source: Keuning *et al*, 1994, p 23)

Keuning *et al* (1994, pp 23-25) explain it as follows:

i. *Leadership*

A delayed organization makes high demands on the style of leadership. Different levels require different styles. At top level, the attention should be

focused on those factors, which promote the development and implementation of a successful strategy. Leadership needs to be exercised at arm's length. On a decentralized level, managers are mainly entrepreneurs posing as "team builders".

ii. *Performance information*

Within a delayered organization the decision-making process is, to a large extent, decentralized. The top, however, needs to have an idea of the degree to which competitive advantages are gained and results are achieved. For the sake of accountability, Top Management must be able to see the results of their decisions. These results can be made visible by means of a system of justification and reporting, which, in many instances, is backed by an automated system.

iii. *Reward system*

In a delayered organization tasks or roles are less important than results. This belief finds expression in rewards, material or immaterial. Rewarding of individual achievements should, however, never take place at the expense of team spirit. The management positions which remain after the process of delayering, are generally narrower and therefore more interesting. The new situation also offers employees the prospect of jobs with a more challenging content.

iv. *Budget allocation*

Concerning budget allocation the way in which the budget cycle and allocation of the available capacity is organized, is of prime importance. A second important element is the freedom the decentralized unit has to act on the basis of strategic choices and the corresponding budget allocation.

When several units operate within a delayered structure, these different units may be looking at different strategic goals. The allocation of people and means will have to correspond to the priorities set out by the organization as a whole in relation to these different strategic goals.

v. *Staffing*

“The right person in the right place” is of essential importance to the delayed organization. For the sake of both the management and employees it is important that a good relationship exist among the employees as well as between employees and management. In delayed organizations the system is not merely based on “promotion on the basis of years of service and along the hierarchical line”. A great deal of attention is paid to the gaining of relevant experience (job rotation), the development of knowledge and skills (training) and regular assessment.

vi. *Culture*

In delayed organizations the development of a strong culture plays an essential role. The more culture and strategy are in line with each other, the less important formal guidelines, procedures and direct supervision become. The characteristics of a task-orientated or a person-orientated culture tend to dominate the delayed organization. Internal entrepreneurship and a sense of responsibility for results largely determine norms and values in a delayed organization.

3.10.4 Mobility and new careers

In most cases, delaying runs parallel with the departure of a number of managers or employees. This is seen as a difficult but necessary process (Keuning *et al.*, 1994, pp 183-184). This process requires great care, but sometimes the necessary time, funds or support are lacking. Good management and honesty are desirable in this respect.

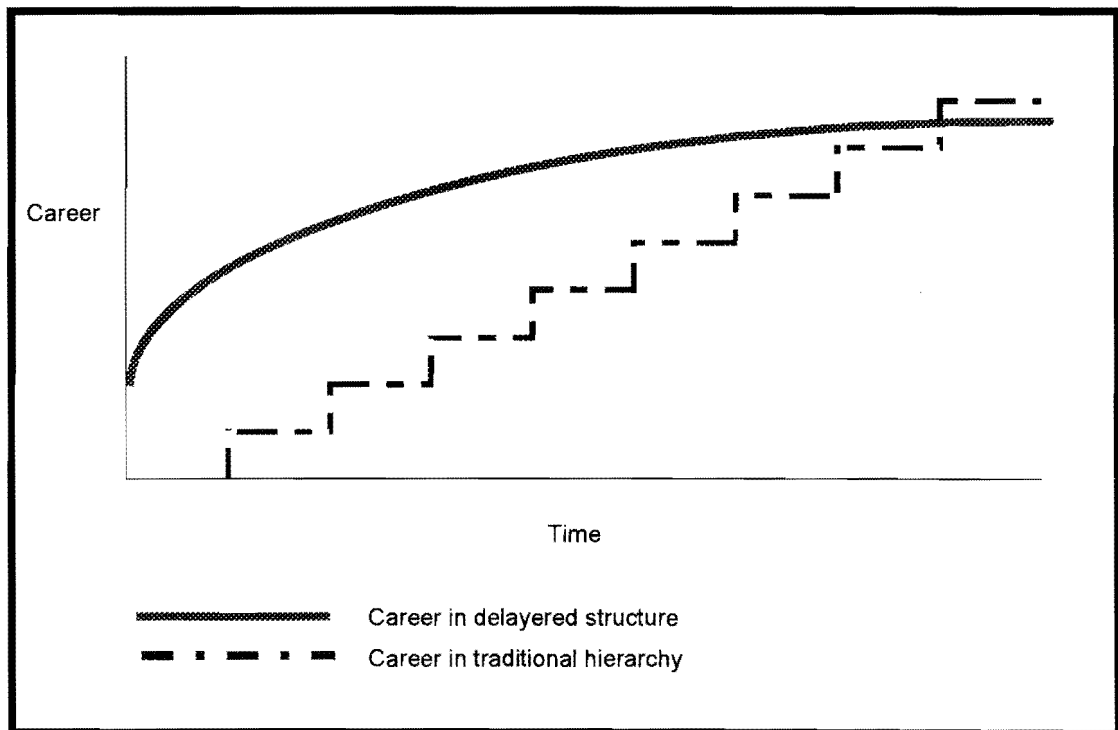
For those remaining with the organization the delayed structure means that the career ladder, traditionally viewed as tied to the concept of hierarchy, is no longer the same. Delayed organizations tend to ignore the inherent human need for hierarchy. It is therefore reasonable to assume that it is impossible to motivate employees without the traditional promotion prospective. Promotion is indeed seen as important, but the recognition of achievements, self-motivation, the gaining of

interesting experience and more challenging tasks and assignments are considered more important.

The vertical ladder, titles and “being boss” move to the background. In addition to vertical promotion, attention needs to be given to horizontal promotion. Horizontal promotion, in terms of getting ahead, can be seen as acquiring new skills and being involved in interesting projects and challenging tasks. These aspects are no longer connected to climbing a vertical ladder.

All this means that the career path in the traditional sense changes: it becomes more even and has fewer steps. In Figure 3.18 the traditional career path is compared with the new path (Keuning *et al*, 1994, p 178).

Figure 3.18: Traditional career path and new career development.



(Source: Keuning *et al*, 1994, p 179)

Delayed organizations thus require a completely different Human Resources management approach. When this condition is not met and when the strongly traditional concepts regarding organization, management and control remain the dominant ones, delayering of the organization could be strongly hindered.

3.10.5 Opinions on delayering

According to Mastrantonis and Nel (1995), the limited ability of hierarchically structured organizations to adapt to change, is nothing new. These structures are better adapted to maintain the *status quo*. The current need to allow structures fewer levels and to create work teams who are representative and integrated regarding organizational functions, is self explanatory.

Mastrantonis et al (1995) also hold the opinion that an open and effective communication system is important to keep employees informed about their roles in larger tasks. Therefore internationally competitive organizations need skilled and well-trained employees in order to achieve their goals. Job rotation, multi-skilling and employee training programs are examples of the actions organizations may take, but more about these in chapter 5.

Abell (1995) shows that corporate diversity and complexity, together with the need for faster and more cost-effective decisions, disqualify hierarchical order-type leadership. More and more Top Management is responsible for levelling the playground so that leadership can figure on lower levels within the organization.

Nel (1994) refers to the Biblical parable, which suggests that new wine should not be placed in old wine bags, as the bags will burst and both the wine and the bags will be lost. Likewise, new values cannot be forced upon an old structure, seeing that structures house and maintain values. Rigid control levels, chains of command and communication channels alienate the people on the crest and those at the ground-level. Nel (op cit) puts it this way:

*"They fragment thinking and doing, with those at the top **doing the thinking**; those in the middle **thinking about doing**; and those at the bottom often being forced into **doing without thinking**."*

He deems it important that organizations are well-structured in order to deliver, because *"if we always do what we always did, we'll always get what we always got"*, namely bad performance, suspicion, distrust, low motivation, low commitment and

stagnating productivity. All of this emphasize the importance of creating new structures as an intrinsic and essential component of organizations' strategies.

3.10.6 Research into the effectiveness of multi-layered and delayed structures

According to Keuning et al (1994, p 212), a number of studies on relationship between the length of hierarchy within the organizational structure and its effectiveness have been made. The results of these studies do not allow anyone to arrive at the conclusion that a delayed structure is, by definition, more effective than a multi-layered structure. It is, however, possible to discuss a number of conclusions regarding the link between length of hierarchy and effectiveness:

- i. These studies appear to confirm the idea that the level of satisfaction among employees is higher in organizations with a delayed structure. This seems to apply, in particular, to managers at lower levels and to employees with a "borderline function", such as salespeople. At the top level, multi-layered organizations appear to provide the most satisfaction.
- ii. The effectiveness of delayed structures is dependent on the situation. In a turbulent environment which is complex and constantly subject to change, they are more effective than multi-layered structures. In contrast, multi-layered structures are better in a stable environment where information is adequate and clear.
- iii. Effective decision-making requires a certain measure of hierarchy. In this respect the organizations with a relatively high number of hierarchical levels performed better than their counterparts. The quality of the decision-making process in Multi-layered organizations was higher because decisions were re-evaluated at various levels.

3.11 SUMMARY

Hequet (1995) also indicates that with delayering the hierarchical ladders fall away. Upward mobility is limited and employees' uncertainty increases. This emphasizes the need for an organization to use its strategy as the foundation for the choice of structure without losing sight of the people within these structures.

The management of a large number of organizations is looking for ways to accelerate decision-making processes, to avoid information bottlenecks, to give shape to entrepreneurship, to improve the way in which the organizations are run and to get the best out of their managers and employees. This exercise normally starts at the organizational structure and these organizations choose to reduce the distance between the "top and shop floor".



Chapter 4

Opportunity Creation

CHAPTER 4

OPPORTUNITY CREATION MODEL

4.1 INTRODUCTION

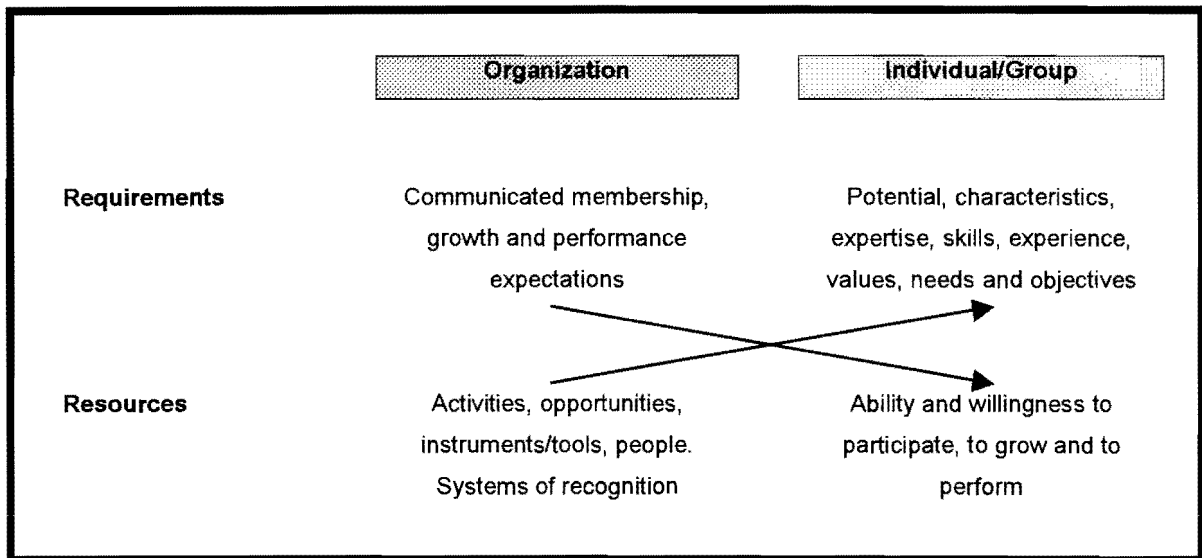
Traditional career ladders are disappearing in the process of delayering organization structures, and employees tend to perceive the new delayered structures as mere cost-saving actions. They also experience this as the end of any career aspirations, as the hierarchical promotional requirements and routes almost invariably fall away.

Delayered (flat) structures furthermore result in the inability of organizations to guarantee life-long jobs. This fact is received cynically by the employees involved, who seldom understand the broader scope of the underlying strategy. The fact that this strategy contributes to the development and possibly even the survival of the organization, is not taken into account. According to Landman (1996), changing the structure is relatively easy and can entail attractive short-term benefits – such as cost savings when one or more of the management levels are scaled down in the process. However, building on these short-term benefits requires intensive maintenance, not only regarding the support of the delayered structure, but also the support of the people within this structure. Delayered structures emphasise the enterprise's need for employees with entrepreneurial spirit and initiative, who are able to take calculated risks for the benefit of the organization. The individual's notion of a career should therefore be replaced with a new approach, i.e. the exploitation of opportunities (Landman, 1996, p 333). This implies a new kind of creativity in the working world.

A new psychological contract between the organization and the employees is required, in terms of which the new realities involved in a delayered structure and the need for development of both the individual and the organization are clearly stated. A new contract of this kind gives individuals the opportunity to develop themselves in order to strengthen their usefulness, as a repayment for them increasing their skills and providing the required

inputs within the framework of the delayed structure. However, it is essential to clarify the roles within this new approach, in order to ensure that employees both understand and support it. Figure 4.1 gives a schematic representation of such a psychological contract.

Figure 4.1: Psychological contract.



(Source: Landman, 1996, p 334)

Essentially the contract requires that individuals realize that their careers involve self-development as well as dedication to the organization. A different kind of behavioural manifestation on the part of the employee is thus called for, as in a delayed structure the skills and competence of the individual, and no longer the hierarchy of positioned levels, indicate his/her direction. Hence the "*Opportunity Creation*" model as developed by Landman (1996). Individuals must know themselves in order to develop to a level of readiness, which can be employed by the organization as soon as the opportunity presents itself. On the other hand the organization is responsible for creating opportunities for individuals to progress and develop themselves. The point of departure of *Opportunity Creation* is therefore the principle of individuals who do not wait for opportunities, but rather prepare themselves to exploit opportunities as and when they arise.

4.2 DEFINITIONS

The following definitions are applicable to the model, as determined by Landman (1996):

Opportunity Creation is the career planning method in terms of which the responsibility of a career is shared between the organization and the individual. The organization has to create an environment, which will generate certain positions regarding specific competencies and skills, while also providing advice and opportunities for development. The individual however, is responsible for his/her personal development in order to comply with the required skills, and can then be taken into account for promotion. During this process, it is important to address both the organization's and the individual's objectives and expectations. The organization must thus provide individuals showing potential and performing well, with some form of recognition and acknowledgement.

The readiness pool is a database consisting of those individuals who have already progressed so well in their personal development that they can be taken into consideration for promotion as soon as the opportunity presents itself. This facilitates the organization's succession planning in that the pool consists of individuals deemed ready for promotion.

Reality testing involves an evaluation of the individual's potential, abilities and future vision, made against the organization's expectations of the future, specifically with regard to the individual's personal employment. In other words, it involves matching the individual's expectations to his/her abilities and potential in terms of the predetermined skills required.

Considering the novelty of the process, it would be ideal if all the traditional terms attached to career planning could be wiped off the slate and replaced with new *Opportunity Creation* terms. The alternative terms identified for the purposes of this study have been determined during informal discussions with individuals, and have not been empirically established.

The following substitutes for traditional terminology can be recommended:

career	changes to	opportunity route;
post/position		landmark/milestone;
objective position		opportunity vision;
employees		team members/pathfinders;
organization		opportunity creator;
job and people requirements		competencies; and
manager/supervisor		leader.

In view of the strangeness of these words within the context of traditional career planning and in order to eliminate any confusion amongst readers, the traditional terms are retained for the purposes of discussing the model.

4.3 BASIC PRINCIPLES OF THE MODEL

The following basic principles as determined by Landman (1996), form the foundation of the model:

- i. An employee's career is his/her own responsibility, which is why principles pertaining to self-management, self-insight, self-discovery and self-discipline form the core of this model. The organization as such is not the sole responsible party, but each individual's career is in his/her own hands in terms of the amount of self-preparation he/she has done. The organization is supposed to create all the opportunities and provide the resources with regard to a career and training, but the employee's attitude and willingness to learn determine his/her access to these opportunities. Traditionally, the organization charted/outlined career paths with requirements and periods attached to each step. In the "flat" structure of the organization this is impractical and for this reason career planning can only be done in terms of the individual's output and expertise.
- ii. Employees must be motivated to view every day as an opportunity to learn and to develop themselves.

- iii. None of the principles underlying the traditional perspectives of career planning form part of this model, because the revolution in organizational structures and the subsequent new approach has rendered them useless. Individuals must be fully aware that they are exploiting and utilizing the opportunities arising in the organization. Career planning therefore becomes a process in terms of which individuals move from one opportunity to the next.
- iv. All information regarding set criteria must be made available to employees on an on-going and transparent basis.
- v. The manager or leader of an employee has a responsibility to the individual in terms of support, continuous reality testing and the passing on of important information.
- vi. The model (especially required competencies) must be revised on an annual basis to ensure that it matches the strategy of the organization. In this way the process addresses the diversity and flexibility of needs.
- vii. The model has two basic points of departure, i.e.:
 - ◆ Knowledge and abilities of employees; and
 - ◆ A career is each individual's own responsibility.
- viii. The strategic positioning of the organization dictates the direction of the organization and therefore the career information involved. The emphasis placed on certain critical areas in the organization determines, inter alia:
 - ◆ The direction in which the organization is moving;
 - ◆ The kind of employee who should be attached to the organization; and
 - ◆ The opportunities with regard to careers which present themselves, e.g. the sales improvement plan that influences the typical structure of Business Units and thus determines the various opportunities available.
- ix. If a qualitative process is to be maintained, it is impossible to involve all employees; they must be handled in order of priority according to potential. This increases the impact where it is needed most - with those candidates who can be of the greatest benefit to the organization.

- x. Before the process can be implemented, it is extremely important to ensure that all role players are well versed in the methodology and the role they have to play within this framework.
- xi. No promises with regard to promotion can ever be made, because opportunities are not linked to periods of time. Individuals can only progress from one opportunity to the next if they are properly prepared – and remain so for an indefinite period. Lateral moves in the development process are just as important as vertical moves, as the emphasis falls on the development of skills.
- xii. At the early stages of assessment, the process must be thoroughly discussed with candidates to ensure that individuals start working for the organization with the proper information and attitude. New staff members should therefore accept the culture of the organization before they are permanently employed.
- xiii. Rotation programmes should be planned for longer periods, depending on the complexity of the tasks involved and the abilities of the individual, to ensure that the expertise of the individual is actually improved. This will also make a substantial contribution to the development of the individuals' level of readiness. Promotion is therefore linked to knowledge and skills and not to time.
- xiv. Training schedules must be focused on identifying development areas, so that they actually contribute to the individual's make-up/abilities and address the skills that are lacking.

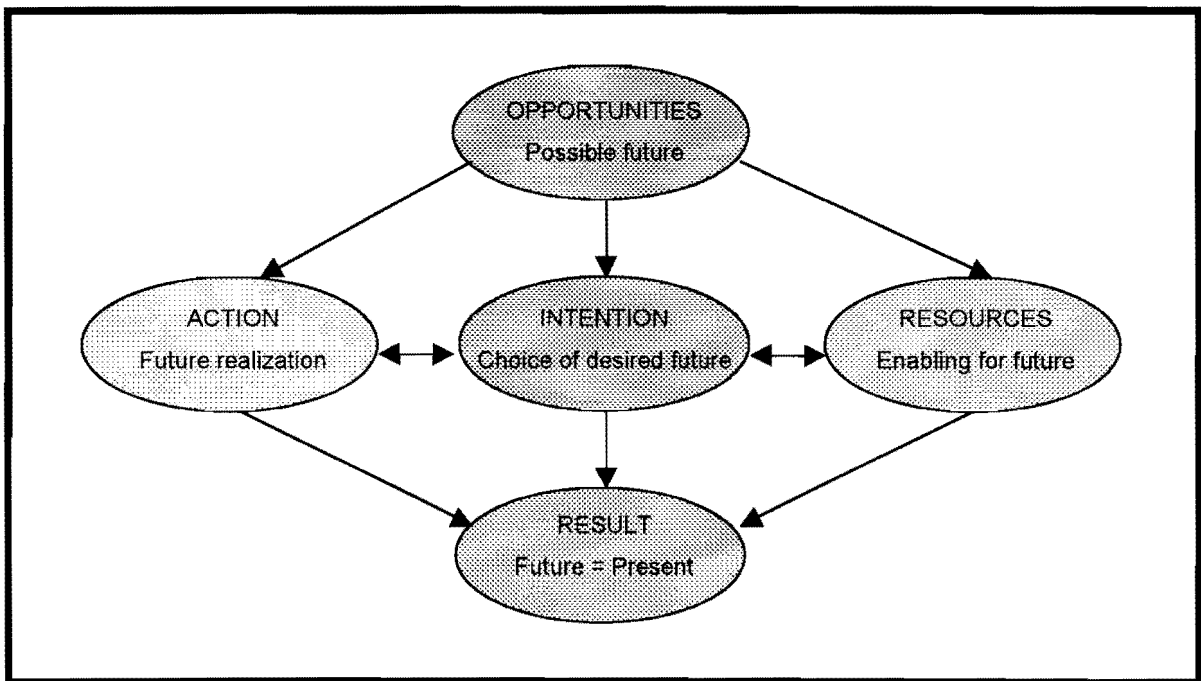
Figure 4.2 shows how future opportunities can be utilized if the individual has the necessary will and has been action-driven to develop himself/herself by making use of the available resources.

Elements that could be included in the process are:

- ◆ Determining potential;
- ◆ Developing individuals;
- ◆ Setting objectives for individuals;
- ◆ Establishing individuals' expectations as well as testing these against realities;

- ◆ Compiling a development plan to be contracted between the individual and the manager concerned;
- ◆ Supplying information with regard to available positions and the skills required, as well as with regard to personal profiles;
- ◆ Duly communicating all principles and reciprocal responsibilities; and
- ◆ Cultivating understanding and acceptance of the process.

Figure 4.2: Development concerning the future.

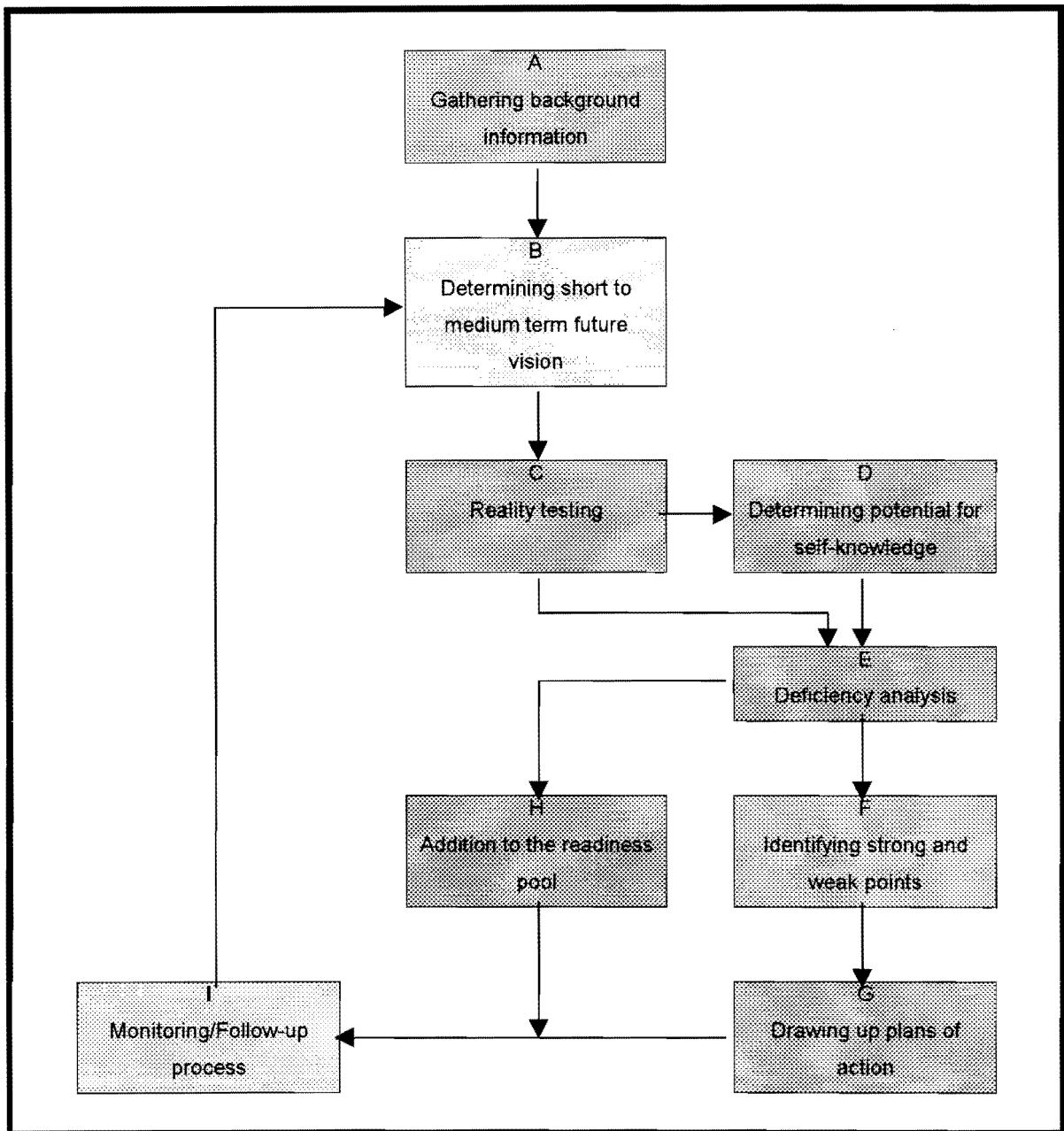


(Source: Landman, 1996, p 339)

4.4 THE OPPORTUNITY CREATION PROCESS

The process connected to the *Opportunity Creation* model involves a personal interview with the candidate and the identification of potential, and can be broken down into nine steps, as set out in Figure 4.3. This is conducted in terms of the schedule presented in Annexure A.

Figure 4.3: The Opportunity Creation Process.



(Source: Landman, 1996, p 340)

A. Gathering background information

The first step during the personal interview involves sounding out the candidate's background in terms of qualifications, working experience, interests and personal goals, as well as making an evaluation of the candidate's current position. It is essential to analyze the make-up (ability) of the candidate, so as to be able to conduct a deficiency analysis (E) later on. This part can be completed by the

candidate him-/ herself in preparation for the personal interview in order to make the discussion briefer and more time effective.

B. Determining short and medium term future vision

To discover the candidate's position in terms of his/her future vision, the topic must be consciously included. As a short period, two years may be used as this is closer to the present than, for example, a ten-year goal. This step also makes provision for an assessment of the candidate's perception of the objective/goal process. This part of the interview can be completed along with the candidate.

It should be borne in mind that the long-term implications of, for example, a geographic shift should be explained to the individual, especially where if the short term implications do not look too favourable.

C. Reality testing

The candidate's understanding of his/her own abilities with regard to the position identified as his/her objective must be determined before the process (especially the deficiency analysis - E) is continued. The candidate's perception of who is responsible for which development should also be assessed.

An analytical discussion of the competencies included in the future vision of the individual, specifically with regard to the set of criteria connected to a specific position, should follow. This includes an evaluation of the individual's position with regard to technical realities. In other words, this step determines how realistic the individual is about his/her progress to date in relation to that which will be expected of him/her in the position concerned.

D. Determining potential

Self-knowledge is one of the fundamental principles of the model. The candidate's psychological make-up is presented to him/her by a qualified Industrial Psychologist. This forms part of the reality testing process in that the candidate's self-perception is compared to reality. Performance information covering the previous three years, if available, should also be discussed at this point.

An important aspect of this phase is that the information should not be conveyed to the individual in a vague or dishonest manner. The Industrial Psychologist should be honest and open and should not ignore possible shortcomings. To render the process successful, **all** information is crucial to the individual.

E. Deficiency analysis

During the personal interview it is essential to determine the gaps, if any, between the individual's current capacity and the required competencies attached to the objective position. If there is no gap one can assume that the candidate has reached the level where he/she is ready for promotion. The candidate's name can then be added to the Readiness Pool (H), which is centrally administered by the organization's Human Resources Department.

If there is a gap/deficiency, proceed with the next step in the process.

F. Identifying strong and weak points

Where the candidate does indeed show a need for development, it is necessary to identify the strong and weak points in his/her make-up. It is also important to indicate which of these strong and weak points are crucial to the person's future vision, so that the former can be exploited and the latter developed.

An important aspect in this step is determining shortcomings, which have to be addressed in order to achieve the set objective, as well as emphasizing strong points, which will support this objective. Shortcomings include, amongst other things, those instance in which the individual's potential, experience, expertise and personal ability or make-up deviate from the set requirements essential for the future vision of the individual.

G. Drawing up plans of action

In order to address the gaps relating to the real and required proficiency of the individual, a plan of action aimed at developing the candidate's development areas must be drawn up in co-operation with the candidate. In order to assess whether

employees are self-motivated to achieve objectives, action plans should not contain target dates. The principle of self-management and ownership is strengthened in this way.

H. Addition to the readiness pool

As soon as the candidate has complied with the set criteria of his/her future vision, the candidate's name is added to the readiness pool. During succession planning actions the names of candidates who have reached the required level of readiness can be drawn from this pool. Candidates must be made aware of their addition to this pool, and know that they will be considered when vacancies arise in the areas of their future vision. In this way the organization exploits its internal resources before having to approach external resources. The latter should only occur if no candidates for a specific position have been placed in the Readiness Pool as yet.

I. Monitoring/following up the process

Candidates included in the *Opportunity Creation* process should be reassessed at least once a year - especially with regard to their future vision and the progress they have made by means of their development actions. This step is aligned with Step B of the process. Annual reassessment and revision are essential as the needs and requirements of both the employee and the organization could change as a result of changes in personal circumstances or changes in the organization and its strategy.

The importance of succession and support, as well as of encouragement and praise, cannot be over-emphasized. The individual must furthermore be realistic and kept realistic as far as limiting aspects and his/her own potential are concerned. Actions that address shortcomings should be identified and viewed as the be-all and end-all so that they are indeed pursued.

Employees are the life and soul of the organization and should never be neglected.

4.4.1 Prerequisites for the process

The entire process functions in terms of the top-down principle. In other words, individual interviews should commence with the Chief Executive Officer interviewing his direct subordinates and his direct subordinates interviewing theirs, and so on. The structured interview should be attended by the individual, his/her direct superior (manager/leader) and a Human Resources officer acting as facilitator. As prerequisite for an individual career interview, the superior must first undergo his/her own interview. On the functional level only those candidates who have been identified as to possess the necessary potential, should be involved in the process. Those who have been identified as non-potential individuals should be informed of this fact in order to prevent unrealistic expectations.

The career interview consists of a series of questions that are posed by the manager and answered by the individual, as set out in the schedule (Annexure A).

To ensure the success of the process, the following aspects are indispensable:

- i. The required competencies/skills attached to each position must be determined and communicated in general (specific requirements are discussed in 4.4.2);
- ii. All structures, including the value attached to each position, must be communicated in detail to everyone in the organization;
- iii. Traditional perceptions existing amongst line managers in particular must be changed by means of active orientation/training; and
- iv. Reinforcement of the division of roles is important, so that the individual knows exactly where he/she stands in relation to whom and what; in other words, who is responsible for which actions in terms of the *Opportunity Creation* process (as set out in the division of roles in 4.5). These roles are contracted and delegated to certain actions during individual interviews.

4.4.2 Required criteria and technical information

The competencies that are required for certain positions in the organization must be made known to every employee, especially with regard to the following:

i. *Matching the organization's strategy*

Every individual should be informed of the position his/her future vision occupies in the organization's strategic planning.

ii. *Organizational structures*

The employee must be aware of the organizational structures within which he/she functions, as well as the process that can be followed to realize a future vision.

iii. *Job evaluation*

Information regarding job evaluation within the organization should be common knowledge and every individual should familiarize himself/herself with the points and criteria of assessment pertaining to current and desired positions.

iv. *Qualifications required*

All requirements with regard to both internal and external courses, or qualifications required in order to fill a particular position, should be clearly spelled out.

v. *Experience and accompanying expertise required*

All job requirements as well as experience needed with regard to certain tasks, should be available and placed at the disposal of every individual.

vi. *Psychometric profile of the individual*

Psychometric instruments must be used with great care in conjunction with other information, such as job performance. The organization should always try to use tests that are culturally fair, in order to prevent discrimination. In the determination of potential job requirements, development areas and so forth should be based on psychometric instruments. It is, however, extremely

important to select these instruments with caution as the blind use of certain instruments can create countless problems.

The potential as well as the strong points and shortcomings of the individual, must be discovered by the individual himself/herself. This gives the person the opportunity to acquire self-insight. In fact, the focus on individual shortcomings and strong points is the golden thread that should run through the entire *Opportunity Creation* interview, because if the individual does not gain self-knowledge, all efforts towards self-management and self-development will be a waste of time.

vii. Performance

The individual's performance in respect of the execution of tasks (based on the performance appraisal mark and assessment by superiors, colleagues and subordinates) as well as behavioural patterns which may be revealed, must be made known and discussed openly. This contributes to the individual's self-knowledge and self-evaluation. Furthermore, the individual requires information in order to determine his/her own shortcomings as far as his/her future vision is concerned.

4.5 ROLE PLAYERS

In the methodology, the following are deemed to be role players:

i. The employee himself/herself

The individual is the most important role player, as his/her career and life are directly affected, and because self-management and self-responsibility are involved. It is also important to win the confidence of the individual, as he/she must supply background information and disclose his/her future vision without fear of derision.

ii. The employee's manager/leader

This person is responsible for supplying support and for establishing an understanding of the realities attached to the specific working environment, as well as for providing access to opportunities for exposure, learning, communication and assistance.

iii. The Human Resources function in the organization

Members of the Human Resources function act as facilitators, supply information pertaining to the entire process, and also offer guidance and direction.

iv. The organization

The organization is and remains the supplier of the career and the career planning environment, and furthermore create the necessary resources, opportunities, training and development.

4.6 ADVANTAGES OF THE MODEL

The following benefits pertain to the model, as identified through research done by Landman (1996):

- i. The process is transparent, as individuals know exactly what the process, required competencies/skills, expectations of the organization and their own potential are - this can also contribute greatly to the management maturity of all the role players.
- ii. The information obtained can serve as the basis for succession planning action, as well as other Human Resources actions, such as the identification of training needs.
- iii. The structure of the model and the personal interview provide guidelines to any manager, in order to ensure uniform standards.
- iv. During interviews objectivity is maintained via the facilitator, who is not involved in the manager-employee relationship.

- v. The successful execution of the model results in the appointment of the most appropriate and competent person to a specific position, which implies the best output per individual for the benefit of the organization.
- vi. The model creates a truer perception of reality in terms of what actually happens in the working environment and how it should be handled.
- vii. The preparation and development of individuals with regard to possible opportunities will enable them to exploit the opportunities successfully.
- viii. The individual must take control of his/her own career and realise that he/she is primarily responsible for it.
- ix. Individuals are given the opportunity to grow and develop, which increases motivation levels and morale.
- x. Individuals are involved in the process in the sense that they can identify their own future visions.
- xi. The availability of information pertaining to structures and requirements can enable individuals to constantly evaluate themselves and determine their own progress.

4.7 DISADVANTAGES OF THE MODEL

The following disadvantages have been identified in terms of the responses obtained during research done by Landman (1996):

- i. If individuals are not handled in order of priority regarding potential, the impact of the process will be reduced and the time period prolonged.
- ii. In *Opportunity Creation*, time cannot be made a determining factor regarding progress.

- iii. Individuals may harbour unrealistic expectations.
- iv. *Opportunity Creation* can be influenced by “external” factors such as the availability of vacancies, the actual growth and development of individuals and the mobility of those individuals showing potential.
- v. It can be a time-consuming process, especially for supervisors/managers.
- vi. The security derived from a time-bound and process-bound progress is non-existing within a delayed structure.
- vii. Without the necessary structure and information regarding opportunities, individuals cannot be expected to carry the responsibility for career building themselves.
- viii. The interviewer and the individual must be dedicated to and informed about the process, otherwise there will be no candid honesty and the credibility of the process will be jeopardized.
- ix. The process can be regarded as an additional workload, especially by managers/supervisors.
- x. On account of the dynamics attached to flexible structures and positions, the availability of the most recent information is a priority. This includes information regarding the assessment of positions, which is a time-consuming process. Care must be taken not to conduct interviews based on outdated information.

4.8 COMPUTERIZATION OF THE SYSTEM

The development of a computerized system can enhance the success and impact of the process. Care should however be taken not to eliminate human/personal contact. As paper work can be frustrating and time-consuming, the use of a computer can be an advantage. However, this is not critical to the success of the model.

Computerization does constitute an important aim in terms of the database, a source of information facilitating the analysis of the possible future utilization of individuals. It can therefore enhance record keeping and make a positive contribution to the readiness pool; moreover, information can be constantly updated and made available centrally immediately. This information can be employed for succession planning actions as well as for determining development needs.

Computerized information may include the following:

- i. The individual's name and staff number;
- ii. The individual's strong and weak points;
- iii. Required development actions;
- iv. The individual's future vision and the requirements attached to this;
- v. Names of employees declared "ready" for a specific position.

Copies of this summary must be supplied to the individual, the manager concerned and Human Resources. This information must be placed on record, in order for follow-up interviews to be conducted with the information on hand. It can also be used to determine who wants to go where and who qualifies for a move or transfer, so that these individuals can be offered the opportunity to do what they would really like to do. At present there are various software programs on the market that may be considered, i.e. VIP, MAP, HR Expert and QData's program, all of which can be customized to suit the organization. The computerized system can also be used to link other Human Resources systems, such as training, administration and succession planning.

4.9 SUMMARY

This kind of process, as portrayed by *Opportunity Creation*, may convey the message to employees that they are appreciated, that they are being provided with a distinct alternative for promotion, and that the organization is committed to their development. The time individuals devote to clarifying their personal values is time well spent, and a valuable exercise in focussing on what is really important to them inside and outside the working situation.



Chapter 5

Re-engineering and change management

CHAPTER 5

ORGANIZATIONAL RENEWAL - RE-ENGINEERING AND CHANGE MANAGEMENT

5.1 INTRODUCTION

Widespread disillusionment and low morale are commonly found in organizations changing their structures. Employees view these new delayed structures as cost saving exercises nullifying their careers. Very few people acknowledge the implementation of these structures as a broad strategy, and the changes are not necessarily seen as beneficial to the development or even the survival of the organization (Holbech, 1995).

Frunzi and Savini (1992, p 245) state that "*No one can escape change*". Organizations, managers, supervisors, groups and employees are often confronted by internal as well as external forces that create challenges, opportunities and problems. The environment is in a constant process of change and change is the only factor of the future one can be sure of. The handling of change, the management thereof and the acceptance of the continuous chaos accompanying change are developing into critical environmental factors to be considered.

Different internal and external factors influencing the process of organizational renewal will be discussed. These factors may include change management and re-engineering, broad banding, leadership, training philosophies, legislation and creativity. Concerning *change management and re-engineering*, it seems like the re-engineering processes were primarily responsible for delayed structures and that change management can be utilized to manage these structural changes. *Broad banding* is one of the most important systems supporting delayed structures, and therefore indispensable for the purpose of implementing career mobility within delayed structures. *Leadership* entails empowerment, and the principles of leadership can come in handy in supporting the

growth of employees within delayed structures. *A training philosophy* influences these methods followed within delayed structures in order to develop employees' skills and abilities. *Legislation* seems to grow more and more detailed, especially with regard to the employer-employee-relationship. *Creativity* is seen as an integral part of self-management and self-development and is, within the concepts of delayed structures and *Opportunity Creation*, absolutely essential.

5.2 RE-ENGINEERING AND CHANGE MANAGEMENT

Definitions on these subjects vary. Re-engineering/restructuring/change can be defined as follows:

Frunzi et al (1992, p 246):

".....change is an alteration or modification of the existing environment."

Baron et al (1989, p 588):

"Alterations in the operations of organizations that are either planned or unplanned, and are a result of either internal or external influences."

Veldsman (1995) supports the definition of change by Stolovitch en Keeps (1992, p 82):

"Change is a three-step process: from the present state to the transition state to the future state."

Moses (1994) states that renewal entails the process by which the organization makes total and effective use of its human resources.

The management of change can be described as the coaching and consulting of the target audience, as well as the facilitation and performance of the change effort (Stolovitch et al, 1992, pp 83-84).

It consequently seems that change management may be defined in short as the changing of the status quo within the organization with the aim of establishing an ideal state.

5.2.1 Factors contributing to change

Different writers consider different factors, but most of them believe that change could result from both internal and external factors. Nadler, Shaw and Walton (1995, p 4) state that large changes usually result from some destabilizing event that has the ability to create a meaningful disproportion in the organization.

5.2.1.1 Internal factors

Change, to a large extent, starts with a conscious effort to change the manner in which the organization functions, or the nature of its business. Four factors are mentioned by Baron et al (1989, pp 563-568), namely:

- i. Changes in the products or services (planned change) on the basis of customer needs;
- ii. Changes in administrative processes (planned change) in order to improve efficiency;
- iii. Changes in demography of employees (unplanned change) like the “*Baby Boomers*” and women with children; and
- iv. Performance gaps (unplanned change) as a result of real performance not complying with expected performance.

Frunzi et al (1992, p 246) regard the following internal factors to be of importance:

- ◆ Organizational policies, procedures and rules;
- ◆ Employees’ attitudes and values;
- ◆ Leadership styles;
- ◆ Managerial policies and philosophies;
- ◆ Productivity;
- ◆ Profits and costs;
- ◆ Quality of working life;

- ◆ Resources; and
- ◆ Composition of working teams.

As early as 1972, Thomas and Bennis (1972, pp 214-215) noticed that an internal, more subtle and vague reason for change relates to man's historic search for self knowledge, to serve as reason to perform and fully utilize potential and opportunities.

5.2.1.2 External factors

Nadler et al (1995, pp 4-5) regard the following as external factors influencing change:

- i. A shift in the composition of the industry or the products' life cycle as a result of consumer requirements, in order to remain competitive;
- ii. Technological innovations like the computer;
- iii. Macro-economical tendencies and crises that can alter the basis of competition regarding current challenges;
- iv. Regulating and legislative changes which entail new and different approaches and strategies;
- v. Market and competitive forces, for example new competitors entering the market, the Global Market-place and the developing economical forces of third world countries; and
- vi. Growth as success in the competitive environment.

Other factors may include (Frunzi et al, 1992, p 246):

- ◆ Culture;
- ◆ Economic climate;

- ◆ World events;
- ◆ Dynamics of the population;
- ◆ Social values; and
- ◆ Legislation on taxes.

5.2.2 Types of changes

5.2.2.1 *Progressive and Discontinuous change*

Effective organizations are always implementing some form of change (structures, strategies, culture, etc.). Each step towards change is part of a process of continuous adaptation or improvement in order to solve problems and become more effective.

Progressive change occurs when initiatives are aimed at improving completed tasks or projects as well as the functioning of the organization. *Discontinuous change* takes place in times of instability and involves radical changes aimed at adapting to radical changes in the environment. This entails a complete change of all elements in the organization (Nadler et al, 1995, p 22).

5.2.2.2 *Reactive and Anticipative change*

According to Nadler et al (1995, pp23-24), reactive change occurs when an organization is forced to react immediately to environmental changes. Anticipative change, on the other hand, takes place when the organization reacts in anticipation of changes that may occur.

5.2.2.3 *Changes in organizational structures*

Changes to an organization's structure may be a way to address a need for change. The improvement and adaptation of rules, responsibilities and

procedures may be an effective way to manage change. This includes changes to the power structure. Span of control, departmental divisions, task awarding, procedures and policies are all aspects to be reconsidered (Baron et al, 1989, pp 570-571).

5.2.2.4 Changes in Technology

Baron et al (1989, p 571) hold the opinion that technological improvements can only lead to more effective task performance. These improvements may include new equipment or simply improved equipment.

5.2.2.5 Changes in People

Changes in people entail input from the organization with respect to their behaviour and conduct. The basic assumption is that the effectiveness of an organization is to a large extent, dependent on the people working in the organization. The extent of their motivation to achieve the organization's objectives and be paid for effective work, will be determinant to the organization's ability to change when necessary (Baron et al, 1989, p 571).

5.2.2.6 Down-sizing

Moses (1994) defines down-sizing as "*.....the process whereby organizations take surplus people out of the organization*". Guidelines for labour relations, such as to be just and fair, are applicable. This type of change should be handled with the greatest of care and should be carried out in accordance with the organization's needs and resources.

Zawacki, Norma, Zawacki and Applegate (1995) state that employees can value customers only when they themselves feel valued. Continual down-sizing will destroy morale and paralyze the organization. Employees' participation may

ensure that they feel valued and will have confidence in the organization again. This leads to employees' acceptance of the organization's mission, vision, strategic goals and tactical goals.

5.2.3 Paradigms

Veldsman (1995) states that the sales point of the process of change forms the core of the change management paradigm. In the traditional organization power plays a very important role. By bringing control to uncertainty, the organization actually decreases the uncertainties with which employees struggle.

Paradigm means pattern of thought, according to Sims and Lorenzi (1992, p 11). Renesch (1995, p 25) believes that a paradigm constructs a pattern, example or model which is meaningful within a society, but more specifically within the business environment.

A paradigm shift is therefore a break with tradition, old habits and old paradigms (Covey, 1992, p 29).

5.2.3.1 *Elements of paradigms*

According to Renesch (1995, pp 197-198), the following key elements are identifiable:

- i. Symbolic generalizations which trigger a fixed set of relationships and consequences in the mind;
- ii. A set of beliefs regarding specific reality models (preferred or permissible);
- iii. A set of fundamental values; and
- iv. A set of confusing solutions or models (binding ways to think or do).

5.2.3.2 *Shifting paradigms and perceptions*

Each person has different “roadmaps” in his/her head that may be divided into two categories, namely that of how things really are (reality) and that of how things ought to be (values). All observations are interpreted according to these and Covey (1992, p 24) states that the accuracy thereof is seldom doubted since these “maps” are accepted without question.

Covey (1992, pp 28-29) holds the opinion that conditioning has a powerful effect on perceptions and paradigms. These paradigms form the core of the attitudes and behavioural patterns influencing human interaction. A paradigm shift may create a feeling of “Aha!” seeing that aspects are viewed in a different way. This action of changing or breaching traditions and old ways of thinking and doing, suggest a paradigm shift. It is clear that paradigms have a powerful role to play in people’s lives, but the shifting of such paradigms may also entail a powerful deed.

Koopman, Nasser and Nel (1987, pp 100-103) indicate that productivity is one of the eight success factors in any organization and a positive attitude towards the organization and its objectives lies behind the best efforts. Productivity can be damaged by perceptions of a lack of ownership and commitment, which can lead to decreases in quality and productivity. The authors suggest that organizations should try to involve employees in the functionality of the organizations. Participation down to the lowest level is not just an altruistic or idealistic idea, but also an acknowledgement that this is the only way to change an organization.

5.2.4 Phases in the process of change

Change can be seen as a three-step process (Stolovich et al, 1992, p 82):

- i. From the current status;
- ii. Via the transformation;
- iii. Towards a future state.

Stolovich *op cit* (p 225) believe that effective change requires effective sponsors. These sponsors (normally the Managing Director of the organization) provide the reasons as well as the resources needed for the process of change. The phases are said to be the following:

Step 1: Awareness

Information is gathered and come to terms with, if a clear need for change is shown.

Step 2: Insight

Insight concerning which changes are necessary, as well as how the process of change is going to take place, is acquired.

Step 3: Acceptance

All agree that change is needed not only at a personal level but also organization-wide.

Step 4: Commitment

Employees begin to participate in the process and actively support it.

Step 5: Design

The changes that will make the organization more effective are designed.

Step 6: Implementation

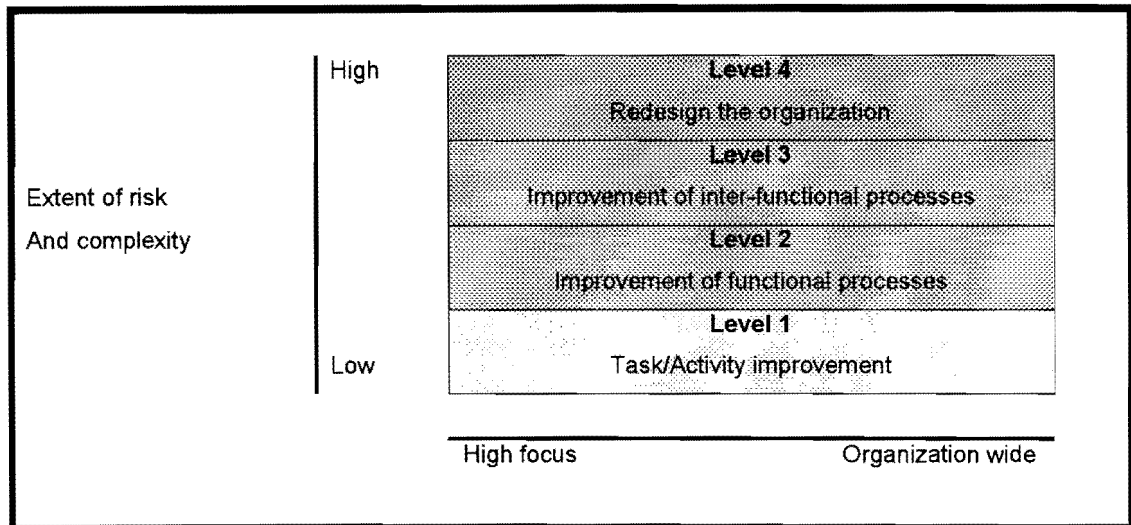
Changes are implemented and all problems that occur are solved.

Step 7: Internationalization and Adoption

Changes are seen as a way of life and not as something new.

According to Marchard (1995) it is necessary to differentiate between four levels of change, as explained in Figure 5.1.

Figure 5.1: The extent and complexity of change.



(Source: Marchard, 1995)

The *first level* emphasizes the improvement of specific tasks and is probably the oldest form of process redesign. The *second level* involving re-engineering focuses on the redesign of the business processes of a whole department. The *third level* entails the redesign of inter-functional processes. Organizations attempt to delayer their structures in order to redesign functional responsibility and to switch from a departmental culture to a process-focused culture. The *fourth level* implicates the redesign of the organization and its activities. New products or services must be implemented, the corporate culture must change and customer relationships must be redefined.

5.2.5 Models regarding change

5.2.5.1 Model B

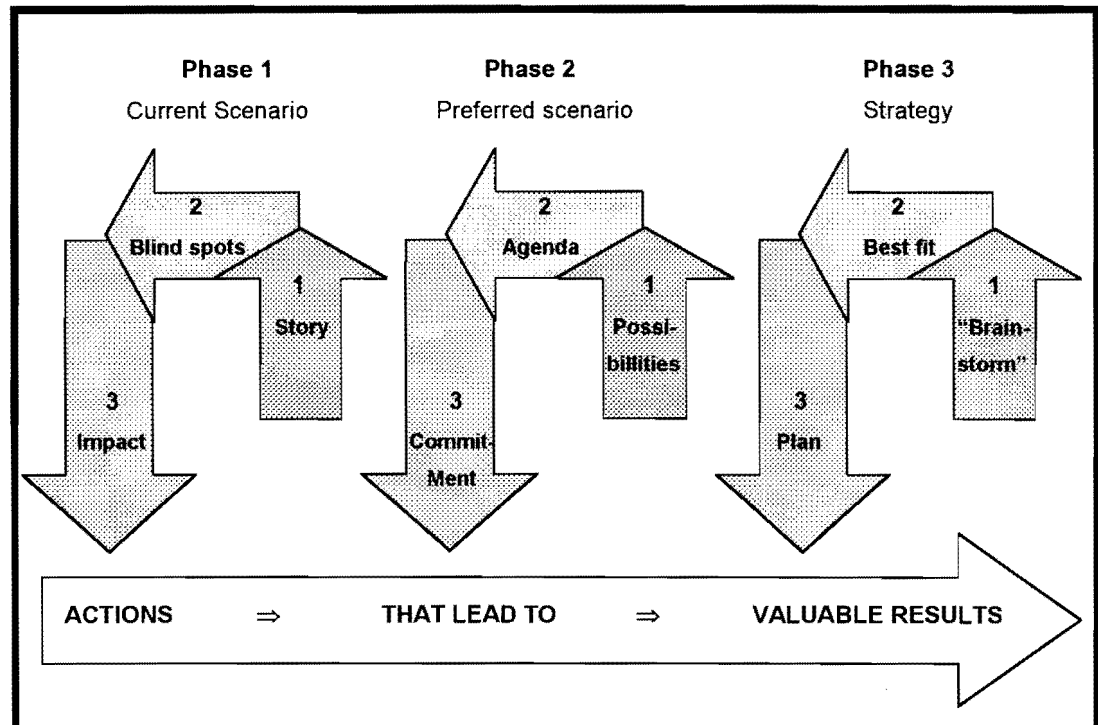
Model B entails three phases, which is supported by a prerequisite for action from the start by means of objective-orientated behaviour (Egan, 1993, pp 137-140):

During *phase one* the current scenario is assessed by means of questions concerning current circumstances, current problems and challenges and opportunities to be exploited. *Phase two* involves creating a preferred scenario

comprising the expected set of results. Action strategies are developed during *phase three*, in order to move from the current to the future or preferred state.

Figure 5.2 entails a schematic proposal of the phases and steps that form part of Model B. It is important to remember that result-driven actions should form part of the process of change from day one right up to the end.

Figure 5.2: The phases of Model B.



(Source: Egan, 1993, p 163)

Change also has a negative side, which essentially involves five categories, namely (Egan, 1993, pp 140-146):

- i. Organizational disorder, which should be assessed in order to ensure that it has relevancy to the change taking place;
- ii. The peculiarity of individuals, that leads to different reactions towards change – from sabotage to collaboration;

- iii. The organization's social system, which may be affected by change in such a manner that established relationships and production efficiency are overturned;
- iv. Organization politics, that could also be influenced seeing that change (including changes in power structures, new ideas and reallocation of resources) can be turned into a political game; and
- v. Organizational culture, that may be opposed to or supported by change.

5.2.5.2 Organizational development

Organizational development techniques may be utilized for the implementation of change. All the important techniques attempt to produce a type of change – in employees, work groups and/or the whole organization. Baron *et al* (1989, pp 576-584) describe six techniques, namely survey feedback, sensitivity training, team building, network training, programs on quality of work life, and management by objectives.

i. Survey feedback

In order to bring about effective organizational changes, employees need to have insight into the strengths and weaknesses of the organization. Information should therefore be shared.

ii. Sensitivity training

Sensitivity training is a method where using face-to-face groups in order to allow individuals to gain self-insight by means of interactive experiences.

iii. Team building

Team members analyze their work methods and teamwork and plan on improving this. An improvement in the effectiveness of work teams has a direct impact on the success of the organization, seeing that these teams

form the cornerstone of the organization. Change should therefore be aimed at teams rather than individuals.

iv. *Network training*

The objective of network training is the long-term improvement of the effectiveness of the organization and its management. Improvement in both task and people orientations are proposed by means of a network grid, which can be used to assess current managerial orientation as well as to rectify it by means of training.

v. *Programs on quality of work life*

These programs concern the humanization of the workplace. Circumstances should be such that they promote employees' motivation, satisfaction and commitment. Programs should be aimed at changing just this. Participation by employees regarding decisions concerning their jobs is recommended. These programs could include actions such as job enrichment, job enlargement and quality circles.

vi. *Management by objectives*

It is essential to the success of the organization that every employee has specific, clear, spelt-out objectives. To ensure achievement of the set objectives action plans ought to be drawn up. Turner (1995) supports this when he says: "*You need specific quantitative goals for performance improvement. You need assigned accountability for achieving those goals. You need a clearly scoped out set of implementation projects with milestones and responsibilities. You need regular meetings at which people explain to senior management how they have progressed against plans and targets.*"

5.2.5.3 *The Greiner model*

This model predicts organizational changes and consists of five phases (representative of the different types of changes). Frunzi et al (1992, pp 251-253) explain them as follows:

Phase 1: Growth through creativity

Every organization has a starting point where intense creative growth took place under the leadership of the founder. Leadership is therefore very important.

Phase 2: Growth through direction

This entails formal structures involving policies, procedures, rules and regulations.

Phase 3: Growth through delegation

In order to discourage autonomy, power can be delegated and decentralized.

Phase 4: Growth through coordination

The re-establishment of policies, procedures, rules and regulations takes place to maintain order.

Phase 5: Growth through cooperation

A more flexible structure is needed, especially one aimed at teamwork, interaction and cooperation.

It is important to notice that one phase may address problems arising from the previous phase.

5.2.5.4 Quality programs

Mastenbroek (1993) states that the improvement of quality work is aimed at achieving better results and a higher quality in interpersonal relationships. The essence of quality programs lies in Top management's establishing a clear strategy and maintaining progress. A three-step plan may be utilized:

Step 1: Formulating strategy

A basic document containing the vision and mission of the organization should be made available to every employee and serve as a point of discussion at meetings. The concept of quality forms the core value or critical success factor. Employees should accept these values in order to be more involved in the process.

Step 2: Action plans

Mastenbroek (1993) holds the opinion that *"it cannot be emphasized strongly enough that line managers should take responsibility for the further elaboration of the general outline, which means that they develop plans of action for ways in which they intend to improve quality and strengthen a customer orientation"*. Important aspects include:

- ◆ Visibility of a positive orientation towards quality and customers;
- ◆ Removal of obstacles in the way of a positive orientation towards quality and customers; and
- ◆ The quality of communication.

Step 3: Implementation and improvement

Implementation alone is not adequate and improvement over time is essential to success. A few rules are applicable:

- ◆ Responsibility for failures and successes must be accepted without blaming anyone else for the failures;
- ◆ Set values must be implemented;
- ◆ Professional behaviour and experience is needed to gain insight into customer needs; and
- ◆ The quality of communication is determinant to acceptance and trust.

5.2.5.5 Project management

Normally line and staff functions are combined in order to solve certain problems within the organization. It is therefore important to group inter-functional employees together in one project team. Turner (1995) summarizes the selection of team members as follows: *"In selecting your team leaders and members, seek excellent strength of character, diversity of perspectives and throw in somebody who is a little crazy to help with the visioning"*.

5.2.5.6 Technological carting

Stolovitch et al (1992, pp 667-668) describe this as a principle according to which managers meet individually and with their teams in order to draw up a five year plan for their business unit. These plans make it possible to identify the technology needed to implement the action plans. On the basis of these technological plans the manufacturing processes can be identified, as well as expectations of human performance.

5.2.6 Reasons why re-engineering fails

The following is a list of the most common errors that cause organizations to fail at re-engineering. Avoiding them could help organizations get it right (Hammer and Champy, 1994, pp 201-213). These errors include:

- ◆ Try to fix a process instead of changing it;
- ◆ Don't focus on business processes;
- ◆ Ignore everything except process redesign;
- ◆ Neglect people's values and beliefs;
- ◆ Be willing to settle for minor results;
- ◆ Quit too early;
- ◆ Place prior constraints on the definition of the problem and the scope of the reengineering effort;

- ◆ Allow existing corporate cultures and management attitudes to prevent reengineering from getting started;
- ◆ Try to make re-engineering happen from the bottom up;
- ◆ Assign someone who doesn't understand re-engineering to lead the effort;
- ◆ Skimp on the resources devoted to re-engineering;
- ◆ Bury re-engineering in the middle of the corporate agenda;
- ◆ Dissipate energy across a great many re-engineering projects;
- ◆ Attempt to re-engineer when the CEO is two years from retirement;
- ◆ Fail to distinguish re-engineering from other business improvement programs;
- ◆ Concentrate exclusively on design;
- ◆ Try to make re-engineering happen without making anybody unhappy;
- ◆ Retreat when people resist changes related to re-engineering; and
- ◆ Drag the effort out.

5.2.7 Resistance to change

Resistance originates when people are informed of a change before acceptance has a chance to set in. This action may lead to either positive or negative perceptions amongst employees. The latter creates a resistance that systematically moves from immobilization through denial, anger, negotiations and depression, to eventual acceptance (Stolovitch *et al*, 1992, pp 82-83).

5.2.7.1 Factors of resistance

Different factors may lead to resistance on the part of both the individual and the organization. Baron *et al* (1989, p 574) and Frunzi *et al* (1992, pp 253-255) describe the following individual factors:

- i. Economic insecurity regarding the employees' life existence with a secure job;
- ii. Fear of the unknown when moving from a current well-known environment;

- iii. Threat to social relationships, as strong long-term relationship might be ended or altered as a result of the change process;
- iv. Habits creating security are taken away and new things have to be learned;
- v. Failure to recognize the need for change can influence and strengthen perceptions;
- vi. Inconvenience may step in as new things have to be learned;
- vii. Fear of a loss of work security, since change is seen as a threat;
- viii. Selective perceptions, meaning that people only see and hear what they want to;
- ix. Resentfulness about the manner in which the change was announced; and
- x. Fear of failure.

Various factors inherently part of the organization can also contribute to resistance and can be summarized as follows (Baron et al, 1989, pp 574-575):

- i. Structural indolence directing the performance of employees, according to which they are expected to perform in a certain manner;
- ii. Work group indolence resulting from changes disrupting the established normative expectations;
- iii. Threats to existing power balances as the changes may overwrite the current power structure; and
- iv. Failure of previous attempts at change.

5.2.7.2 Methods to overcome resistance

It is important to remember that not everyone shares the enthusiasm for a new idea. Charney (1994, p 33) suggests that managers could take the following actions to reduce resistance:

- i. Management ought to show their commitment in meaningful ways;
- ii. Commitment of employees and reasons for resistance must be investigated;
- iii. Problems resulting from this should be addressed as soon as possible;
- iv. Support and encouragement (even when mistakes are made) must be a continuous effort;
- v. As much relevant information as possible should be made available;
- vi. Involve employees with identifying methods to demonstrate commitment;
- vii. Negotiate specific, measurable and realistic objectives that can be used to assess employees' commitment; and
- viii. Support the processes they undergo to eventually accept and commit.

5.2.8 Managing change

Seeing that any organization is a combination of individual inputs, each and everyone has a role in achieving organizational objectives and promoting a healthy organizational climate. Managers and supervisors cannot effectively handle changes on their own. Employees in a healthy environment are more committed to:

- ◆ Organizational objectives and improvement;
- ◆ Expect access to information; and
- ◆ Share their ideas and proposals in a free manner.

If managers are able to create a positive organizational climate, it will help the organization in a way that can only lead to continuous organizational success (Frunzi et al, 1992, p 249).

“The real challenge for management is how to make it happen: how to start, how to sustain the effort; how to keep it on track, and how to build momentum” (Stolovitch et al, 1992, p 229).

Change represents a vehicle for continuous improvement and should be seen as an opportunity rather than a threat. The management and implementation of change are skills important to leaders in any organization.

5.2.9 Employees’ participation in the process of change

As soon as group participation is encouraged it may lead to feelings of teamwork, responsibility and commitment. The biggest benefit is lower resistance and therefore a healthy climate can be created by means of knowledge and insight (Frunzi et al, 1992, p 256). The following benefits and disadvantages can be mentioned, as set out in Table 5.1:

Table 5.1: Benefits and disadvantages for employee participation.

Benefits	Disadvantages
<ul style="list-style-type: none"> ◆ Participation increases commitment; ◆ Where resistance is visible, obstacles can be removed; ◆ Employees can identify problem areas as well as solutions themselves; ◆ Employees are in close contact with the problems brought about by change; ◆ Involvement leads to an "us"-attitude amongst employees; and ◆ Participation enhances the acceptance of changes. 	<ul style="list-style-type: none"> ◆ Participation takes time; ◆ Participation leads to differences and more conflict; ◆ Participation creates the possibility that shortsighted inputs may be implemented; ◆ Employees don't have the whole picture; ◆ It is managers' and supervisors' responsibility to make change happen; and ◆ Participation by employees restrains quick reaction to environmental changes and insecurities.

(Source: Frunzi et al, 1992, p 260)

5.2.10 Success factors pertaining to change

A few factors may be associated with successful change, namely (Turner, 1995):

- i. Proof of heights achieved, regarding, for example, service and production time;
- ii. Undertaking of only a few re-engineering projects at a time;
- iii. Speedy implementation of projects;
- iv. Learning from previous experiences regarding re-engineering; and
- v. Not implementing totally new technologies.

5.2.11 Implementation of change

The core of this study has to do with ensuring the effective and successful implementation of change regarding career planning within delayed structures, namely *Opportunity Creation*. Taking into account all the above-mentioned aspects regarding change, there are a few aspects specifically regarding the implementation of the change process, which should be highlighted.

All too often it happens that change efforts are unsuccessful. There could be several reasons for this, but according to Schneider, Brief and Guzzo (1996) it could be related to one specific reason: that changes introduced failed to alter the fundamental psychology or "feel" of the organization. It is this "feel" that directs and motivates employee efforts. Without changing the psychology, there can be no sustained change. Aspects such as changes in hierarchy, technology and communication networks are effective only to the degree that these structural changes are associated with changes in the psychology of employees.

The concept of Total Organizational Change (TOC) is aimed at not only introducing but also sustaining change, and these organizational change efforts may be best

understood by means of the climate and culture lenses. This effects the psychology of every person in an organization by simultaneously effecting multiple policies, practices, procedures, rewards and other features of multiple functions, units and the levels of an organization. In order to implement TOC, ways to create the kind of climate and culture required for sustained change should be considered (Schneider et al, 1996):

i. Ensure that the organization is prepared to handle a major organizational change. The following questions must be asked:

- ◆ Is employee morale high?
- ◆ Does management have a track record of successfully implementing major changes?
- ◆ Is management known for confronting tough decisions and sticking to difficult courses of actions?

If the answers are negative, then re-think moving ahead with a proposed TOC, and direct efforts at getting one's "organizational house" in order.

ii. Be aware that proposed TOC's incongruent with existing organizational climate and culture require tremendous amounts of time and effort. Analyze the proposed change in terms of the four dimensions of climate:

- ◆ The nature of relationships;
- ◆ The nature of hierarchy;
- ◆ The nature of work; and
- ◆ The focus of support and rewards.

Try to understand, in advance, the effort required in order to change each of these four dimensions of climate. If the customer is the ultimate focus, ensure that all levels of functions have identified who their customers are, and that they understand their links to the end-user customer.

iii. Plan the TOC in as much detail as possible. Communicate that plan widely, and put the action to the word. Begin by specifying, in writing, the goals of the change. Follow up the goals with written systems and procedures for implementation. Follow the written procedures by support systems and

rewards that implement the goals. Remember that implementing only technical or only social systems will produce incomplete results.

- iv. Pay particularly close attention to the organization's reward systems, in order to ensure that employees are focusing their energies and competencies on implementing and sustaining the change. Determine which specific behaviours need to be rewarded. Plan to link monetary and non-monetary rewards to the specified behaviours.
- v. Recognize that, if the change is to be sustained, resources for maintenance as well as implementation must be allocated. It is also necessary to regard the cost of periodically training personnel in order to reinforce the change as an essential budget item.
- vi. Monitor the effectiveness of the TOC. Recognize adjustments that may have to be made as the process takes its course. Do not assume that the process of change could not be abandoned at some stage.

These techniques work because they convey strong messages to employees, both about how the organization will change the way it functions and about the new focus of the organization. Top management is responsible for culture and climate and thus for the degree to which the TOC is implemented and sustained (Schneider *et al.*, 1996). Their commitment to the changes is therefore essential.

There is, however, no magic formula for changing traditional organizations to high-performance ones. According to Lawler (1997) there are some general guidelines that can increase the prospect of success:

- ◆ Find and ensure compelling business reasons for change;
- ◆ Leaders must guide the change;
- ◆ Take a long-term view of the process of change;
- ◆ Create a climate of continuous change;
- ◆ Avoid fads;
- ◆ Focus on the way change is headed and the points it covers;
- ◆ Don't wait for heroes;

- ◆ Avoid corporate anorexia due to excessive down-sizing;
- ◆ Replace down-sizing with a growth strategy; and
- ◆ Delay, don't down-size.

5.3 BROAD BANDING

5.3.1 Definition

According to Kruger (1997, p 10), broad banding can be defined as the process of decreasing job grades and simultaneously broadening salary bands in order to create a delayed structure with greater flexibility and dynamics.

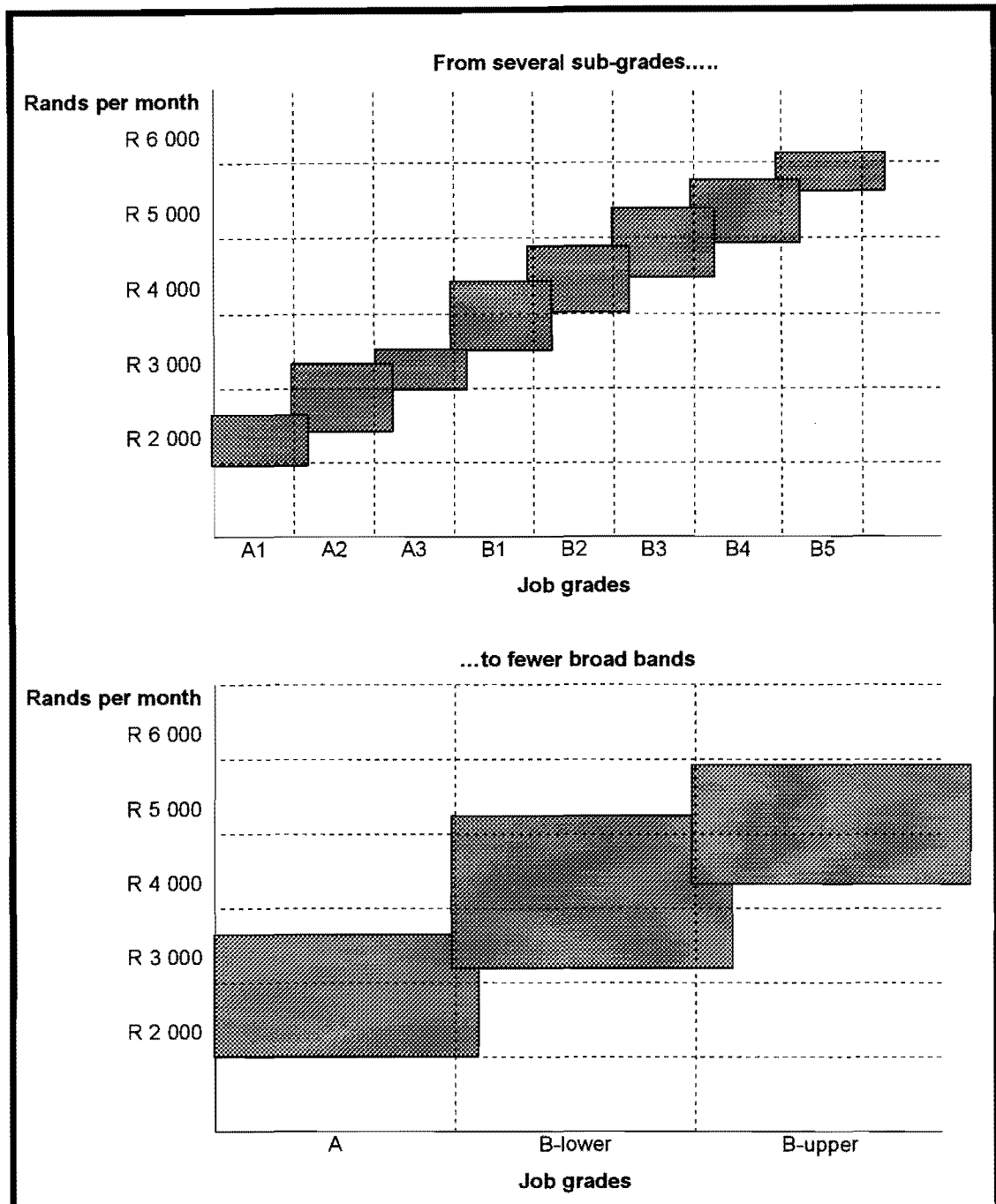
Bussin (1995) states that, during the process of broad banding, hierarchies are exfoliated and individuals functioning on the same level are encouraged to work as a team. Payment is based on acquired skills, individual value and performance, and not on an artificial differentiation between jobs. Graphically, broad banding can be depicted as set out in Figure 5.3.

5.3.2 Reasons for broad banding

Kruger (1997, p 76) states that the main reason for implementing broad banding is the need to create the necessary flexibility in work practices and pay systems (especially the administration thereof). If the reasons which Bussin (1997) provides are combined with those maintained by Kruger (1997, pp 76-77), they may be summarized as follows:

- ◆ Multi-skilling, where sub-grades lose meaning;
- ◆ Work (re)design and team work;
- ◆ The need to have a flexible pay system;
- ◆ Aligning with customer expectations of empowered "front line" employees;
- ◆ Union demands;
- ◆ The need for higher quality;

Figure 5.3: The concept of broad banding.



(Source: Bussin, 1997)

- ◆ Supporting organizational change;
- ◆ Increasing competitiveness;
- ◆ A decrease in administrative time spent on job evaluation systems;
- ◆ Encouragement of employees to change from vertical career progress to horizontal career development;
- ◆ Greater flexibility for the organization as a whole;
- ◆ Supporting organizational culture; and
- ◆ Promoting delayed structures.

5.3.3 Implementing broad banding

According to Bussin (1995 and 1997), there is no “best way” of implementing broad banding. However, the following steps seem useful when embarking on the process:

Step 1: Form a steering committee

Try to make the committee as inclusive as possible. The members should have decision-making powers and very little reason to embark on extensive mandating.

Step 2: Develop a business case

Build a case that supports the “bottom line” and have answers to the question “Why?”.

Step 3: Robust job (re)design

Restructure work along re-engineering principles and flow of work processes. Get buy-in from employees.

Step 4: Develop skills matrices/competency standards

These should be developed to dovetail with and underpin new jobs. Standards are crucial and often form the backbone of this step.

Step 5: Skills audit

Carry out a comprehensive skills audit regarding current employees, and identify gaps. This will assist with the development of training needs and writing the rules as to who goes first.

Step 6: Pay/Grades

Develop pay/grade solutions for the new structures and decide on the extent of broad banding that is required. Choose the best pay system to reward the acquisition of skills.

Step 7: Calculate actual cost implications

Close the loop back to step two, the business case, as this is the point where the steering committee has to decide whether or not to go ahead with broad banding.

Step 8: Develop policy guidelines

This step encompasses the “rules of the game” that typically determine eligibility regarding issues such as who gets trained first, transfers and new equipment.

Step 9: Develop training manuals

Multi-skilling and flexible work practices place tremendous pressure on the Human Resources development department. Be proactive in order to handle the demand.

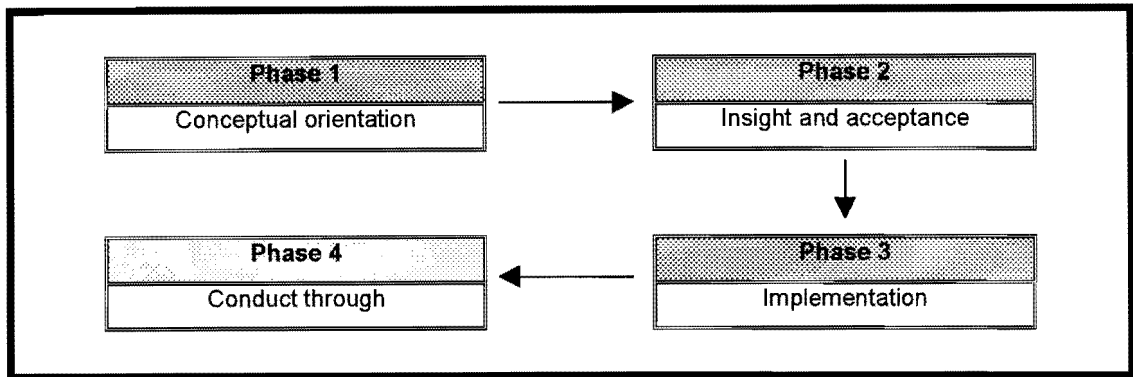
Step 10: Monitor effectiveness and track

Track several performance measures (e.g. labour, financial, production) from where they are now to where you want them to be as a result of the transformation

Throughout all these steps, communication is vital.

Kruger (1997, p 139) suggests an implementation process, as set out in Figure 5.4.

Figure 5.4: An implementation model for broad banding.



(Source: Kruger, 1997, p 139)

5.4 LEADERSHIP

As explained in the discussion on Change management, leadership - especially transformational leadership - forms a vital part of any successful implementation of change. Within the delayered structure the formal management structures no longer exist, and this makes it even more essential to have leaders instead of managers in the organization.

5.4.1 Definition

There are various definitions of leadership:

Transforming leadership involves vision, planning, communication and creative action focused on a set of clear values and beliefs. This type of leadership has a positive unifying effect on a group of people striving towards a clear set of measurable goals. The transforming approach simultaneously impacts on the personal development and corporate productivity of all involved (Anderson, 1992, p 37).

Leadership is an interpersonal process by which a leader guides the activities of individuals or groups by means of communication, bringing about an objective pursuance of the set goals within a certain situation (Gerber et al, 1988, p 287).

According to Charlton (1993, pp xxii-xxiii), leadership concerns attitude and behaviour that empower people to go the extra mile towards creating an environment where they are willing, able and allowed to fully live their potential.

5.4.2 Leadership vs. Management

The leadership approach is built on a solid basis of history and reason supposed to be objective and value free (Bergquist, 1993, p 107). The terms “leader” and “manager” are miscible within modern leadership theories. The emphasis falls on the development of policies and procedures that enable people to exercise power in a suitable and effective way. According to new theories, power ought to be based on the availability of applicable skills and attitudes instead of ownership of the organization or the holding of a formal position. Table 5.2 explains the difference between a leader and a manager.

Table 5.2: Leadership vs. Management.

Category	Management	Leadership
Change	<ul style="list-style-type: none"> ◆ Peace makers – maintain things, led by things that are necessary and desirable ◆ Administer 	<ul style="list-style-type: none"> ◆ Pace-maker – create future, foster change ◆ Change manner in which people think about things that are desirable, possible and needed ◆ Innovation, development
People	<ul style="list-style-type: none"> ◆ Rely on systems 	<ul style="list-style-type: none"> ◆ Rely on people
Attention	<ul style="list-style-type: none"> ◆ Do things right 	<ul style="list-style-type: none"> ◆ Do the right things
Planning	<ul style="list-style-type: none"> ◆ Think about today 	<ul style="list-style-type: none"> ◆ Strategic – day after tomorrow
Thoughts	<ul style="list-style-type: none"> ◆ Focus on the present ◆ Focus on getting things done ◆ Events (reactive) 	<ul style="list-style-type: none"> ◆ Vision of the future – strategies to get there ◆ Systems thinking (generative)
Change	<ul style="list-style-type: none"> ◆ Retrogression, first order change 	<ul style="list-style-type: none"> ◆ Fundamental, second order change

Table 5.2: (continued)

Category	Management	Leadership
Role	<ul style="list-style-type: none"> ◆ Brought about, implementation ◆ “You serve me” 	<ul style="list-style-type: none"> ◆ Influence, guidance, insight into reality ◆ “I serve you/others”
Attitude toward objectives	<ul style="list-style-type: none"> ◆ Impersonal, passive attitude ◆ Objectives born from a need ◆ Reactive to changes ◆ External locus of control ◆ Expectations (“You owe me”) 	<ul style="list-style-type: none"> ◆ Active approach to objectives ◆ Influence organization ◆ Internal locus of control ◆ Acting out personal choice and responsibility for change ◆ Aspirations (“I can create”)
Meaning	<ul style="list-style-type: none"> ◆ React to meaning 	<ul style="list-style-type: none"> ◆ High level of personal meaning ◆ Manage and create meaning
Work	<ul style="list-style-type: none"> ◆ Rely on planning and budget ◆ Survival instinct dominates need for risks 	<ul style="list-style-type: none"> ◆ Prepared to trust others, excitement, risk ◆ Trust key person's judgment ◆ Focus on meaning as basis of motivation
Interpersonal	<ul style="list-style-type: none"> ◆ Low level of emotional involvement ◆ Task orientated ◆ Blame others 	<ul style="list-style-type: none"> ◆ Ability to show/have empathy – send and receive messages ◆ Creators of trust ◆ Accept responsibility ◆ Humanity in organizations
Self insight	<ul style="list-style-type: none"> ◆ See self as conservative regulator of existing orders with which can be identified 	<ul style="list-style-type: none"> ◆ Self insight is independent on membership, working roles or social identity factors ◆ Seek opportunities for change
Motivation	<ul style="list-style-type: none"> ◆ Threat – “Big sticks” ◆ Rewards – “Carrots” 	<ul style="list-style-type: none"> ◆ Intrinsic motivation ◆ Create objective and hope
Power	<ul style="list-style-type: none"> ◆ Win/Lose orientation ◆ Depend on control 	<ul style="list-style-type: none"> ◆ Expandable “pie” orientation ◆ Give power to gain power ◆ Depend on trust

(Source: Charlton, 1993, pp 25-27)

It is necessary to note that leaders ought to think and act in a humane way – a vital component of any change process because of its direct impact on the employees of the organization. The impact can be linked to aspects such as job grade, reward systems, delayed structures with its implications on career planning, etc.

Leaders create the future, and organizational survival depends on their ability to optimize and empower the available human resources (Charlton, 1993, pp 8-9).

5.4.3 The leadership environment

The leadership environment, according to Bennis and Nanus (1985, pp 6-12), can be divided into three categories, namely commitment/ownership, complexity and credibility.

a) *Commitment/ownership*

Leaders must be able to instill vision, a feeling of meaningfulness and trust in their followers. Leadership remains the key factor regarding the promotion of human resources, irrespective of the type of organization.

b) *Complexity*

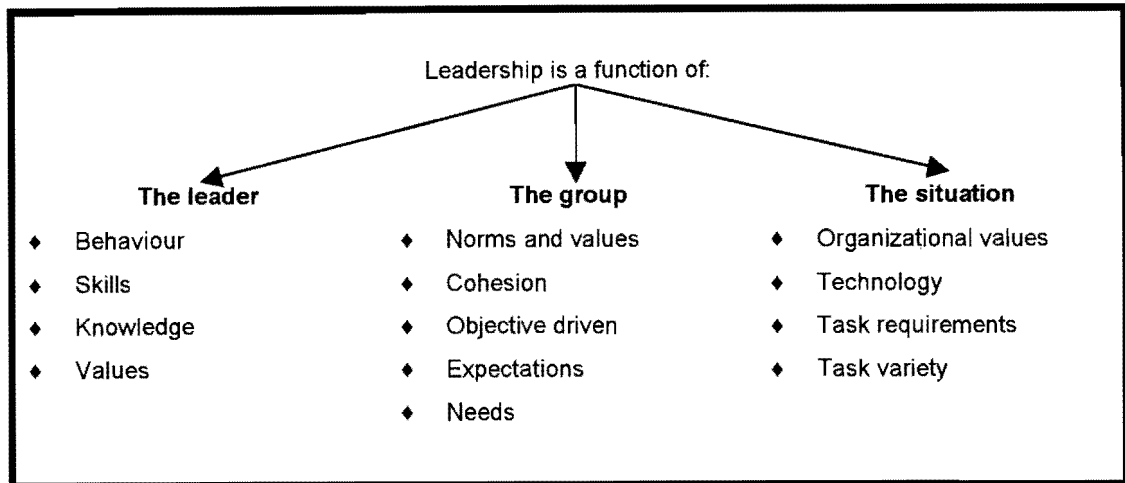
The make-up of the organizational environment is currently quite complex, filled with confusion, ambiguity, ironies, paradoxes and contrasts. Linear information and thoughts, combined with leisurely strategies, will not resist the turbulence of the current business climate.

c) *Credibility*

Credibility is seen as very important and leaders are under scrutiny as never before. Attention to welfare, social services, health, education and the environment implies consulting groups, government regulations, organized consumer groups and unions. Everyone questions power and people in power have to act carefully.

Leadership is a process influenced by three variables – the leader, the follower and the situation. The interaction between these (as set out in Figure 5.5) determines the type of leadership exercised in a specific situation. Gerber *et al* (1988, p 307) explains leadership as a function of these three elements.

Figure 5.5: The variables influencing leadership.



(Source: Gerber *et al*, 1988, p 307)

5.4.4 Leadership and change

A leader tries to manage and facilitate change rather than see it as a threat to the *status quo*. The external environment changes so quickly that managers are always trying to keep up and lead employees to accept change and integrate it into their lives (Sims *et al*, 1992, p 300).

Sometimes, change is forced on employees because leaders are not satisfied with the *status quo* and develop an internal drive and initiative to move on. Johnson (1993, pp 221-227) regards the following aspects as important to leadership and change:

- ◆ Leaders should be aware of the boundaries of their power and responsibilities;
- ◆ Leaders should realize that change may take place in four instances, namely when starting a new job, after receiving training regarding new capabilities/skills, while coming to terms with new technology and when external forces impact on the organization;
- ◆ Suggestions regarding change may come from quality groups, individuals or performance teams, but the decision to change is the leader's;
- ◆ The leader should be prepared to address the benefits, problem areas, required resources, extraordinary needs and training needs;

- ◆ Leaders ought to implement the changes as if they agree on and support the actions;
- ◆ Leaders involve followers in decision-making, in order to cultivate enthusiasm and commitment;
- ◆ Leaders must possess confidence and the courage to make decisions and implement changes;
- ◆ The leader should continuously work on creating rapport throughout the power hierarchy;
- ◆ Leaders continuously show a positive attitude and enthusiasm;
- ◆ Leaders are doers with a high level of commitment and bondage;
- ◆ Leaders are empathic towards the needs of their teams;
- ◆ Leaders cannot allow anything to stand in their way regarding the performance improvement efforts of their teams;
- ◆ Leaders see hurdles as opportunities; and
- ◆ Leaders get consensus from employees regarding objectives and change.

5.4.5 Characteristics of leaders

Charney (1994, p 90) enhances the following characteristics of an effective leader:

- ◆ Possesses vision that he/she can communicate clearly;
- ◆ Is consistent regarding values and principles;
- ◆ Expects others to do things he/she is able and willing to do him/herself;
- ◆ Is not threatened by the competency of others;
- ◆ Enjoys helping others to develop into leaders;
- ◆ Does not betray trust;
- ◆ Is bent on action;
- ◆ Informs people of their progress and performance;
- ◆ Is flexible and adaptable;
- ◆ Is human;
- ◆ Likes challenges;
- ◆ Focuses on the future and is open to new ideas; and
- ◆ Handles people as individuals.

Sims et al (1992, p 296), Koopman et al (1987, pp 145-146) and Pegg (1994, p 2) contribute to the list:

- ◆ Charisma;
- ◆ Care;
- ◆ Commitment;
- ◆ Consistency;
- ◆ Communication;
- ◆ Skills;
- ◆ “just a little bit crazy”;
- ◆ Customer and employee orientated;
- ◆ Internal focus of control;
- ◆ Pro-active;
- ◆ Role modeling;
- ◆ Positive; and
- ◆ An orientation towards self-management.

5.4.6 Key aspects of leadership

Charlton (1993) regards the following aspects to be of great importance to effective leadership:

- ◆ Attention through vision;
- ◆ Meaning through communication;
- ◆ Trust;
- ◆ Self-management and discovery; and
- ◆ Empowerment.

5.4.6.1 *Attention through vision*

Vision is defined as follows:

"Vision is a broad qualitative statement of what the organization will be like in the future.....an image of a future state that is realistic and compelling and better than the present state." (Nadler et al, 1995, p 73, p 194)

"Vision is simply a picture, target or goal of the future that is realistic, credible and consequently better than the present." (Charlton, 1993, p 47)

Members of Top management ought to create a vision involving the whole organization, which entails long term decision making regarding the niche market of the organization. Organizational and business strategies originate from this general vision. Lower levels of management focus on the interpretation of the vision by the employees (Sims et al, 1992, pp 298-299).

Charlton (1993, pp 49-51) states that a positive vision of the future is one of the most important motivators to stir people into action. The prospect of an attractive future motivates people and enables them to find their own place within the organization. It also focuses employees in the general direction the organization is taking and brings their energies in line with the organization's ultimate goal. In order to achieve this, however, a vision should be communicated widely and in full.

The vision should be described in terms of reachable objectives and supported by the necessary action steps. Responsibility areas must be assigned in accordance with the objectives for departments and teams, as well as personal objectives. Ownership and commitment is important when striving to achieve these objectives (Pegg, 1994, p 129).

5.4.6.2 *Meaning through communication*

There are four components of communication that should be understood and carried into effect, namely transmitting and receiving, translating and following up with regard to the applicable/discussed action. Johnson (1993, p 290) states that unorganized communication and hasty instructions create an illusion of meeting targets. Confusion is obstructive to performance and instructions ought to be clear and simple, furthermore, insight should be tested.

A leader ought to be capable of communicating clearly in order to motivate team members to achieve the goal set by/for the team. The clarity of a shared vision is a critical, fundamental corner stone of the success of groups and organizations. When a vision is made visible by means of posters, newsletters and slogans, it may contribute to establishing the vision amongst employees. In order to create meaning, the following may be done:

- i. Involve all employees in clarifying or even creating the goal or vision statement;
- ii. Ask employees to share their reservations and enthusiasm and so test for clarity; and
- iii. Ask for visible and verbal commitment in front of other employees.

To believe in a dream is not enough and according to Walt Disney:

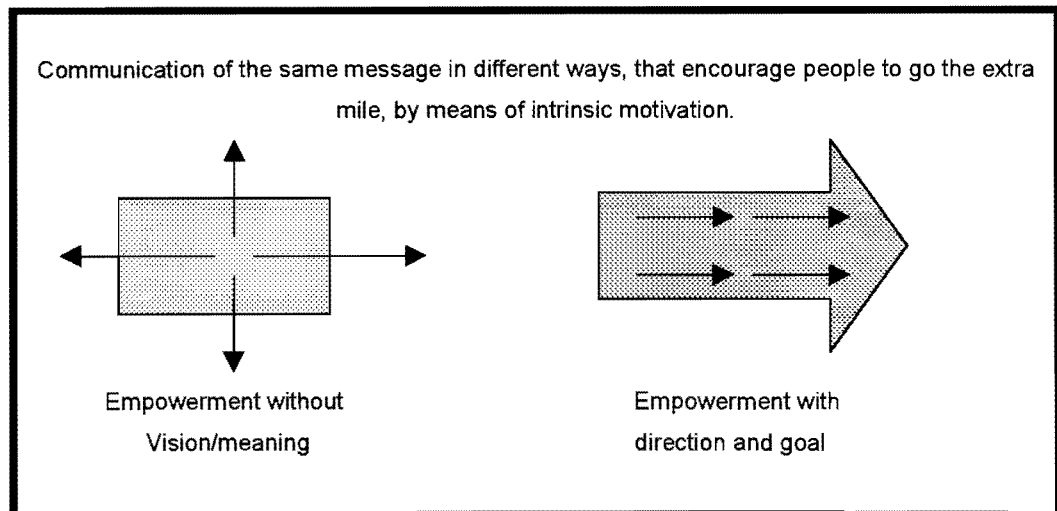
“If you can dream it, you can do it”.

Communication is essential for realizing any dream. Employees must recognize and understand in order to establish identity. Communication should therefore not merely consist of information or facts, but include a personal presentation by the leaders in the organization, in order to prevent ambiguity and obscurity. Meaning is aimed at people's thoughts, that prepare them for what must be done. Thoughts challenge old opinions by suggesting

new directions and visions. “Know why” must be established before the facts and methods of “Know how” can be conveyed (Bennis et al, 1985, pp 33-43).

One of the fundamental motivational forces regarding employees is finding meaning in life (personal and organizational). Charlton (1993, p 64) sees intrinsic motivation as the only method which will activate employees to walk the extra mile, as explained in Figure 5.6.

Figure 5.6: The management of meaning through communication.



(Source: Charlton, 1993, p 64)

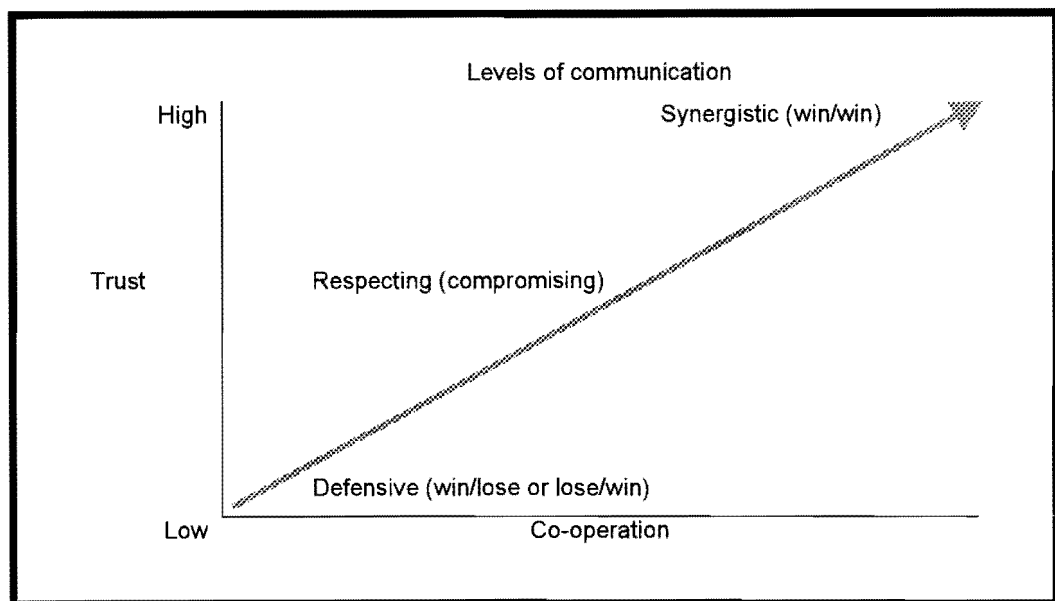
There are three ways by which meaning can be actualized (Charlton, 1993, pp 63-75):

- i. Meaning regarding what the employee gives to life – creative activities and values;
- ii. Meaning concerning what the employee takes from life – personal experience or values (motivational and promotional experiences); and
- iii. Meaning concerning the specific attitude towards situations that cannot be changed – attitudinal values.

5.4.6.3 Trust

Covey (1992, p 178) sees trust as the highest form of human motivation. It brings out the best in people but requires time and patience. Delegation, for instance, can only be successful if both parties are able to trust and rely on each other. Both parties will benefit from seeing that more work can be done in less time. Figure 5.7 clearly illustrates the relation between trust and the different levels of communication.

Figure 5.7: The influence of trust on communication.



(Source: Covey, 1992, p 270)

Mutual trust is an important ingredient in building a team (Johnson, 1993, p 1) seeing that it promotes openness and sincerity, which encourage two-way-communication. Trust is not a static function, but rather a dynamic one that varies according to the type of leadership involved.

The contents and frequency of communication is, according to Nadler *et al* (1995, pp 107-109), closely linked to the extent of trust and affection existing between the parties. Limited communication in changing times forms the foundation of anger, distrust and cynicism. Trust is built by honestly disclosing facts regarding the organization, its actions and points of view.

Charlton (1993, pp 77-84) sees trust as a two-way process which ought to be earned by both leaders and followers. Trust is built on consistency, reliability and predictability – consistency in word, deed and fairness towards people. Organizational politics and trust will never be compatible. Leaders should always be aware of the impact they have on others. Credibility is destroyed by lies and therefore not only one's word but also one's deeds are important. No hidden agendas are allowed and leaders ought to retain and communicate the basic goals and values of the team and organization.

Bennis et al (1985, p 44) said the following:

“Trust is the glue that maintains organizational integrity.”

5.4.6.4 Self-management and self-discovery

Employees should be aware of themselves as people with specific beliefs, prejudices, creative ideas, intuitions, emotions, physical experiences and judgments. This self-consciousness can easily be developed by means of an assertive effort (Anderson, 1992, p 85).

Self-management starts with taking responsibility for self-destructive behaviours and any negative impact on others, with a view of committing to change (Charlton, 1993, pp 86-90). The following three factors form a basic foundation for self-discovery and emotional wisdom:

- i. Knowledge of one's own strengths and weaknesses;
- ii. The ability to differentiate between one's strengths and weaknesses on the one hand, and the needs of the organization on the other; and
- iii. The capacity to develop and pamper one's weaknesses through discipline.

People who possess true self-knowledge focus on growth and constant improvement (self-actualization). Negative feedback is seen as an opportunity for growth, rather than criticism.

People like to make their own decisions and to take the responsibility for doing so. After employees have decided on a vision, value statement, goals and workflow system, they should be allowed to proceed on their own, and should be encouraged and empowered. By encouraging people to implement self-management, Kehoe (1994, p 69) found that:

- i. The leader develops the ability to manage even more people, seeing that self-management enlarges the span of influence and control;
- ii. The leader becomes an asset to the organization because of his/her ability to motivate and lead others; and
- iii. The principle of letting employees perform a task themselves encourages team learning, but it is important that team members learn from their mistakes and experience some growth.

5.4.6.5 Empowerment

Empowerment can be defined in many ways:

".....the act of strengthening a person's belief in his or her sense of effectiveness." (Sims et al, 1992, p 169)

".....pushing decision rights down the organization to where the expert of local knowledge is based." (Zawacki et al, 1995).

".....the process of developing employees to resolve problems, take initiative and accept responsibility and accountability for their performance." (Clur, 1994)

According to Bennis et al (1985, pp 82-84) empowerment has various dimensions, namely:

- i. *Meaning* – employees must feel that they form the active core of the organization;
- ii. *Competency* – development and training of employees take place whilst tasks are performed;
- iii. *Community* – employees experience a family at work, directed towards the same goals; and
- iv. *Fun and enjoyment* – quality of work life increases when employees are enjoying what they do.

Charlton (1993, pp 91-108) describes five competencies concerning the demonstration of empowerment:

- i. The creation of circumstances under which employees are willing, capable and allowed to perform work related activities (socialized power);
- ii. The removal of organizational obstacles impairing employee growth;
- iii. Assisting employees to obtain a more accurate, inspiring and empowering picture of reality;
- iv. The perception of employees as creative and competent; and
- v. The creation of and encouragement concerning opportunities for self-development and continuous learning.

Empowered employees see change as important to growth and are able to create challenges from the change for others. They experience personal

mastery. Each and every person ought to be made aware of his/her full potential and ought to develop methods of self-management. Leaders ought to understand the different gifts, talents and skills individuals possess and act accordingly, so that employees may feel important and a part of the organization.

The essence of personal power lies in the ability to form a clear image of what one wants to create (one's own vision). Renesch (1995, pp 180-183) is of the opinion that employees possessing personal power will take more personal responsibility for their work and be more committed to the results. It remains important, however, that employees should not lose sight of the common vision of the organization.

Empowerment shifts the emphasis from training to development; the former concentrates on increasing skills regarding tasks, while the latter focuses on developing the person as a whole. Clur (1994) emphasizes five key elements:

- i. Creation of ownership by sharing information on the organization's vision, mission, strategies, goals and procedures;
- ii. Motivation of employees to focus on the prospect of personal gain, to think before they do – to prevent mistakes and accidents;
- iii. Training and coaching of employees to develop the skills necessary for effective task performance;
- iv. Developing "good thoughts" skills to enable employees to identify, prevent and solve daily problems; and
- v. Communication of all information - employees need to be equipped to identify and solve daily problems and accept responsibility for performance.

5.5 TRAINING PHILOSOPHY

In order to assist employees in their effort to adapt to all the different changes within the organization, attention should also be given to the method and rationale of training. In order to implement *Opportunity Creation* successfully, it is vital that the organization's training philosophy supports the whole system of self-improvement and self-development.

5.5.1 Legislation on training

According to the Department of Education (1995), education and training are essential elements of human resources development and are seen as an important underlying concept with regard to a national strategy for the development of human resources. Successful modern economies and communities expect the elimination of artificial hierarchies and social organizations, and scrutinize the way organizations handle work, the learning process and certification of learning. This emphasizes the need for employees:

- ◆ With a strong foundation of general education;
- ◆ With the desire and ability to keep on learning;
- ◆ With the desire and ability to acquire new knowledge and skills and adapt to new technologies;
- ◆ Who move between careers, with ease and flexibility;
- ◆ Who accept responsibility for personal performance;
- ◆ Who set and achieve high standards; and
- ◆ Who work together.

In reaction to this kind of structural change in organizations and technological developments, an integrated approach to education and training has become an important international tendency in curriculum development and the reformation of qualification structures. The National Qualifications Framework (NQF) which involves a set of credits regarding study results, are opening the doors of opportunity to people whose career paths have been blocked because:

- ◆ Their pre-knowledge (gained informally or by means of on-the-job-training) cannot be determined or certified; or

- ◆ Their qualifications are not acknowledged in a way suitable for employment purposes.

Education and training are basic human rights and the government is obliged to protect and promote them. The main theme of the Restructuring and Development Program (RDP) regarding the development of human resources is the empowerment of people by means of education and training, as well as competency-development within organizations and communities. Global changes in the industrial and service sectors necessitate growth in the general educational component of career training, basic education and training for adults also ought to receive attention. A training model must be free from the unfairness and hardship of the past. Doors of knowledge and culture should be opened to all to ensure that human resources are developed to their full potential.

Legislation on education and training extends to the National Skills Bill, the NQF and Adult Basic Educational Training (ABET).

5.5.1.1 The National Skills Bill

This bill proposes to do much more than simply appropriate funds. It is concerned, after all, with the national skills development strategy. The World Competitiveness Report put South Africa 45th on the list, which makes the need for this strategy quite obvious (Babb, 1998).

The Skills Development Bill proposes to provide an institutional framework in order to:

- i. Devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce;
- ii. To integrate those strategies within the NQF;

- iii. To provide for learnerships that lead to recognized occupational qualifications;
- iv. To provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund; and
- v. To provide for and regulate employment services and other incidental matters.

The chapters in the Bill address a Skills Planning Unit, Employment Services, Learnerships, National Skills Authority, Sector Education and Training Authorities (SETAs) and Financing. It is through the SETAs that the links with the NQF structures are articulated. These bodies will be required to do the following (Babb, 1998):

- ◆ Design and implement skills development strategies;
- ◆ Monitor education and training within sectors;
- ◆ Allocate grants and collect levies of a minimum of 1% of the payroll from the year 2000, of which 20% will finance the national skills fund;
- ◆ Promote learnerships;
- ◆ Liaise with the national skills authority; and
- ◆ Perform the function of education and training quality assurers (ETQAs).

The skills bill states that a skills program is one that:

- ◆ Is occupationally based;
- ◆ Will constitute a credit towards a qualification registered in terms of the NQF;
- ◆ Uses accredited training providers; or
- ◆ Complies with the prescribed requirements.

The skills bill reinforces and is complementary to the NQF. The implications for organizations are that training and education are organized according to the national systems of the NQF and national assurers systems.

5.5.1.2 The South African Qualifications Authority

According to the SAQA Bulletin (1997), the South African Qualifications Authority (SAQA) consists of a Chairperson and members nominated from a diversity of interests including:

- ◆ Education;
- ◆ Labour;
- ◆ Business;
- ◆ The universities;
- ◆ The technikons;
- ◆ The teachers' colleges;
- ◆ The technical colleges;
- ◆ Adult basic education and training;
- ◆ Early childhood development;
- ◆ The teaching profession; and
- ◆ Special education needs.

The functions of SAQA are as follows:

- i. To oversee the development of the NQF – it must formulate and publish policies and criteria both for the registration of bodies responsible for establishing educational and training standards, and for the accreditation of bodies responsible for monitoring and auditing achievements;
- ii. To oversee the implementation of the NQF – it must ensure the registration accreditation and assignment of functions to the bodies referred to above, as well as the registration of national standards and qualifications; it must also take steps to ensure that their provisions for accreditation are complied with and that standards and registered qualifications are internationally comparable;
- iii. To advise the Ministers of Education and Labour; and

- iv. To consult with all affected parties – it must also comply with the various rights and powers of bodies in terms of the Constitution and Acts of Parliament.

Both the NQF and Adult Basic Educational Training (ABET) form part of SAQA and will be discussed briefly.

5.5.1.3 The National Qualifications Framework (NQF)

The NQF embodies a new approach to education and training. It provides learning opportunities to people regardless of their age, circumstances and the level of education and training they might have. It allows for life-long training (Education Information Centre and Independent Examination Board, 1997, p 6). People learn all the time, both from life experiences and in formal learning situations. This new system will give people access to nationally accepted qualifications. Different forms of learning such as full-time, part-time, distance and work-based learning as well as life experience will be recognized and credits will be allocated and registered on the NQF.

The key principles formulated by the new government are equity, quality, access to opportunities and the redressing of past inequalities. The NQF will enable people to achieve national qualifications through both formal and informal learning situations. Learning which takes place in informal situations such as in the community, churches and in the workplace will be recognized.

The NQF will close the existing gap between education and training. At present education is still seen as the area in which people gain knowledge. Training is seen as the area of learning where people gain skills. The NQF will unite these two areas of learning which were previously separate (Education Information Centre *et al*, 1997, p 6).

The NQF is divided into eight levels of education and training, as set out in Table 5.3.

Table 5.3: Structures of the NQF.

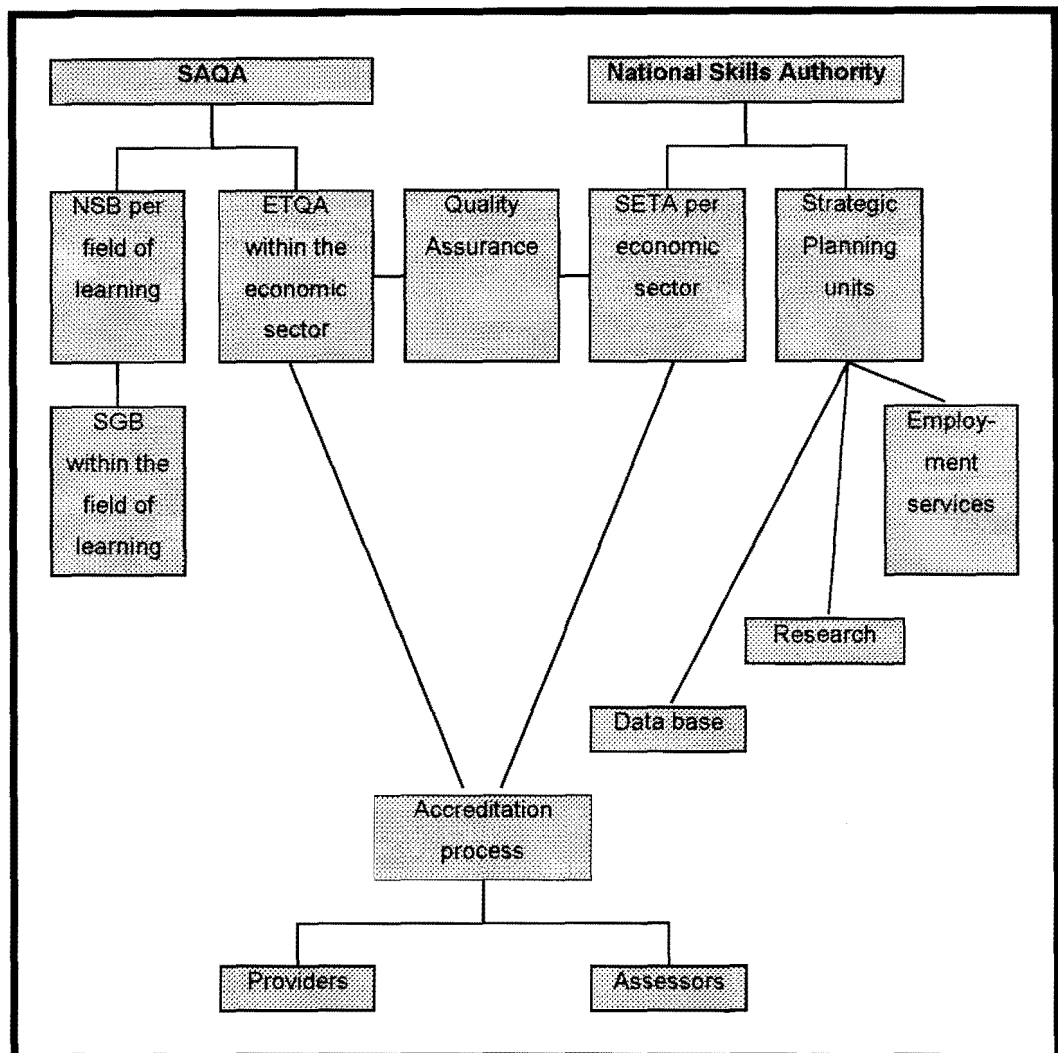
NQF levels	Band	Types of Qualifications and Certificates		Locations of Learning for units and qualifications		
8	Higher Education and Training	Doctorates		Tertiary / Research / Professional Institutions		
		Further research Degrees				
7		Higher Degrees		Tertiary / Research / Professional Institutions		
		Professional Qualifications				
6		First Degrees	Universities / Technikons / Colleges / Private			
		Higher Diploma	/ Professional institutions / Workplace / etc.			
5		Diplomas:	Universities / Technikons / Colleges / Private			
		Occupational Certificates	/ Professional institutions / Workplace / etc.			
Further Education and Training Certificate						
4	Further Education and Training	School / College / Trade Certificates		Formal High Schools /	Technical / Community /	RDP and Labour
		Mix of units from all		Private or State	Police / Nursing /	Market Schemes /
3		School / College / Trade Certificates		Schools	Private colleges	Industry Training
		Mix of units from all				Boards /
2		School / College / Trade Certificates				Unions /
		Mix of units from all				Workplace / etc.
General Education and Training Certificate						
1	General Education and Training	Senior Phase	ABET Level 4	Formal Schools	Occupation / Work-based training /	NGO's / Churches /
		Intermediate Phase	ABET Level 3	(Urban / Rural / Farm / Special)	RDP / Labour Market	Night schools / ABET programs /
		Foundation Phase	ABET Level 2		Schemes / Upliftment / Community programs	Private providers / Industry Training
		Preschool	ABET Level 1			Boards / Unions / Workplace / etc.

(Source: Education Information Centre et al, 1997, p 24)

The NQF provides organizations with the opportunity to benchmark performance against objective measures and standards. This allows training to be accurate and focused on the actual development requirements of the organization (Babb, 1998). The NQF provides a structure according to which

all education and training programs are accredited in order to provide an opportunity for all to enhance their level of education and training as well as their organizational performance. The broader working structure of the NQF is set out in Figure 5.8. A National Standards Body (NSB) will be responsible for the standards in each field of learning by means of a Standards Generating Body (SGB). The South African Qualifications Authority (SAQA) monitors the whole program.

Figure 5.8: The working structure of the NQF.



(Source: Babb, 1998)

Within the context of this thesis it is important to have a look at career development and the NQF. The following principles are central to effective career development initiatives:

- i. The purpose or need must be clearly defined;
- ii. There should be a thorough analysis of the individual's aspirations and capabilities;
- iii. Relevant and updated information on the candidate's current and possible jobs should be readily available; and
- iv. The context of the individual, the job and the organization must inform the career development process.

In this context alignment to the principles of the NQF will be beneficial to both individuals and organizations (Arumugam, 1997).

The NQF provides a natural context for the effective management of career development within organizations by linking learning standards, competence evaluation, continuous learning consistent with career pathing and accreditation for relevant learning outcomes.

Locating the career development initiative within the NQF could help both individuals and organizations to channel available development funds in a systematic and integrated manner. Training and development towards accreditation within specified unit standards will encourage both parties to become more discriminating in the choice of and performance aimed at competency development.

Arumugam (1997) states that career development within the context of the NQF will also facilitate the responsible utilization and development of labour on a national level. The linkages between formal education and industry will also

become extremely important considering that career development very often begins at the educational institution.

5.5.1.4 Adult Basic Educational Training (ABET)

One of the most dangerous fallacies that exist is that of associating good morals and values with literacy. Hence, if one lacks literacy, one lacks values and morals. When an object disappears in the work place, the prime suspects are the lowest ranking staff members. Therefore it is important to note that literacy is a by-product of values and morality in a given society/group/community at a given time and place (Buthelezi, 1998).

The aim of ABET is to help people to take control of the process of improving their lives by improving their level of education, which will open new opportunities. Literacy is a right to which everyone – women as well as men – should have access. The role that the organization has is to create a climate conducive to people development. This could be done by mobilizing available resources for literacy programs to improve the quality of life in the whole transformation sphere and beyond.

5.5.2 Multi-skilling

According to a report by FSA Contact (1995), forces from different quarters (world markets, technology, competitors, demographics, shareholders and consumer requirements) drive the continuous changes in organizations. The most recent change strategies such as down-sizing, right-sizing and re-engineering are followed in order to manage the uncertainty of the future. Multi-skilling and broad banding (as discussed earlier) are two of the largest strategies to be considered and implemented.

Multi-skilling is a method aimed at organizing tasks in such a manner that employees have the opportunities to learn and use a larger number of competencies. The

general aim is a more flexible work team, which increases productivity and makes employees aware of their own potential to improve their competencies and build capacity.

Moses (1994) explains that the tendency therefore is to educate workers to be flexible in their approach to their jobs and become “mobile” by increasing their level of skills. The concept of multi-skilling is strongly promoted as a means of assuring job security.

Competencies are important on four levels (Meyer, 1995):

- ◆ National competencies (groupings of competencies developed in the economy);
- ◆ Organizational competencies (the combination of individual technologies and production competencies);
- ◆ Career competencies (learning units needed for a specific job, function or professional career); and
- ◆ Individual generic competencies (originating from efforts to define the competencies underlying effective management).

An awareness of these levels can assist in the effective and timely exploitation of the competency training necessary for a competitive advantage. A competency approach constitutes an integrated, flexible and reactive approach to education and training and facilitates the realization of lifelong learning.

Mastrantonis *et al* (1995) state that competitive organizations need competent and well-trained employees in order to achieve the expected results. Attitudes towards multi-skilling and the accreditation of courses on a national and industrial level, rendering qualifications to be transferable, are favourable, since organizations will eventually be able to draw employees from a larger pool of competent individuals.

5.5.3 The role of technology in training

Tendencies regarding education and training seem to move from single medium, linear instructions and learning methods to more effective combinations of electronic media and learning methods (Eager, 1995). Different technologies suit different educational/training situations and ought to be evaluated in terms of cost-efficiency, quality, effectiveness, applicability and the learning that takes place.

New television training programs are utilized and distance training includes the prospect of interactivity, where students will have access to lectures and gain from dialogue, explanations and immediate feedback. Computer and telecommunication networks make it practically possible for anyone to read anything at any time in any place. The learning process becomes participative and interactive and involves demand and supply. Skills and knowledge obtained by technological means must obviously comply with specific performance measurements and competency results.

5.6 NEW LEGISLATION

It is clear that South African labour legislation as well as other relevant legislation is undergoing dramatic changes in both structural and behavioural aspects. Only a few aspects of the new legislation will be addressed, including the Bill of Rights, the Labour Relations Act and Affirmative Action.

5.6.1 The Bill of Rights

A bill of rights, describing fundamental rights, can only be limited in a certain way if allowed by governmental institutions. Relations between private individuals and institutions may also be influenced by these stipulations. The following are viewed as the guaranteed rights (Rautenbach and Malherbe, 1994, pp 8-16):

- i. The right to equality before the law (no direct or indirect discrimination);
- ii. The right to respect for and protection of human dignity;

- iii. The right to live;
- iv. The right to personal freedom and safety;
- v. The right to personal privacy;
- vi. The right to freedom of conscience, religion, thoughts, beliefs and opinion;
- vii. The right to freedom of speech and expression;
- viii. The right to meet, protest and petition peacefully and unarmed;
- ix. The right to free association;
- x. The right to move freely within the Republic of South Africa and choose a place to stay;
- xi. South African citizenship will not be suspended without justification;
- xii. The right to vote and to be a candidate in an election;
- xiii. The right to access a court to settle a dispute;
- xiv. The right to information regarding exercising and protecting any other right;
- xv. The right to administrative justice – fair procedures must be followed and reasons must be given for behaviour impacting on rights;
- xvi. The right to property;
- xvii. The right to free economic activities;
- xviii. Rights regarding Labour Relations;
- xix. The right to a clean and healthy environment;
- xx. Rights for children regarding security and parental care;
- xxi. Rights regarding language and culture; and
- xxii. Rights regarding education.

These rights will definitely influence the manner in which and process according to which employees are treated in terms of, amongst others, their careers within the organization. Of particular interest in this case is the right to humanity, information, administrative justice and Labour Relations. The next point of discussion involves the most important aspects of the latest Labour Relations Act (No 66 of 1995).

5.6.2 The Labour Relations Act (No 66 of 1995)

The following aspects of the Labour Relations Act (1995) can be emphasized:

5.6.2.1 Workplace Forums

The activities of a workplace forum entail:

- ◆ The promotion of the interests of all the employees in the workplace;
- ◆ The improvement of efficiency in the workplace;
- ◆ Consultation with the employer regarding aspects such as:
 - ❖ Restructuring of the workplace;
 - ❖ Changes in the organization of work;
 - ❖ Work grading;
 - ❖ Evaluations linked to performance increases or the payment of discretionary bonuses;
 - ❖ Education and training;
- ◆ Participation in joint decision making concerning aspects such as:
 - ❖ Disciplinary codes and procedures;
 - ❖ Rules regarding proper regulation in the workplace.

5.6.2.2 Collective decision-making and consultation

An employer should consult with the workplace forum and reach an agreement before any aspect, such as those mentioned above, can be implemented or performed. The workplace forum should be given a chance to object and come forward with alternative suggestions.

5.6.2.3 Disclosure of information

All important and relevant information should be passed on to the workplace forum, so that they can participate in consultation and decision-making in an effective way. This excludes information on confidential issues or information of a personal nature that could harm either the organization or the employee.

5.6.2.4 Confidentiality and the breach thereof

Confidentiality between employer and employee concerning employees' private matters and career information is essential.

If a person obtains financial or business information regarding an individual or organization while involved in work activities and subsequently breaches confidentiality by revealing this information, a crime has been committed. In this case he/she will forfeit the right to access to information in the workplace.

These four aspects can be implicated in the principles used in career planning and *Opportunity Creation* seeing that they have a direct impact on the procedures applicable when implementing this new model in terms of career planning.

5.6.3 Affirmative Action

According to Idasa (1995, p 12) affirmative action basically involves the process of achieving equal employment opportunities.

Innes, Kentridge and Parold (1993, p 5) expand on this and define affirmative action as *".....a set of measures designed to ensure that persons in designated groups enjoy equal employment opportunities and are equitably represented in the various positions of employment with an employer"*.

The key elements of affirmative action are indicated in the definition of Andrew Levy and Associates (1994, p 4.2):

".....a (temporary) strategy to achieve equality at work without lowering standards and without unduly limiting the prospects of existing competent employees."

Charlton (1994) elaborates on this:

"Affirmative action is the accelerated development of all people (particularly previously disadvantaged groups) who, after extensive development and sound

leadership, are competent and placed into meaningful (managerial) positions to the benefit of both the individual and the organization.”

Affirmative action obviously has a definite impact on career planning from both the employer's and the employee's point of view. Therefore it should be considered in the implementation of *Opportunity Creation*.

Affirmative action involves various aspects such as race, gender, religion and age. Moloto and Mpho Makwana (1996) focus on the following important aspects:

a) *Gender equality*

Finnemore (1995) feels that gender equality is not only a matter of social justice, but also of good economics. The subordination of woman led to a waste of human potential. Certain critical areas ought to be given attention, namely:

- ◆ Human resources development (training, skills development and knowledge development);
- ◆ Integration (of employees in different departments in the workplace);
- ◆ Utilization of labour (improvement of opportunities); and
- ◆ Special gender-based programs (aimed at improving special problems women experience in the workplace, such as health, childcare and protection against physical abuse).

b) *Race and ethnic equality*

Non-racial principles are supposed to form the basis of an affirmative action policy. Since it eliminates racial practices and provides processes and programs aimed at rectifying imbalances regarding race, the implementation program is critical. Changes should be made systematically and programs should be implemented in order to improve the availability and affordability of training and competency development programs.

c) *Empowerment of disabled people*

In the past disabled men and women were excluded from participation in the workplace. They were not allowed to play a meaningful role in the community

and should now be helped to lead a normal life and develop in the least stressful manner. The largest area of disability entails spirituality.

Organizations face the challenge of finding the pathway to trust and diversity celebration in the diverse global village (Mbigi, 1998). Human beings are complex creatures; they are both similar and dissimilar. Society and its organizations should accommodate this complexity. The struggle in the new South Africa entails finding one another through unity in diversity, simply because people in this country have exaggerated differences between them and finally used them as an immoral basis for the distribution of resources and opportunities. The myth consisted of the belief that ethnic groups differed in such fundamental ways that it was impossible for them to live and work together in a spirit of harmony and service.

It is true that there are cultural differences between ethnic groups but they are not so wide that they prevent people from living and working together. There are culture similarities between various ethnic groups and these should be emphasized to foster both cultural and racial acceptance, which form the requirements for nation building as well as global competitiveness. The mutual acceptance and expectations of all racial groups should be identified and leveraged to realize the rainbow vision in South African organizations (Mbigi, 1998).

5.6.3.1 Affirmative action interfaces

The following interfaces within the organization are important in terms of the changes it entails within the work environment and are pointed out by Moloto et al (1996):

a) *Merits and work ethics*

More emphasis is placed on teamwork and the accompanying participative decision making and empowerment. Structures will be more task-orientated and responsibility is determined according to

performance. The working environment is supposed to allow employees to live their character and culture.

b) *Increased competitive advantage*

The principle of public accountability can be realized if the quality of life of the larger part of the population improves significantly. Organizational change should be linked to total quality management, aimed at improving efficiency and effectiveness.

c) *New competency paradigm*

Academic achievements should be accompanied by the applicable work ethics, which are aimed at developing competencies, improving outcomes and improving productivity. Adult learning programs should also be implemented.

d) *Career paths and succession planning*

Individuals tend to give of their best to an environment that provides career opportunities, and not simply jobs (all the more important regarding *Opportunity Creation*). Labeling of employees should be handled with care.

e) *Mentorship*

Mentors should be trained, especially regarding racism and sexism that may sink a mentorship program.

f) *Integration of culture*

Group interventions provide individuals with opportunities to grow in a non-threatening environment. Moreover, this contributes to the creation of a learning culture crossing cultural and hierarchical boundaries.

g) *Delayed structures*

A team approach toward decision-making shortens the authority chain and decreases excess control. As a result of the competencies and empowerment associated with delayed structures, decision-making

can take place much quicker. Programs regarding these competencies, democracy in the workplace and the rectifying of inequalities of the past should be implemented by all organizations.

5.6.4 Employment equity

Employment equity goes beyond affirmative action. The Employment Equity Bill (No 18481 of 1997) requires companies to commit themselves to creating a diverse workforce broadly representative of all the people in the country. According to Verster (1998) and Padayachee (1998) the purpose of this bill is to achieve equality in the workplace by:

- ◆ Promoting equal opportunities and fair treatment in employment through the elimination of unfair discrimination; and
- ◆ Implementing positive measures to redress the disadvantages in employment experienced by Black people (African, Coloured and Indian), women and people with disabilities, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

In terms of this bill all organizations will be required to take steps to eliminate unfair discrimination in their employment policies and practices. One of the measures that can accelerate the advancement of designated groups, is affirmative action. Employment Equity, however, does not necessarily equals affirmative action, which is only a component of the envisaged process. Employment equity emphasizes unfair discrimination and entails refraining from distinguishing, excluding or preferring any person on any other basis than that constituting the inherent requirements of a job. It also includes the harassment of an employee, thereby providing a much-needed mechanism for the referral of disputes concerning sexual harassment. Medical testing of employees for certain medical conditions, may also be seen as unfair discrimination.

Organizations with more than 50 employees are obliged to implement positive measures for people from the designated groups in order to achieve employment equity. Organizations have to prepare and implement employment equity plans,

which will ensure reasonable progress towards employment equity in the workforce. According to Verster (1998) and Padayashree (1998) these plans must involve:

- ◆ The prospective objectives for each year of the plan;
- ◆ The employment barriers identified by means of an analysis and the steps the employer plans to take to eliminate those barriers;
- ◆ The positive measures to be implemented as required;
- ◆ Where under-representation of people from designated groups has been indicated by the analysis, three factors relating to the equitable representation of people from designated groups must be spelled out:
 - ❖ The numeric goals with regards to each occupational category and level in the workforce;
 - ❖ The timetable according to which this is to be achieved; and
 - ❖ The strategies intended to achieve these goals;
- ◆ The timetable drawn up for each year of the plan, expounding the attainment of goals and objectives besides numeric goals;
- ◆ The duration of the plan, which may not be shorter than one year or longer than five years;
- ◆ The procedures that will be used to monitor and evaluate the implementation of the plan and to determine whether reasonable progress towards employment equity is being made;
- ◆ The internal procedures intended to resolve any dispute about the interpretation or implementation of the plan;
- ◆ The persons, including senior managers, in the workplace, who will be responsible for monitoring and implementing the plan; and
- ◆ Any other prescribed matter.

Seeing that this legislation has a direct impact on career planning, it will be essential to include the organization's employment equity policy in the implementation of *Opportunity Creation*.

5.7 CREATIVITY

Creativity can be described as an experience of a specific moment in life, letting a person see him-/herself, his/her personal life, business, organization, country or the world in a different light (Neethling, 1993, p 9).

According to du Rand (1993, p 11), creativity is the ability to create and link important new ideas. Creativity helps to:

- ◆ Conceive new ideas;
- ◆ Think and experience in new ways;
- ◆ Consider different opinions;
- ◆ Think of new and unconventional possibilities; and
- ◆ Create and choose alternatives.

Creativity seems an important part of the whole *Opportunity Creation* process, seeing that it allows employees to think in a different and completely new manner. *Opportunity Creation* is an unconventional way of doing career planning and requires employees to create their own vision of their careers as well as envisage the road leading there. Therefore creativity is absolutely essential to both the employees and the organization implementing *Opportunity Creation*. The organization implementing this unconventional method needs to be creative in order to obtain commitment to the whole concept and process from all its employees.

5.7.1 Factors influencing creativity

Most people have a certain attitude, which limits their thoughts to the *status quo*. Neethling (1993, pp 14-24) mentions the following factors which influence creativity:

- i. Age, as a result of a decrease in physical energy, health problems, social adaptations and a fear of this new phase in life;
- ii. Experiential background, that either limited or encouraged creativity;

- iii. An educational environment abounding with enthusiasm, passion, honesty, trust, encouragement, insight and relevant structures, may promote creativity;
- iv. The environmental factors in organizations that encourage productivity, drive, energy and optimism may support creativity; and
- v. The development of a culture of creative thinking in the organization.

Man as such is the source of creativity and must therefore develop certain skills:

- ◆ Fluency of thought (to generate more ideas – usual and unusual);
- ◆ Originality (to think in new and different, but meaningful, ways);
- ◆ Emphasizing the core (to establish the core of the problem);
- ◆ Extending (to build on, make plans, implement plans and sell solutions); and
- ◆ Openness (to strengthen abilities and allow a free flow of ideas)

(du Rand, 1993, pp 13-14)

5.7.2 Left and Right brain thinking

The theory of Roger Sperry regarding the split brain proved that people's physical and mental ability, the ability to solve problems, personality traits and approach to people and things, are strongly influenced by their inclination to use one side of the brain more than the other (Neethling, 1993, p 41). Individuals tend to prefer one side of their brain to the other.

This has a direct influence on their approach to life, work (in other words their choice of a career) and every aspect of their humanity. It is very important to every individual not only to understand his/her preference, but also the preferences of people he/she has to get along with every day. Table 5.4 explains the main differences between left and right brain functioning.

Table 5.4: Left and Right Brain functions.

Left brain		Right brain	
Functions			
♦ Analytical	♦ Absolute	♦ Intuitive	♦ Emotional
♦ Logical	♦ Linear	♦ Non-linear	♦ Music
♦ Detail	♦ Factual	♦ Spatial	♦ Art
♦ Structured	♦ Organized	♦ Holistic	♦ Visualizing
♦ Verbal	♦ Planned	♦ Non-verbal	♦ Religion (also on left side)
Physical control			
♦ Controls right side		♦ Controls left side	
Preferences			
♦ Detail analysis		♦ Create new ideas	
♦ Logical and rational approaches		♦ Create vision	
♦ Gathering facts		♦ Diversity	
♦ Bookkeeping, financial calculations		♦ Many possibilities	
♦ Practical problem solving		♦ Synthesis	
♦ Organizing and planning		♦ New, different solutions for problems	
♦ Developing detail planning and procedures		♦ Intuition (without facts)	
♦ Rules, regulations and fixed guidelines		♦ Risk taking	
♦ Administrative work		♦ Interpersonal value and takes other people's feelings into account	
♦ Implementation		♦ Passion and enthusiasm	
		♦ Human situations	
		♦ Focus on non-verbal behavior	
		♦ Strategic planning	

(Source: Neethling, 1993, pp 45-49)

5.7.3 Creativity amongst employees

Employees must be encouraged to be creative and their ideas concerning improvements should be noted and coordinated. The context within which their ideas can originate and develop, must be clarified and communicated. Different methods can be used for problem solving and restructuring, such as brainstorming, combining left and right brain activities and visualization. Employees must be encouraged to use their talents rather than suppress them. The use of creative talents can only be beneficial to the organization, especially with regard to a team

approach in a delayed structure and the personal growth of employees (Pegg, 1994, p 135).

To emphasize a statement made earlier, the creativity of each and every individual is necessary for the successful implementation of *Opportunity Creation* in an organization. Employees must feel free and be encouraged to give full play to their creativity – not only for the benefit of the organization, but also for their own benefit.

5.7 SUMMARY

The impact which any re-engineering project or change process (aimed at renewing or improving the organization) has on its employees, cannot be over-emphasized. Their buy-in can make or break the change process – whether it is a positive change or not. Therefore the management of such a change process is critical; only if all possible resistance can be dealt with, a successful implementation and maintenance process can be ensured.

In order to implement and maintain *Opportunity Creation* (embodying an enormous paradigm and cultural change) within the modern delayed structure of organizations, the influence of the following factors must be taken into account:

- ◆ Organizational change concerning different aspects;
- ◆ Development of a leadership culture;
- ◆ Broad banding;
- ◆ Training philosophies regarding skills and competency training;
- ◆ Legislation concerning Human Resources issues; and
- ◆ Development of a culture of creativity and self-management.

It is clear that the implementation of such a huge paradigm shift is comprehensive and impacts on so many different aspects of the working life of employees that it should be approached in detail and with care. Organizations have to capitalize on the value and impact of each individual, seeing that they form the heart and soul of the organization and are therefore determinant to its existence and growth.



Chapter 6

Phenomenology as research method

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Phenomenology as Research Method

6.1 INTRODUCTION

A qualitative research method was chosen as research strategy for this study. Qualitative research methods include various methods of gathering and processing data, such as personal narration, biographies and non-verbal communication. The objective of this method is to describe social realities from the perspective of the subject and not that of the observer (Roos, 1992).

The guiding theme of phenomenology is going “back to the things themselves”. One interpretation of this expression involves focussing on the everyday world where people are experiencing various phenomena in actual situations. “*Phenomenology is the study of how things appear to the cognition*”. Human behaviour and experience form an intimate part of the individual’s everyday world and each and every experience of that person is part and parcel of his/her unique situation. The individual’s description of the phenomenon reflects his/her dialogue with the world/reality. Phenomenology as research method aims at recording this dialogue. Phenomenology also describes the phenomenon as it is revealed in all its facets and places no limitations on these descriptions. This method therefor describes the experience from the personal point of view of the individual in his/her “own” world (Roos, 1992).

According to Smit (1985, p 154) phenomenology involves two methods of gathering information, namely interviews and questionnaires. For the purpose of this study data is gathered by means of interviews. The data will then be analyzed phenomenologically in order to create an implementation model regarding *Opportunity Creation*.

6.2 HISTORY OF PHENOMENOLOGICAL THOUGHT

Edmund Husserl can be called the founder of phenomenology. It all started with the crisis in European science when it lost faith in itself and in its absolute meaningfulness. Originally, it was thought possible to clarify/solve the secrets of reality and to completely answer the questions pertaining to human nature (the soul) by means of strict scientific research. In this manner a culture of rationality was formed which – it was believed – would provide people with complete satisfaction in every way. This belief in the possibilities of science lost its strength early in the 19th century (Thevenaz and Edie, 1962; Theron, 1995).

Theron (1995) continues to say that in stead of increasing human understanding of reality, science made the world humans live in even more inconceivable. In spite of the increase in scientific knowledge regarding the world, the meaning and sense of human existence were retreating. Science unfortunately lost its ability to uncover the deepest questions that move human existence. It also lost its significance for human self-orientation with regard to the reality.

This crisis resulted from the impoverished conceptualization of 19th century European science. According to this impoverished concept, the status of “science” could only be maintained if the ultimate objective was to find empirical proof and verify facts. This positivistic view of science allowed no scope for scientific knowledge of ideal entities or common structures that was not gained through empirical induction, but by means of intuitive observation.

The general laws of positivistic science are laws according to which established facts are inferred by following a process of inductive reasoning. Only such laws have the validity of objective, scientific knowledge. All other general hypotheses are referred to as fantasy, speculation and/or subjective opinion. One of the problems created by positivistic science is that methodical requirements for natural sciences are mistakenly regarded as suitable for all sciences, including Philosophy and Psychology. Regarding the human soul and its subjective nature, the methods of inductive science are quite inadequate.

Only when Philosophy and Psychology are fully recognized, can:

- i. The fundamental concepts, assumptions and methodical pre-assumptions of positivistic science be illuminated and rectified;
- ii. The disintegration of these sciences be prevented by confirming their bond with the human soul that constantly seeks for knowledge; and
- iii. The original function of these sciences be restored, namely to contribute to the meaningfulness of people's lives.

Philosophy wants to uncover and indicate the absolute moments of human knowledge - those moments that are no longer relative to any other deep-founded moment. To be able to do this, philosophy must consolidate observations/experiences and mould them into a strict science. This method of obtaining results which are general, absolute, valid and exact, on which future generations can build without having to start all over again, was called Phenomenology by Husserl (Thevenaz and Edie, op cit).

6.3 BASIC CONCEPTS PERTAINING TO PHENOMENOLOGICAL METHODS

Theron (1995) defines the following basic concepts as characteristics of Phenomenology:

- ◆ The principle of evidence;
- ◆ The phenomenon concept;
- ◆ Reduction;
- ◆ Natural institution;
- ◆ Phenomenological reduction;
- ◆ The pure/clear cognition;
- ◆ Eidetic reduction;
- ◆ Acting intention;
- ◆ Noesis and Noema;
- ◆ Horizontality;
- ◆ The world as comprehensive horizon;
- ◆ Phenomenological ego as experience of life; and
- ◆ Real world.

6.3.1 The principle of evidence

Husserl finds the leading principle of the development of philosophy's own scientific method in the principle of evidence. Evidence (or compelling obviousness) concerns that experience through which a person's judgment of reality becomes meaningful knowledge. Evidence is the "source of law" or test of all human knowledge. The validity of experience as meaningful knowledge rests on the fact of evidence. Whenever philosophical findings are presented as meaningful knowledge, they must be the expression of compelling obviousness.

Evidence implies that an entity presents itself to the knowing cognition of man in such a way that it can be looked at in a direct and immediate manner and be regarded as meaningful. Evidence originates when a given, in its disclosure, is experienced as sense by the human soul, by means of an immediate intuition or observation. The correlation between intuition and the given in its disclosure, constitutes the experience called evidence, and is therefore a composite factor of evidence (Theron, 1995).

6.3.2 The Phenomenon concept

Husserl calls the given in its immediate disclosure the "phenomenon", derived from the Greek verb "*phainomai*" which means: to show visibility or to become visible. Phenomenon therefore suggests that which is disclosed, is shown, which is evident. The term Phenomenology was derived from this concept. Philosophy must broach the given or variable in its reality by means of Phenomenology.

According to Theron (1995) philosophy ought to become Phenomenology – an indication of that which is given and enlightened descriptions of the given. Phenomena are not necessarily described only in sensory terms. In that case, Phenomenology would amount to nothing more than empiricism. In that which can be observed by the senses, there is no element of need, no absolute and unquestionable moment on which human knowledge can be founded. But philosophy as the primary science is bent on the absolute founding of knowledge.

That philosophy can only perform this task as Phenomenology would mean that philosophy, before describing a phenomenon, first of all has to discover the phenomenon in its absolute disclosure, in its primitive evince, in its most original appearance. Once the most original appearance is detected, no more questions can be asked with regard to exploring the phenomenon.

Husserl's call to go "back to the phenomenon" has dual significance:

- i. First of all, the common methodological demand is put to philosophy – the demand of the greatest possible impartiality in approaching the philosophical problem. The philosopher should not allow sense to be influenced by miscellaneous inherited metaphysical interpretations, naive assumptions, self-formed conceptual constructions or technical theories. The phenomenon should be observed in its immediate self-disclosure even before this self-disclosure can be spoilt by a magnitude of later constructions.
- ii. Philosophy must also retreat to the first or the original, most fundamental contact with the known entity as it appears to the viewing soul of man. The philosopher must methodically exercise visibility in the area of primitive evidence of absolute givens and of first intuitions.

Phenomenological description thus entails the descriptions of that which is regarded as the commonly valid primitive evidence of intuitive sense (Rossouw, as quoted by Theron, 1995; Thevenaz and Edie, *op cit*). Phenomenology therefore only describes the primitive evidential meanings, which can be seen in the first intuitions.

6.3.3 Reduction

Reduction allows the researcher to gain access to the roots of human experience and the sphere of primitive evidences. It is primarily a purifying method by which the given is loosened from all obvious but unfounded and therefore fundamentally questionable evidences, with which the given is surrounded in its natural environment. By using the method of reduction, the researcher gains access to the

area of pure phenomena in their original disclosure; in other words that area where the gaining of absolute and unquestionable knowledge is possible. The phenomenological method is the method of reduction.

Primitive evidence forms the foundation for the possibility that natural evidences can still be present in the natural experiences and thoughts of man, but without its becoming thematic. The theme of the natural institution is still concrete individual things as meaningful givens outside or against humans, but never in the sense of the given in its original apodictical evidence. By means of reduction, Husserl wanted to consciously categorize evidence in order to obtain visibility of the phenomenon in its original disclosure.

6.3.4 The natural institution

Reduction must be applied to the natural institution of the experiences and thoughts concerning that that has been categorized. The natural institution has the subject-object split as foundation. In the natural institution “I” am aware of a world opposite to “me”. This is the basic evidence of the natural institution. “I” still exist with an objective conscious-transcendental world outside of “me”, a world that includes not only material things, but also spiritual entities such as values. All natural institutions that can be accepted by humans rest on this basic evidence.

These basic evidences of the natural institution, and all other evidences based thereupon, offer no fixed and unquestionable viewpoint for philosophy as the universal basic science. The basic evidence of the natural institution seems questionable in principle. There are doubts regarding the existence of a world behind “me”, because the principle of “not being” is possibly excluded. What can be questioned is not absolute evident. It cannot provide absolute, certain knowledge and therefore it is useless for the philosophical founding of human knowledge. The fundamental axiom of the natural institution is an assumption, a naive obviousness requiring critical founding (Theron, 1995).

6.3.5 Phenomenological reduction

In order to realize the above-mentioned founding, philosophy has to go back to the fundamental axiom of the natural institution. This can only be done by eliminating this fundamental axiom. This is the first step in the process of reduction. Husserl named this first step phenomenological reduction (process of elimination or suspension of everything that does not allow absolute knowledge). The existence of the whole real world that exists apart from humans in the natural institution is eliminated. Man places the real existing world “in brackets” and the fundamental axiom of the natural institution “out of action” (Bakker, 1964). This simply means that the researcher does not base any further philosophical examinations on this fundamental axiom. It is not used but suspended. Elimination therefore presents the denial of the judgment passed on the fundamental axiom.

This elimination must be radical. Not only the general fundamental axiom of the natural institution, but also all judgments on the real world based on this fundamental axiom, has to be eliminated. This also means that all trade scientific judgments have to be suspended. They are neither denied nor contradicted, but their validity is simply not regarded as a factor.

6.3.6 The pure/clear cognition

The clear cognition remains as a residue of the above-mentioned reduction – the clear cognition with its contents in its absolute and unquestionable own being. Husserl named this the “*ego cogito mea cogitata*”. The real world and everything it encompasses, as experienced in the natural institution, is eliminated in terms of its claim on existence-validity. As a given, the real world with everything it contains is indeed neither unquestionable nor irrefutable. However, the process of elimination revealed indicated givens that were irrefutable in their claim on existence-validity, namely the sphere of clear meanings or existence. The clear cognition and its contents finally remain meaningful to man.

The clear cognition with its experience of existence is the real area of examination that interests philosophy as phenomenologically founded science. The clear cognition contains an essential area that can be defined as absolute and that has therefore remained unfounded by an earlier reality, which makes it the ideal building ground for philosophical knowledge.

There are definite distinctions between the clear cognition with its “clear experience of sense” and the reality at which the natural institution is thematically aimed:

First of all there is a fundamental distinction in the way they are observed. The “clear experience of sense” is inherent and belongs to the same flow of experiences as the observation. Combined, the clear experience of sense and observation form an inseparable unit. The real aspect that the natural institution aims at, still transcends the observation thereof and does not belong to the same area of being as the observation.

Secondly there is a distinction in the way the observation of the different areas of sense is portrayed. The real aspect is portrayed as a series of consecutive profiles or silhouettes in which one intrinsic refers to the other and jointly build the observed image of the aspect. The “clear experience of sense”, on the contrary, involves observation in an absolute form. Identity immediately presents itself for observational purposes.

Thirdly the distinction is based on the fact that the observation of an experience is a reflexive action of the cognition, whilst this is not the case with the observation of aspects. The observation of the aspect is only possible if the aspect is physically present, while the observation of an experience can be freely concluded by the cognition, because the image at which the senses were aimed leaves a lasting impression on the cognition.

In considering the nature of the clear cognition and its experiences, Husserl comes to the conclusion that every lasting experience of sense necessarily guarantees the existence of the object or theme. In the conscious experience of sense, which is reflectively visible via phenomenological reduction, the given is absolute and its

fundamental being cannot be ignored. The non-existence of a conscious experience as a given is fundamentally inconceivable. Conscious experiences therefore entail information that is absolute and can thus be seen as phenomena. The cognition as the actual working area of phenomenological philosophy is the residue of phenomenological reduction (Theron, 1995).

6.3.7 Eidetic reduction

Phenomenological reduction opens up an area of absolute information, namely that of the clear cognition with its experiences of sense. To phenomenological philosophy, finding and indicating the working area does not yet amount to phenomenological knowledge. In order to convert the possibility of absolute knowledge, a second reduction is necessary – the eidetic reduction (Bakker, *op cit*).

Clear experiences entail concrete, individual information and form a continuing flow that can bring aspects to the cognition in a reflective manner. This is not yet a science, only a conscious experience of it. The term scientific knowledge only gives an idea of that which is independent of the concrete-individual and the coincidental. This knowledge is only gained as soon as a fixed structure, an element essential to the flow of coincidental information, is found.

This knowledge reaches man through eidetic reduction. Eidetic reduction involves eliminating each coincidental, particular moment from a conscious experience of sense in order to consider the general, valid and necessary existence thereof. This existence finds direct portrayal in the experience as a clear given and can be observed immediately. Eidetic reduction wants to view this existence. It wants to convert the reflexive observation or intuition regarding the coincidental individual experience into a philosophically unquestionable intuition of the essential general validity of its being. What is observed in this manner, must be spoken about.

Viewing this existence is only possible on the basis of a radical suspension of all theories, traditional points of view and interpretations as well as naive assumptions

based on the natural institution. Describing the existence of aspects, however, is endless and complex, as a result of the complex character of the conscious experience of sense (Theron, 1995).

6.3.8 Acting intention

The viewing of the existence of the clear cognition as such reveals its fundamental structure (“*ego cogito*”). Even though the existence of the real world (at which the natural institution is aimed) is eliminated, it cannot be wiped out without leaving traces in the clear cognition. The cognition of the real world with everything it implies, such as aspects and values, is an absolute given in the area of the clear cognition. And so, even though the cognition-transcendent reality is in fact eliminated, the clear cognition still retains its bond with the cognition-transcendent world.

The cognition-transcendent reality of natural knowledge returns to the unit of meaning and a particular structure of the cognition emerges. Cognition still entails “being conscious of...” and retains its intended focus on something other than the cognition, namely the cognition-transcendent. Cognition is never locked in itself, never the clear cognition from itself. Each shift from openness towards a cognition-transcendent given, belongs to the structure of the clear cognition and its enduring contents, and must therefore never be ignored in the analysis of the clear cognition (Theron, 1995).

Husserl calls this structure of conscious life “acting intention”. Intention implies the existence of the cognition. The cognition is never a thing apart, but retains its intended focus on a cognition-transcendent reality. Cognition is never empty and without intent or meaning. Thus it is never without content or objects that are intended units of meaning. Acting intention is a dynamic activity in which the cognition is actively involved. The cognition is not only structured intentionally, but it also functions intentionally. Therefore it is called acting intention.

The meaningfulness of all the experiences regarding existing aspects rests upon the acting intention, which characterizes conscious living. The content of experiences is rendered meaningful through the intentional functioning of the cognition. Acting intention is a sense-giving activity.

The idea that experiences are “rendered meaningful” does not imply that meaningless existences are injected with sense by the intentionally acting cognition. As the acting intention, the cognition itself is no source of deductive meanings and therefore it is not aimed at the cognition-transcendent existence. In fact, the cognition is aimed at what is cognition-transcendent. Cognition is intentional and in this intentional existence, sense originates. Sense implies sense of a given in its disclosure, but without acting intention there is no given disclosing itself.

Acting intention lies at the root of experience; it involves the events within which the first contact between known and unknown is established. It can also be described as the events in which primitive evidence originates, and in which the given originally appears as a phenomenon after which it is immediately viewed in terms of a first intuition. The acting intention is the source of primitive evidence, and therefore it constitutes the actual area of a phenomenological examination.

Phenomenological knowledge, namely the knowledge of existence in its absolute disclosure, can therefore be defined as the knowledge of the viewing of existence constituted as sense-units in the acting intention.

6.3.9 Noesis and Noema

The phenomenological reduction reveals the acting intention as the original dimension of knowledge (a radical point of departure of philosophy as the founding science). When the acting intention is closely investigated, there are two clear distinctions:

- i. Firstly, the intended focus or alignment is seen as an act which Husserl calls the noetic aspect of conscious experience – shortly known as **noesis**;

- ii. Secondly there is the intended given – that onto which the intention is projected and which enters the cognition in the intention. Husserl calls this the noematic aspect of the conscious experience – shortly known as **noema**.

Noesis and noema are firmly linked. One pre-supposes the other. This correlation characterizes all conscious experiences, whatever their nature or content. The correlation constitutes sense and meaning. Therefore, in order to understand the existing sense of an aspect, both the noetic aspect (act of intent, spiritual institution, meaning) and the noematic aspect (intended, categorized, meaningful) must be analyzed.

In terms of phenomenological reduction, the noetic aspect is seen as the unveiling of the area of conscious experiences, of conscious acts of intent. Seen in terms of noema, phenomenological reduction provides access to the given in its absolute disclosure; access to the genuine phenomenon. Phenomenological reduction wants to find an answer to the question “What is the existing sense of...?”. In order to answer this question, the conscious experience in viewing existence, should be analyzed in terms of both its noetic as noematic aspects (Rossouw, as quoted by Theron, 1995).

6.3.10 Horizontality

Apart from noesis and noema, the phenomenological description is characterized by a further structure of the acting intention - the horizontal structure of conscious experience.

With reduction applied to the area of conscious experience, it is evident that a single given or phenomenon can never appear to observation or intuition as a separate, isolated entity. The given appears against a horizon or background filled with numerous other givens contributing to the conscious experience of the given involved – the theme of the specific experience. The experience concerns more than just an isolated given or issue. The issue remains entangled in a complex field of experience to which it is structurally bound. It also refers to other issues that

present themselves for contemplation. These referrals are important regarding the experience of the issue itself. They belong to the internal structure of the issue and are not conjured up through association and/or reasoning.

In terms of Noesis, this structure of experience implies that the intuition regarding a given, still moves within a comprehensive field of vision where more is experienced than that at which the contemplation is thematically aimed. This complexity concerning the field of experience as referral cohesion of multiple givens, corresponds to the complexity of the structure of the intuition (Theron, 1995).

Due to the horizon-structure of the experience of man, the sense or meaning originating from the original encounter between the given and the viewing soul can never be regarded as isolated. It remains entangled in a complex totality of close-by or further-off meanings to which it refers or which it implies.

The acting intention, involving the construction of sense, retains the structure of horizontality hinder. This means that every conscious, meaningful act forms the center of perspective around which a horizon or field of vision unfolds. This is where the theme or intentional object of the specific act of meaning is situated. Still, various objects are involved in the act of meaning, since it is within this context of totality that the object requires a specific sense.

The conscious experience of a meaningful given thus implies the conscious experience of those givens which fall within the specific given's horizon of experience. These implications or referrals are not necessarily categorized by the cognition, but may be actualized in principle (Theron, 1995).

Phenomenological research aims at uncovering the existence of a pure phenomenon and broaching it as the phenomenon clearly testifies. Therefore it is necessary to explore the horizon within which a similar phenomenon would present itself for observation.

Philosophical knowledge is not merely the immediate and direct gaining of knowledge by intuition. It is scientific knowledge –gained by means of a strict

methodical investigation involving primary intuitions regarding absolute givens, which form the foundation of man's knowledge. This process leading to the absolute disclosure of a phenomenon is a long and wearisome route to follow. While actualizing the further possibilities of contemplation, new horizons of experience can unfold. Amongst other things, phenomenological research involves a deeper infiltration of the complicated intertwined structure of the horizon-constituting acting intention. Phenomenological research aims at uncovering the complex structure of underlying horizons of experience in order to find the possibility of all human knowledge (Bakker, 1964).

6.3.11 The world as comprehensive horizon

Every conscious experience is still, in noetic terms, the center of a horizon within which the intended noema only emerges in the sense of definite existence. Every intended noema within this horizon refers to other noemata that is co-intended. Every co-intended noema, in turn, refers to a specific, correlating act of meaning. This means that every co-intended noema refers to other horizons of experience, each constituting the sense of the noema involved. Here human experience reveals the complex structure of underlying intertwined fields of vision. When the researcher reflectively penetrates this intertwined totality he/she will discover the comprehensive total horizon of experience called "world", which is co-intended in every act of meaning.

A prerequisite for fulfilling the phenomenological task regarding specific phenomena entails enlightening the reality of all conscious experiences. The world is not an unrealizable, never-ending idea, but a structure of conscious experiences that allows the experience of an entity as a meaningful given. The world constitutes the comprehensive field of vision within which everything that can be referred to as "it is" reveals itself as a given, to be viewed by the intentional cognition. This means that man within the world as the universal horizon of experience has discovered the most original given within which all possible phenomena are founded.

6.3.12 Phenomenological ego as experience of life

The world is seen as the universal horizon of all experiences. The horizon-like structure of the world suggests its involvement in a perspective center of which it cannot be separated. As universal horizon, the world reveals visibility encompassing the *ego cogito* (clear cognition) as acting intention. The world as the comprehensive horizon and *ego cogito* as the transcendent unit of all possible experiences, are inseparable. The world in its original existence still belongs to “me”. This means that all worldly entities of which it can meaningfully be said, “it is”, still are entities-for-“me”. The worldly entities structurally refer to the potentials of the ego to understand them as entities in their sense of existence. “Me” and “world” are not two separate entities, but rather fundamentally and originally involved in one another in terms of experience. Knowledge does not find its ground in strangeness between “world” and “me”, but in the fundamental familiarity of the “world” to “me”. It is only on the basis of this familiarity that all methods of experience are possible.

The phenomenological reduction leaves as its residue, the clear cognition with its experiences – a dynamic, acting intention. This basic structure of the acting intention seems to be “world experiencing life” (Rossouw, as quoted by Theron, 1995).

6.3.13 Real world

The world in its original existence as “own” world is the world of the immediate, lived experiences. It is the world that proclaims visibility during daily contact with entities in their worldly, meaningful existence. This is the world of the integral, concrete experience of “here” and “now” in which the observation of “me” is willingly and actively found in the midst of a richly shaded and comprehensive field of meanings.

6.4 PHENOMENOLOGICAL RESEARCH DESIGN

The research design is the plan according to which information is gathered. The phenomenological method does not see individuals as organisms reacting to impulses, but as entities taking a stand with regard to experiences from their specific real world. It believes that every human being experiences his/her living world in his/her own and unrepeatable manner and is affected by it in a unique manner as well (Roos, 1992). The research process entails the following aspects (Theron, 1995):

- ◆ Problem statement;
- ◆ Forming of hypotheses;
- ◆ Choice of sample;
- ◆ Gathering of information (data); and
- ◆ Analysis of data.

6.4.1 Problem statement

The research itself starts off with a problem statement consisting of questions requiring answers. The problem statement therefore provides the motivation for the investigation and identification of reality. The method is already implied by the problem statement, which can lead to a thinking pattern and attitude without which research cannot claim scientific results. The characteristics of unscientific pursuit include general discussion, shallow curiosity, ambiguity, negativity, thought-shyness and naive judgment. These unscientific actions lead to unsound research activities and to coincidental and shallow comments accompanying each research step (Jacobs, in Landman, Bondesio, Coetzee and Jacobs, 1987, pp 94-156).

Scientific research requires that the researcher ask certain relevant questions regarding the research design. The following criteria ought to be applied to a problem statement study:

i. *“Come forward”-criteria*

Does the problem statement succeed in clearly revealing the true problem in terms of the research design?

ii. *Meaningful questions-criteria*

Are the questions searching and relevant?

iii. *Directive criteria*

Should any questions be added in order to give direction to the research project?

If the problem statement study should point out any questions which still have to be asked, or reveal questions of poor quality, the researcher has to make a gap analysis where involving the following two aspects:

- i. Identifying the limitations (gaps) of the current problem statement; and
- ii. Accentuating gap identification, which requires a table of essence describing the important, indispensable characteristics.

6.4.1.1 Problem statement drawn up for this study

The problem statement for this study concerns the implementation of the career planning system called *Opportunity Creation* (see Chapter 4) within a delayed structure. Such an implementation entails a huge cultural change as well as a change in the thought processes of employees – from the traditional career ladder approach to a career vision, involving an unexpected amount of self-development. The success of the implementation plan is crucial to the functionality of the model.

6.4.2 Formulating a hypothesis

Formulating a hypothesis involves formulating meaningful potential answers to the problem. This entails rewriting the problem statement in the format of a hypothesis. This implies that the variables and the possible links between the problem statement and the hypothesis should be clear. A hypothesis must be presented in an operational format. Phenomenological thought processes (see Analysis of data –

point 6.6) could be used when forming a relevant hypothesis (Landman, as quoted by Theron, 1995).

6.4.2.1 Hypothesis for the purpose of this study

The hypothesis for the purpose of this study boils down to the following:

A phenomenological analysis of a career planning system within a delayed organizational structure will result in the facilitation of an implementation strategy designed specifically for the Opportunity Creation program, which will ensure commitment of those eventually involved in the program.

6.4.3 Choice of sample

Five criteria are applicable to the choice of a sample (Stones, in Kruger, 1988, pp 141-156):

- i. The sample must have experience of the phenomenon being researched;
- ii. The sample has to be able to communicate their feelings, thoughts and perceptions fluently and express them verbally;
- iii. The sample must share the researcher's home language in order to ensure that no finer nuances are lost;
- iv. They must be prepared to be open and to put their information on record; and
- v. They have to be naive as far as psychological theories are concerned.

6.4.3.1 The sample for the purpose of this study

The choice of the sample for this study was done on the basis of the following criteria:

- i. The sample has to be exposed to the delayed structure of the organization and therefore also to the problems it creates concerning career planning within the organization;
- ii. The sample has to be exposed to the model of *Opportunity Creation* in order to understand its principles and processes;
- iii. The sample has to be able to communicate fluently in English, seeing that the research is done in English (It is to be noted that not all the people taken up in the sample are English speaking, some of them could not express themselves in English and their input was translated from Afrikaans);
- iv. The sample has to be representative of both the staff and line functions within the organization; and
- v. The sample must not hesitate to share their opinions and observations.

6.4.4 Gathering of information (data)

Landman and Jacobs (in Landman et al, 1987, pp 159-194) identify six methods that can be used to gather the necessary information or data:

- ◆ Autobiographic text;
- ◆ Critical Incident technique;
- ◆ Case studies;
- ◆ Content analyses;
- ◆ *Ex post facto* research; and
- ◆ Research interviews.

6.4.4.1 *Autobiographic text*

Autobiographies are seen as a form of situational analysis; in other words, biographical moments recorded by a specific (unique) individual. The personal history of the specific person (individual) is researched in order to understand the acts (situations) in terms of the significance they have for the individual. This requires a clear and precise description of the relevant experience accompanied by meaningful interpretation and evaluation, as a result of an in-depth meeting between the researcher and the individual. The following three-step method can be used:

i. Story telling

The individual is asked to write about a specific aspect of his/her experience. This essay must contain the story of his/her most significant experience with regard to a certain aspect of reality. This results in an autobiographic text.

ii. Analysis of existence

The individual's impression of reality/existence is gathered from underlying key words in the autobiographical text. Where no key words can be identified, thoughts must be reduced to one word or a combination of words, and this is written down together with a short description or definition.

iii. Critical reminder instructions

The autobiographic text is subsequently subjected to a critical reminder analysis. The objective of the critical reminder instructions is to sharpen the cognitive and affective insights of the chosen individual and to unveil that which is essential.

i. The individual is required to explain why he/she emphasized certain aspects of an experience and concealed others;

ii. The individual must take possible distortions into consideration;

- iii. The individual must give an indication of possible contradictions between detail and generalization in the text;
- iv. The individual must compare all his/her stories with a view to finding parallels; and
- v. Utilizing the steps pertaining to phenomenological thinking (see Data analysis, point 6.6) can refine the critical reminders.

6.4.4.2 Critical incident technique

The critical incident technique is a method for studying behaviour and entails the observation of natural or predominantly natural situations. Conclusions regarding individuals or populations are made. The information gathered (through observations) is subjected to a procedure called monadic analysis. Monadic analysis focuses on people and entails the close observation of people in order to identify critical factors that influence their lives. Landman and Jacobs (*op cit*) are of the opinion that the independence of observers and reviewers enhances objectivity.

6.4.4.3 Case studies as research method

Landman and Jacobs, as quoted by Theron (1995), see case studies as the interpretation and discussion of a case based on the report on the case. The researcher normally compiles the report. Furthermore, it is customary that he suggests that only people directly involved in a research project may use these case reports to write case studies. Case studies are defined as “.....*an in-depth study (usually longitudinal) of one case (or a few cases) in contrast to a more superficial cross-sectional study of a larger sample; usually, but not always, an observational study*”.

The following five characteristics of case studies can be emphasized:

- ◆ A case study is a realistic representation of a situation or event;
- ◆ It corresponds to inter-human events and a broader social context;
- ◆ It rests upon an acknowledgement of the significance of the special and unique;
- ◆ It presents a high level of validity and reliability; and
- ◆ It emphasizes growth and changes, which take place with time.

The significance of case studies is dependent on verification and cumulation. Verification entails a mutual, critical discussion of proof in order to realize the objective of critical inter-subjectivity. Cumulation, on the other hand, rests upon retrospective generalizations as rearranged experiences. The gathering of information takes place by means of documents such as:

- ◆ Annual reports,
- ◆ Statements on points;
- ◆ Edlab charts;
- ◆ Circulars;
- ◆ Year books;
- ◆ Brochures;
- ◆ Interviews; and
- ◆ Observations.

6.4.4.4 Content analysis

This refers to the analysis of documents in terms of the frequency with which certain terms, ideas, feelings and personal references are used. Content analysis can be defined as “...a method of analyzing documents by using a quantitative coding-scheme; the method attempts to be objective and systematic”. It entails a research technique involving the objective, systematic, quantitative description of the disclosed content of communication in order to undertake a systematic, macroscopic analysis of recorded information. The content of speeches, letters, essays, journals, documents, slogans, propaganda, films, music, interviews and questionnaires can be used in content analysis. Landman and Jacobs (op cit)

suggest the following procedure with regard to phenomenological content analysis:

- i. Explanation of objectives – the objective of the analysis suggests relevant categories;
- ii. Development of hypotheses;
- iii. Choosing of sample – which examples (concerning content) must be obtained and how? For example: which publications are to be used - The Sunday Times, every third Sunday? The content that is going to be analyzed should also be specified: for example, the editorials;
- iv. Category analysis – the components of the selected categories are determined, for example direction, standard, characteristics, value-judgments, methods and role players; and
- v. Quantifying – determining the frequency of certain units, for example words, themes, items, characters, measures regarding time and space, sentences and paragraphs.

6.4.4.5 *Ex post facto* research

Ex post facto research can be used as an indirect way of studying the cause-and-effect relation in order to determine the extent to which the effect of phenomena sheds light on the causing factors. Since the phenomenon under observation has already occurred, only the progress and effects of the phenomenon can be examined.

Ex post facto research can be defined as "...research in which the independent variable(s) has (have) already occurred and in which the research starts with the observation of a dependent variable or variables. The researcher then studies the independent variable(s) in retrospect for their possible relations to, and effects

on the dependent variable” (Kerlinger, 1973). Two or more groups are compared regarding the independent variable.

According to Landman and Jacobs (op cit), the following components of an *ex post facto* research can be considered:

- i. Hypotheses are put forward;
- ii. Two groups are formed on the basis of differences regarding an independent variable (specific existing condition);
- iii. Groups are defined in operational terms, by describing which characteristics and conditions indicate a specific variable; and
- iv. Independent variables that may influence the dependent variable are identified.

The independent variable is a characteristic or specific condition that already exists and cannot be manipulated. The two paired-off groups, however, are equalized regarding this variable in order to determine the relation between the opposite characteristic and the dependent variable.

6.4.4.6 The research interview

During the interview (a method of gathering data) it is important to ensure rapport between the researcher and the person taken from the sample. The researcher ought to create an atmosphere in which the person can feel relaxed and in which confidentiality and trustworthiness are guaranteed.

During this session, the person taken from the sample may complete a “Personal Data Form” so that his/her personal information is on record. If no personal identification is asked for, it may lead to the person’s communicating more freely about his/her real feelings.

i. Designing the interview

Stones (in Kruger, 1988, pp 141-156) recommends that the research interview consists of open-ended questions and that the interview will be conducted in an informal, non-directive manner. The researcher should use an interview schedule in order to obtain standardized, comparable information from everyone in the sample. The researcher should try not to influence the people in the sample and leading questions should be avoided. The people in the sample may afterwards be asked to complete an evaluation.

ii. Recording the interview

The researcher can either write down the interview, or record it on tape. Writing it down will slow down the interview and may cause stress with the sample. The procedures pertaining to the interview, as well as the analysis, may be tested on a preliminary group. After having recorded the interview, it can be analyzed phenomenologically (see Analysis of data – point 6.5).

6.4.4.7 Data-gathering technique used for the purpose of this study

A standardized interview schedule (see Appendix B) is used in order to gather the data. The interview is recorded on tape, transcribed and then analyzed phenomenologically. Each member of the sample also completes a "Personal Data Form" (see Appendix C).

6.5 ANALYSIS OF DATA

The phenomenological analysis of data aims at understanding which connotations the individual, in his/her real world, attaches to the researched phenomenon. Various steps in the process of analyzing data can be identified.

Georgio (1983, pp 10-19) and Theron (1995) mention four essential steps, namely:

Step 1: Sense of the whole/Phenomenological reduction

A researcher is to read the entire description in order to get a general sense of the whole statement. It involves nothing more than simply reading the text, and the ability to understand the language of the describer. The general sense attained by the researcher is not interrogated or made explicit in any way. Primarily, it serves as a basis for the next step.

Step 2: Discrimination of "meaning units"

Once sense of the whole has been grasped, the researcher goes back to the beginning and reads through the text once more with the specific aim of identifying "meaning units" from a psychological perspective, the researched phenomenon in mind. Since the whole text cannot be analyzed at once, it has to be broken down into manageable units (with psychological criteria kept in mind). Thus, the "meaning units" that emerge as a consequence of the analysis is spontaneously perceived discriminations made with regard to the subject's descriptions. This results in phenomenological reduction – a purifying process where the given is disentangled from all obvious, unfounded, ambiguous, naive formed prejudice and therefore principally questionable evidence.

Step 3: Transformation of Expression into Psychological language/Eidetic reduction

Once "meaning units" have been delineated, the researcher considers all the "meaning units" and expresses the psychological insight they embody more directly. This particularly concerns those "meaning units" most revelatory of the phenomenon under consideration. The phenomenological reduction that discloses reflective experiences of meaning/sense provides access to an area of absolute information, namely the clear cognition with its meaningful experiences. Eidetic reduction wants to change the reflective observation or intuition concerned with the co-incident, individual experience into a philosophical intuition concerned with the necessary, predominantly valid essence thereof. It involves the following three steps:

- a) Determining where it appears;
- b) Determining similarities and differences by using a table of essence; and
- c) Verifying the essence by means of an integrated table of essence.

Step 4: Synthesis of transformed “meaning units”/Transcendent reduction

Finally, the researcher synthesizes all the transformed “meaning units” into a consistent statement regarding the subject’s experience. This is usually referred to as the structure of the experience. The researcher has to integrate the insights contained in the transformed “meaning units”. The criterion would be that the general description should encompass all the connotations embodied in the transformed “meaning units”. The structure is then communicated to other researchers for the purposes of confirmation or criticism. Every conscious experience is still on its noetic side the perspective center point of a horizon, within which the attended noema becomes visible in its meaning. The world is a structure of man’s conscious experiences that makes the experience of meaning possible. The world is thus given as a universal horizon of all man’s experiences.

In conclusion, the phenomenological steps can be said to boil down to the following: the researcher must reflect the protocol in order to identify natural “meaning units”. These units are transformed into formal psychological language. The different steps in the process of analysis form “partly a set of ordered abstractions describing the complicated mental process that the phenomenological scientists experience as a natural totality” (Van Kaam, as quoted by Theron, 1995).

6.6 CONCLUSIONS AND RECOMMENDATIONS

Conclusions are viewed by Coetzee (in Landman *et al*, 1987, pp 61-92) as activities of the mind aimed at concluding an effect from a known circumstance or fact. Familiarity with circumstances reflects knowledge gained by the use of research procedures. When drawing conclusions, the researcher has to ensure that his/her hypotheses have been confirmed and consider the implications of confirming them or not.

By using a research procedure specific results are obtained – from which the researcher can draw certain conclusions. Recommendations imply that a specific manner of behaviour should unquestionably be preferable. This is advice that is given on the basis of a specific experience. Regarding conclusions and recommendations, the researcher can

draw up a table of essence in order to ensure that his argument is logically sound and scientifically founded. An example of the steps involved in such a table of essence is found in table 6.1.

Table 6.1: Table of essence: Argument analysis.

Step	Description
1	Are reasons given for a specific allegation (is the allegation logically sound and true to reality?)
2	Emphasize the reasons and conclusions in order to highlight the structure of the argument.
3	If necessary, re-formulate the argument in neutral, understandable terms.
4	If necessary, re-formulate the argument in more straightforward, non-contradictive terms – be careful to avoid ambiguity.
5	Decide on the type of argument: Inductive - go to step 6 Deductive - go to step 9
6	Is there an adequate amount of data available, which has been carefully verified? If yes - go to step 7 If no - try to re-formulate
7	Determine validity of argument by using a form-diagram: If diagram is valid - go to step 9 If diagram is invalid - try to re-formulate
8	Have all relevant facts, including alternatives, been fully considered? If no - consider the facts If yes - go to step 9
9	Are all the premises sound? (The different premises of the argument must be thoroughly controlled) If yes - a good argument

(Source: Theron, 1995)

6.7 SUMMARY

The protocol has created an awareness of the uniqueness of the phenomenological research. The researcher must be aware of the demands of phenomenological research and must have the knowledge and skills to implement the method. Phenomenological requirements render experiences meaningful by acts which verify phenomena. These verifying acts can be utilized in each step of the research program.

The research design used for the purposes of this study, is a qualitative research design, namely Phenomenology. It was chosen as research method because of the influence exerted on people by the researched phenomenon, namely the implementation of a model on career planning within a delayed organizational structure – also known as *Opportunity Creation*.



Chapter 7

Phenomenological analysis of results

CHAPTER 7

Phenomenological analyses of results

7.1 INTRODUCTION

The purpose of this chapter is to present the results of the phenomenological analysis of the interviews. Interviews with ten people are phenomenological analysed. The respondents had exposure to:

- ◆ The principles of traditional career planning;
- ◆ The principles of career planning (or lack thereof) within delayed structures; and
- ◆ The principles and methodology behind the *Opportunity Creation* model.

The results are presented verbatim and tables of essence provides the data under the following headings:

- ◆ The meaning units; and
- ◆ Analysis of the meaning units and explanation of the phenomena.

7.2 DESCRIPTION OF THE RESULTS

The following unprocessed data entails a verbatim replica of the interviews (answers on twenty questions) as well as the tables of essence highlighting the essence from the responses.

7.2.1 INTERVIEW: GRANT

Age : 36
Qualifications : MIEA and various sales and management courses
Division : Saambou Property Finance
Office : Tableview
Designation : Area Manager
Job grade : G
Length of service : 14 months

Question 1: What, in your opinion, are the most important aspects of the Opportunity Creation Program?

Answer: To me, the most important part of this whole program is the fact that it is a complete turnaround from what we... what most South African companies are used to. And I think especially a company like Saambou, which I believe has been structured very much, has had a very hierarchical structure being put in place. Its going to take a complete and utter revision of the way that people clear processes that have been placed, and I believe in it, especially in a conservative type psyche, and it is going to be a revision of everything that we got used to. It is exciting.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: I believe at the end of the day, its going to have to come from top management, and top management is going to have to buy into the program, to make it successful. Its going to have to be driven very hard, and sold very hard, from a Human Resources source. They are going to have to explain the benefits of the system, and it is going to be a hard sale. I think for it to succeed, obviously, Top Management is going to

have to buy into the program, and it is a radical shift. I look forward to see the sales processes implemented and whether in fact people will get it right.

Question 3: Who should take on responsibility/ownership for the program?

Answer: I think the Human Resources department initially is going to have to drive it very, very aggressively. And I think once it is in place and people understand the concept.... You know, if we end up with a flattened structure, every single employee has to accept the type of structure you are going to work in; everybody is going to have to be involved.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: I think you are going to have resistance in the structures that are already in place. People are going to say: "But I have staff, I have line authority, why should I give it up?" So, I think the most resistance you are going to find is from the existing bosses within the group.

Question 5: How should this resistance be handled?

Answer: Delicately, diplomatically. I think there is going to be a sale process involved. I don't think for one minute, it is a process that can be bulldozed through the organization. I think resistance to change within an organization is apparent, even in the division that I am working in. I think to sell this throughout the whole spectrum of the organization is going to take time, diplomacy and a lot of good persuasive skills.

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: It is a very good question. I do believe you are going to have to take the entire staff. The same selling processes that you think that is going to have to be implemented through the higher echelon on this, is going to have to be taken through the entire staff compliment of Saambou, because it is such a radical departure from what everybody is used to. Everybody, I believe, needs to be educated in terms of the benefits that the OCP can give to him or her.

Question 7: How should staff members be made aware of the OCP?

Answer: First, it will have to be sold into the top echelon and then with their support, I think then we have a very good chance of selling it down

But what method should we use to sell it down?

I think the first thing that needs to be done, again, is to necessarily sell it at top level. I think we would then need somebody who has a very high regard within the company, somebody like Mr. Myburgh - maybe to discuss it at a forum level, together with a Human Resources person who can explain it further. And then I think perhaps you need to I think it is such a huge departure, I think it would need to be brought to the people. I think Human Resources people should come up and actually sell it and explain it in depth and take a question and answer type situation into account. And I think there will be concerns by staff and I think those staff must then be individually be spoken to and explained to properly.

Question 8: Who must be involved in this awareness process?

Answer: I think all the existing managers. It is important that they are fully aware of the process and what the process is actually going to mean to them. I think the first people that are affected, are the existing management and I think they need to be specifically made aware of it.

Question 9: Who should be first to be placed on the program and why?

Answer: I think people who are seen to be the next generation of, if one can call it team leaders or leaders in the organization, need to be placed on the program first. I think one needs to start with the higher ranking people in content, if one can call it that, people who will ultimately be seen as taking the bigger responsibilities of the company.

Question 10: Who should be next to be placed?

Answer: Then I think you move down the rankings. I see this as management succession planning, but not always having to be the boss as such, more a team leading type of situation. And I think there is always going to be situations where somebody is going to be more responsible than others are. So, start with them, but then work it through. I think if you can sell it to those people who are going to be the middle to senior management of Saambou. It will be so much easier, once the successes are seen there, to filter it down through the company.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: If I understand consumer value, I would be very proud if I was put on an opportunity creation program to be able to wear some thing like this - like

a little badge. I think it will give a lot of people something to aspire to, it means that you have been identified as having the ability, and it would be a nice idea.

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: I heard a different opinion last night, but I do believe the "top-down" approach is necessary. I still believe it needs to be sold at the top first, before it is going to happen

But does that necessarily mean starting at the top and working it through each and every employee?

No, I am not necessarily saying that Mr. Myburgh needs to be put on top of the Opportunity Creation Program. What I am saying, is that I do not see it starting on the shop floor level.

Question 13: How do you view the training practices within the program?

Answer: If I understand your question correctly, my only concern with the way the company has specialized and been restructured, is that, if a person is in Property Finance, how does he then get trained in an Investment office. You know, some of us have been employed with specific roles within a specific amber of expertise, and somebody like myself would be particularly annoyed to have to move out of my expertise. So, I see that as a possible resistance to the program. And the way I have heard, it seems to me you would be moving into various different departments or divisions within Saambou to improve your skills, because it is not always an upwards move and I can see possible resistance in such a situation.

OK, and what would you recommend?

Look, my recommendation would possibly be: should a person be comfortable in the Property Finance division, which is extremely specialized, maybe instead of moving him into a banking system, what about moving him to do some credit or something to that effect?

To be allowed to work from different divisions and/or training programs?

To do some product development or something like that, as opposed to simply being moved as a marketing manager, or a Property Finance marketing manager, into the Investment department in the bank.

Question 14: At what rate should this program be implemented?

Answer: I think as quickly as possible. Personally, I think it can only do the company good. I know it has been successful elsewhere, and the flatter the structure, the more team leading and path finding, as opposed to "I'm the boss and you are my sub-ordinate", is the way we need to go.

Question 15: How regularly should follow-ups take place?

Answer: At least once a year. I think if you're put on the program, one wants at least once a year to get some feedback, to find out:

- a. If you are doing the right thing?;
- b. What if you aren't? – you'll want to know about it; and
- c. What should you be doing?

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: Absolutely essential. I think we should do everything and use all the technology and every type of ability that we have, to make sure that we are selecting the right people and psychometric testing has never let me down before. I think it is important.

Question 17: How do you view the application of the readiness pool?

Answer: It is going to be interesting, because obviously not everybody is going to be in the readiness pool and I think that is where you may have a little bit of conflict and you might have a little bit of disappointment. In fact, we are going to have that. So, people within the readiness pool are going to be excited, but if people can accept the fact that if they are not in the readiness pool, they will need to do things to get there. And if they can accept it in that spirit, then you have a winner. But, if they get negative and they are not going to be prepared to do much to get themselves into the readiness pool, then you have a problem. I think that is where the quality of our people, you know, the character of our people, lies.

And once you are in the readiness pool?

I think you need to know that you are there, and you need to:

- a. Ensure that you stay there; and
- b. If something does happen and a post does come available, you then are in a position to take up the opportunity.

Question 18: How do you view the role of internal advertisements?

Answer: It is important. If there is an internal vacancy that is going to be filled internally, I honestly think that you should not advertise unnecessarily. Do not raise expectation amongst staff unnecessarily. If you have a readiness pool available or if you have a suitable candidate, is it really necessary to take people through the emotional trauma of seeing something and it is not really available, it has already been allocated? Then I think we are just wasting everybody's time.

Question 19: How do you think inter-division transfers should be handled?

Answer: With delicate care, because, as I say, a lot of people have been brought into the organization for a specific role. And to move us out of that role, without our happiness and willingness, will create problems. So yes, inter-division transfers need to be discussed in-depth with everybody, especially the person that is effected.

But can it happen?

Of course it can. In fact, a lot of people would like it to happen. I believe that right now, sixty to seventy percent of the management people in Property Finance, should not be there. I say that with all due respect to you, I believe they should be far better suited elsewhere, and I am sure that if they were honest with themselves, they will agree that they are not comfortable in that environment. So, sure it can happen and it should happen.

Question 20: Is there anything else you would like to add?

Answer: No, thank you.

Table 7.1: Table of essence: Grant's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	It is a new method creating a new thinking-pattern and culture.	It will be important to be aware of the extent of change management needed towards handling resistance and selling the new method to the employees of the organization.
2	Role players: <ul style="list-style-type: none"> ◆ Top Management ◆ Human Resources 	<p>The process will be as successful as the selling thereof to Top Management in order to obtain their "buy in" and commitment to enforcing the process.</p> <p>It is also important to notice that the Human Resources function within the organization plays an integral part in the sales and implementation process as well as in the maintenance of the program.</p>
3	Responsibility: <ul style="list-style-type: none"> ◆ Human Resources ◆ All employees 	Initially Human Resources will have to take ownership of the program by selling and implementing it, but later on, it will become the responsibility of each and every employee – which makes their "buy in" to the program even more essential for the success thereof.
4	The most resistance will come from current managers who will feel they are loosing status.	The current managers within the organization plays an important part in the program and therefore their "buy in" and commitment is essential and the sales process will have to include them so that they fully understand the program and its benefits and procedures. They will also have to be able to sell and explain it to their subordinates.
5	In order to minimize the resistance, time, diplomacy and persuasive skills will be necessary.	Because of the enormous change in traditional career planning brought about by the <i>Opportunity Creation Program (OCP)</i> , it will be necessary to implement it in a subtle, diplomatic way by selling the concept and its benefits to all involved parties.
6	Every one should know about the program and its benefits before implementation.	All employees must have access to the methods to be used for communicating the nature and benefits of the program, in order to reach all parties to the program.

Table 7.1 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
7	<p>Awareness by using:</p> <ul style="list-style-type: none"> ◆ Top Management ◆ A champion for the program ◆ Sessions with "question-and-answer" training. 	<p>Different methods should be used to sell the program - in order to reach all employees. Top management's commitment is essential and each and every employee should have the chance to be told in person about the program and its benefits to him/her. A champion for the program can be identified – this will necessarily be a person with much influence in the organization.</p>
8	<p>All existing managers should be involved in the awareness process.</p>	<p>The existing managers will not only have to explain the program to their subordinates but also understand it in order to create their own "career path" within the organization.</p>
9	<p>Higher ranked people as well as potential leaders should be placed on the program first.</p>	<p>A top-down principle is not necessarily the right approach. Implementation should rather entail a first round of employees in the top rankings as well as those with potential of becoming leaders in the near future in the organization.</p>
10	<p>After the first round a top-down approach can be used.</p>	<p>By involving top management and then the potential leaders, success stories will become a reality. These stories can then be used to sell the program further through the organization by involving the rest of the employees by means of a top-down approach. This phase will probably be a voluntary involvement.</p>
11	<p>A little badge of the logo can be used.</p>	<p>In order to maintain awareness of the program, different methods can be used to continually remind employees of its existence, for example giving those on the program a little badge to where as evidence of them being part of the program.</p>
12	<p>Top-down is essential in selling the concept and in a certain sense also in implementing it.</p>	<p>When selling the program it will be essential to have all employees on management level and higher buying in on the program. This will ensure to a large extent the successful implementation thereof. Placing employees on the program via the top-down principle however, is not recommended.</p>
13	<p>Rotation should be done very carefully.</p>	<p>Moving people in order to develop their skills will create resistance if they do not agree to the move beforehand. Skill development should also be within the range of the employee's interests and special competencies.</p>

Table 7.1 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
14	Implementation should be done as quickly as possible.	The delayed structure has already been implemented and employees' morale regarding specifically their careers, are seemingly low. Therefore it will be necessary to implement the OCP as soon as possible in order to allow everyone to know where he/she is going to in the organization.
15	Follow-ups should be at least once a year.	With the vision being set for the next two years it will be essential to frequently follow-up on progress and maybe even changes in vision. Feedback from the employee him-/herself as well as Human Resources and the manager is needed on a regular basis.
16	Psychometrics should form part of the program.	Any information regarding the individual placed onto the program should be used in order to follow a holistic approach to his/her career planning. Psychometrics is here used to understand the personality traits of the individual – an important piece of information to establish correct utilization in the organization.
17	The quality of the people will ensure whether the readiness pool will have its rightful place.	Employees placed on the program should know: <ul style="list-style-type: none"> ◆ What they must do to be placed in the readiness pool; ◆ When they are placed in the readiness pool; and ◆ When a vacancy/opportunity arises whether they were considered or not and why.
18	Internal advertisements for vacancies are important.	<u>All</u> vacancies should first of all be advertised internally, except maybe when there are suitable candidates in the readiness pool – in order not to create unnecessary expectations.
19	Inter-division transfers should be discussed in depth with effected employees.	Inter-division transfers should be allowed in order to utilize employees according to their capabilities, skills and interests. This will not only benefit the employee but also the organization.
20	-	-

7.2.2 INTERVIEW: IRMA

Age : 24
Qualifications : St 10
Division : Investments
Office : Alkantrant
Designation : Client Service Manager
Job grade : M-Band
Length of service : 4 Years

Question 1: What, in your opinion, are the most important aspects of the Opportunity Creation Program?

Answer: First of all I see it as a creation of motivation and opportunity for employees in a company with a delayed organizational structure. That is the most important thing. It is about analysis of a person's personality, his qualifications and then his career aspects of what he can and want to do in future. He has to have clear and specified career goals.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: I think it is the individual, the work, and the organization.

The work, meaning what specifically?

The work that has to be done and the people who have to do the work. It depends on the organizational structure – on what has to be done.

Question 3: Who should take on responsibility/ownership for the program?

Answer: I think the Human Resources Department should, because it is their brainchild and they have the skills, manpower and required knowledge for the successful implementation, so they have the background to do it successfully. Primarily they should, but each and every person should take responsibility for himself or herself as well, to make it successful. It depends on everyone.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: Employees may react negatively because it is a natural tendency with people. It's something new, people are afraid of change, and the unknown, and they may be uninformed about the motivation behind the whole action. I think that will be a natural thing that kicks in – reality.

Question 5: How should this resistance be handled?

Answer: Employees should be properly informed, and they should be guided towards what may be expected. The whole implementation should be introduced with enthusiasm and eagerness. The people who introduce it to the employees should be very enthusiastic about this.

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: I think proper research regarding each individual should be done. It's a massive task to do this, but I think it is important to make the people feel understood.

Research regarding what specifically?

Research on what employees want....what they expect. And then, detailed planning and organization should be done. Everything should be in place before they introduce it to the employees. That is a problem that occurs when proper research is not done.

Do you have any suggestions of things that should be specifically in place?

Yes, I think the legal aspects around this and then the whole system about what employees can expect from this. Its difficult as we don't know how it is going to be done in Saambou. I don't know how you plan to go about this, so it is difficult to say, but I think the employees' qualifications and background is very important in this, and their career expectations.

Question 7: How should staff members be made aware of the OCP?

Answer: I think first of all, they have to explain the whole process, and the implications should be in writing to each employee. It makes it easier when it is in writing, then they can know what it is exactly about. This should explain the whole intention, and the different phases that can be expected. People like to know what is going to happen. Each individual must know exactly what the goals are and why it is implemented, and then how it will effect him or her. Then I think further enthusiastic discussions on maybe Saambou Forum, and News Flashes should be broadcasted. They should say: "This is where we are now, this is what we have achieved, and the next step is this and this".

Question 8: Who must be involved in this awareness process?

Answer: I think the Managers, Team Leaders and definitely Human Resources

Question 9: Who should be first to be placed on the program and why?

Answer: Members of Management, because they have to lead their teams. If they don't know what is going to happen....it is difficult start at the bottom. I think the top-down principle will work very well with that. They can then explain to their employees what will happen.

Question 10: Who should be next to be placed?

Answer: I think the Functional people.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: I think it depicts motivation and career opportunities. The whole logo looks very motivational.

How can we use it and where can we use it?

In correspondence, maybe, in the introduction. Just show the people the logo and they will know what it is about. They can identify the logo with the whole OCP.

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: Yes, it is. It is always better to have management properly informed so

that they can guide their teams and give them information. People always go to their managers, so it is better for them to know first.

Question 13: How do you view the training practices within the program?

Answer: Training should be done immediately after it's been introduced. It is very important and necessary in any organization. I think that is what the whole OCP is about. This is applicable to training in general.

Question 14: At what rate should this program be implemented?

Answer: It should be implemented at a steady rate, not in drips and drags. Once we start the program it has to go on.

Question 15: How regularly should follow-ups take place?

Answer: I think six monthly will be a good frequency.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: It goes hand in hand with Opportunity Creation, and it is an integral part of career planning, so it has to be done, you cannot go without it.

Question 17: How do you view the application of the readiness pool?

Answer: I think it is important, we haven't done it in the past. I think it is a very

good idea.....it is very important, but it has to be done then. If I can talk of personal experience, I think that is very applicable.

Question 18: How do you view the role of internal advertisements?

Answer: It is very important. It gives employees the opportunity to see what is going on in Saambou, who is moving around in positions. It gives them opportunity to go for a certain position, and make themselves aware, so people get aware of their existence.

Question 19: How do you think inter-division transfers should be handled?

Answer: Yes, it should be allowed, but it is very difficult at the moment. It is quite a difficult situation. If you are in one division, it is practically impossible to go over to another division, because you do not have the proper training. It is like a tunnel vision, you specialize in your section and you don't know what is going on. Thus, proper training is very important here. First of all, you have to be trained to do the job, to move to another division.

Can, or should you, be allowed to be trained in other divisions?

Yes.

Question 20: Is there anything else you would like to add?

Answer: No, thank you

Table 7.2: Table of essence: Irma's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	It creates motivation and opportunities for employees by establishing clear and specific career goals.	The <i>OCP</i> should be seen as a motivating system for employees to set clear and specific career goals for themselves, develop themselves towards that goal and eventually be exposed to the opportunities to actually achieve those goals.
2	The role players are: <ul style="list-style-type: none"> ◆ the individual; ◆ the type of work; and ◆ the organization. 	Both employee and employer have important roles to play within the <i>OCP</i> . The type of work the individual is doing at present will influence the development actions needed in future in terms of training, exposure, etc. The organization's fundamental business will also determine what knowledge and skills are needed and therefore will determine what opportunities can be made available.
3	Human Resources should primarily be responsible for the <i>OCP</i> , in conjunction with every employee.	The skills needed to facilitate and co-ordinate the <i>OCP</i> lie within the Human Resources Department of the organization, but it boils down to every employee taking on responsibility/ownership of his/her own career goals, development plans and progress.
4	The main resistance will be as a result of fear for the unknown.	People have a natural tendency to fear unknown grounds – even in their everyday work environment. Communication on the reasons for the <i>OCP</i> , as well as the process and its influence on every employee's situation, is therefore important. Knowledge can counter fear. Regular updates and refreshers can be used as well to keep the communication channels alive and open.
5	Providing information with enthusiasm and eagerness is very important to counter resistance.	The people conveying the message of the <i>OCP</i> and what it means and entails should really <u>sell</u> it to everyone. Selling something new successfully means to believe so much in what you're talking about that you are able to influence others on believing it too. It is therefore important to use people ("sellers") who are trustworthy, well known within the organization and who is seen as credible.
6	All expectations should be investigated beforehand as well as employees' background and the working of every possible system that can be linked to the <i>OCP</i> .	Before the <i>OCP</i> can be implemented it is important to ensure that every system linked to the process is in place (properly). It is also important to understand the employees' expectations regarding a system like this and to address these expectations during the selling process. The organization and especially its Human Resources will have to ensure that all their systems are in compliance to the <i>OCP</i> guidelines and basic principles.

Table 7.2 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
7	Different communication mediums should be used, from a very personal to a national strategy.	The organization should make the <i>OCP</i> known to everyone in its employ to ensure insight and buy-in. It will therefore have to use all possible means to communicate the process and systems as well as the influence on every employee. Personal communications together with a more national approach will seemingly be sufficient.
8	To be involved are: <ul style="list-style-type: none"> ◆ the line managers; ◆ team leaders; and ◆ Human Resources. 	It is important to involve (in the awareness process) those employees that will be in a position of having to sell the <i>OCP</i> to their subordinates and be able to support and encourage those being part of the program. Their buy-in is therefore crucial.
9	Managers should be placed first.	The role of the managers within the <i>OCP</i> should not be underestimated. If they do not understand and support the process, it will be a waste of time, money and effort. They have to lead and support members of their teams. They will have to experience the <i>OCP</i> to be able to efficiently support their team members and should therefore be placed first of all.
10	Employees in functional positions should be placed secondly.	After management has gone through the process, the rest of the work force should be given the opportunity to become part of the program as well.
11	The <i>OCP</i> -logo depicts motivation and career opportunities.	The achievement concept of the logo has motivational value and it can be used on correspondence that has relation to career issues. The identity it creates with regards to the <i>OCP</i> will enhance the awareness of the program.
12	The top-down principle is applicable.	Management will be properly informed if they had experienced the <i>OCP</i> and it's working themselves. They will therefore be in a better position to guide and advise their team members on their career decisions and actions.
13	Training should be done immediately after implementation.	The necessary training programs and procedures should be in place by the time the <i>OCP</i> is implemented, so that every employee on the program will have immediate access to training in order to address the identified development areas.

Table 7.2 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
14	The tempo of implementation should be steady and continuous.	The OCP should not be implemented too fast or too slow. The natural time principle should be upheld, in order to ensure less resistance. The faster the change normally is, the higher the resistance will be. For successful implementation it is therefore important to realize what rate will be acceptable to the employees.
15	Follow-ups should take place every six months.	The follow-up interviews and progress evaluations should be done frequently and should become part of a natural process in the organization where everybody knows a certain month is "OCP review month". This will set unofficial target dates for development, progress and reality testing.
16	Psychometric testing should form part of the OCP.	In order to determine development areas it is important to have not only an evaluation of the skills and competencies of the employee, but also of his/her personality traits. This will complete the picture so that the right training and exposure can be identified.
17	The readiness pool should be implemented and kept alive.	If the readiness pool is implemented and starts to feature with regards to succession planning, it will be important to keep it alive and efficient in order to establish faith in the program.
18	Internal advertisements give information on what is going on in the organization in terms of career opportunities.	The role of the internal advertisements is not only that of making employees aware of career opportunities within the organization, but also to inform them on what is going on with regards to people moving within the organization.
19	Inter-division transfers and training should be allowed.	If inter-divisional transfers are allowed, then the training practices should also allow employees from different division being trained by another division. The qualifying factor here will have to be the individual's identified career goal – if it means going over to another division at some stage, then he/she should be allowed to be trained in that applicable division.
20	-	-

7.2.3 INTERVIEW: LYNETTE

Age : 31
Qualifications : Std 10 - B.A Law - AIISA
Division : National Insurers
Office : Saambou Park
Designation : Claims Manager
Job grade : G
Length of service : 2 Years, 7 Months

Question 1: What, in your opinion, are the most important aspects of the Opportunity Creation Program?

Answer: The beauty of the OCP is basically that you give the opportunity to the individual to identify in which direction his career will be going, and I think that is wonderful. I think it is very important to understand that it is a major change in direction, and especially for a company like Saambou. It is important to understand that there is a lot of work to be done. On the other hand you can sell it by stressing the strengths of the system and that is that you put so much power into the hands of the individual, which is very important. It is up to you. I have been saying that for years that it should be up to me to decide what I want to do with my career. Then, if you can create a system where people can see what you want and where you plan to go, and do something with that and help you to get to where you want to be, that is wonderful.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: First of all you need to understand and make sure that you get the support of the individuals working for the company. It is very important.

Without their commitment you won't get anywhere. It is important to sell the system to them and make them understand exactly what you want and where you are going. Secondly, if you do not get management's commitment, you are going to have a problem. Because, from what I can see where it is going to, in the end, mean more involvement in the Human Resources aspects of management from your managers within the business unit, which means that they are going to have to be committed towards making this work. The most important role player I think will be our Human Resources personnel, to make sure that everybody understand, that everybody is committed. Because of the fact that it is going to be such a major shift from everything that we have been doing for the last twenty or thirty years, I think it is very important to make sure that the Human Resources people can support your individuals, your staff and then definitely your management.

Question 3: Who should take on responsibility/ownership for the program?

Answer: I think Top and Middle Management. People in the Human Resources department are basically the source of the new system, and that is wonderful. Somebody outside the Human Resources department must take on responsibility in the end, but....you should take this to make sure that you get your staff to say that my career and my job creation or opportunity creation is my responsibility first of all. If management does not support this plan or new idea, and they are not made responsible to make it work, it won't work.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: Definitely from the management team. It is going to mean more work for them, from what I can see. Further you must understand that people first

of all do not like change, and secondly they do not like to do something new when they do not have the training and they do not really know what they are doing. You can work that out by making sure that your management understands exactly what this is all about. I do not think that from the staff you will have a lot of problems, because this is what a lot of people have been waiting for a long period of time. Basically, whoever is going to make this work..... In the long run, 10 years from now, it is not going to be such a problem. The issue is to get it started. Definitely, you can expect your management team, and I am not talking about Top Management, the middle managers, to say to you: "OK, this is great, but who is going to do all this work?" Because they have to do the interviews, and to give guidance, and that is the only problem I can foresee.

Question 5: How should this resistance be handled?

Answer: Basically by giving them proper training. Training is to give them the information that they need, to give them the understanding of exactly what they must do and how they must do it. Also what they can expect from their staff. To be prepared means that you feel stronger and more positive, and ready to tackle the bull by the horns.

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: The most important aspect is to have some kind of training or orientation session to make sure that everybody in the company understand exactly how it is going to work. Make sure that you have visible Human Resources, your staff, to support the system. You are going to have either a lot of paper work or have a very good system to support this plan. If you do not have that in place, I do not think that you can even start thinking about doing it. From what I can see, is that we are going to have to keep

a lot of records about our people, we need to understand what qualifications they have, what they like, what they do not like, their test results. Also, definitely, where they want to go, where you see where they are now and what you have to do to get them there. So there is a lot of either paper work or data that you have to capture onto the system.

Question 7: How should staff members be made aware of the OCP?

Answer: In general in every possible way, but definitely by having small meetings, by getting people together, and saying to them that this is what we are going to do, these are the advantages and the problems that we foresee and how we are going to tackle that. Definitely give them something to read. People tend to forget, so if they have something - just a few main points to remember, for example..... If you can sell it to them in a meeting and then give them the advantages and what needs to be done now, remember, think about the interview, think about what we are going to ask from you, and guidelines. People do not always understand what we mean with, for example, self-development. People do not always understand what it means. Basically like read, take a few magazines, and read about what you are doing and then do some studies or training courses, just to make them think about the whole issue.

Question 8: Who must be involved in this awareness process?

Answer: The people that we would view as the Specialists, and that would be the people in Human Resources, I think. And then definitely management. I would suggest that you sell to you management staff first, get them involved and committed, and then a sort of a combined issue. If you can get the support of your managers to work with your Human Resources - and I am a hundred percent sure that the people would depend on your people in Human Resources to be able to give them guidance and to tell

them exactly what is expected and what is going to happen.

You talked about sessions where we could actually train the people or let them know about the OCP. Who should attend those sessions?

You can do it by having for example, two sessions. The one is a general sessions where you can say OK, where a person like you can for example come in and say: Here is the management team, here is our people, and now we are going to talk about this new thing, and then introduce it to them. Then from there, I would think, that you are going to have to hand it over to the managers anyway, because in the long run I think your managers will be very much involved, so your working sessions will have to be led by your managers.

Question 9: Who should be first to be placed on the program and why?

Answer: I would say your middle management. I think the ideal is to put on everybody, like a big boom type of thing, to get their commitment. You don't want something like this to start up wonderfully and then it dies because it took too long to implement. So I don't think you will get anywhere without the commitment of management, therefore you need to start there, but definitely do not leave it too long before you start with everybody.

Question 10: Who should be next to be placed?

Answer: Everybody.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: I think it is beautiful. It is something that you put there for people to look at and say: "It is not just an idea that somebody has thought of, it is something that we can see, that we can touch, and it is going to influence our lives". I like the idea of it, the picture that it gives me. Basically, you set yourself a goal, you get there and you get the reward and that is very nice.

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: Yes, but you must be careful not to focus for too long a period on your Top Management or management. It is important to get everything in place, sell it, get your systems and people who is going to help you to implement it – then do it. Start with your Top Management, their commitment is very important, then your managers as well, because, as I have said before, it is going to mean more work for them.

Question 13: How do you view the training practices within the program?

Answer: The training practices are good, I do not think you are going to have a problem. What I am scared of is that we lean too much towards the individual, initially. I think it is very important to make sure that we use the training to really make everybody understand and that is basically for your existing personnel as well as for new people coming in.

After the program has been implemented, how should the training practices then operate, how should it work?

I think we need more focus on the technical training in specific areas. For example in our company, at National Insurance, we definitely do not have

enough technical training, so we need more of that. Management tends to, because everybody is so busy, you tend to say well, it is not that important, it can wait until later. For example, we had some telephone skills training the other day, and it was a great effort to get everybody on that training course. It is actually so sad, because one of the main problems that we've got is that we talk to our clients mainly on the telephone, so it is very important for them to have that kind of training. I need people to go on time and desk management. Maybe what we need, is from top management or from your Human Resources department, to put a little bit more focus on the importance of that, and to make your managers aware of how important it is. In the seven years that I spent at another company before I came over here, the first year I did more training courses than what my people is being exposed to here, and it is not Human Resources or the Training Departments' fault, it is management.

Question 14: At what rate should this program be implemented?

Answer: It is difficult to say, because there are a lot of people in this company. The important thing to do is to make sure that everybody understands what it is all about, and you get everybody committed. The bulk of the time that you spend, should be spend on that, because that is your basis, and if that is strong, you won't have a problem. Don't give people too much time to think about it, and to think of excuses for it not to work. I think as soon as you have your basis and have done your homework, just do it.

Question 15: How regularly should follow-ups take place?

Answer: You should meet with your staff on a monthly basis, at least. Especially for the first year or two, and especially for the people that has been working for Saambou for a number of years. You are going to have to

work on them, sell it to them. But definitely make sure that, after implementation, on a monthly basis at least, that your people are still happy with the progress that they are making and that they are still committed, because if they are not, it is not going to work.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: It is positive. The reason why I think so is because we think that we know ourselves, but it is always possible that there are some weaknesses or strengths that you are not really aware of that you can either work on, or depend more on it. It is very important to give honest feedback to the individual.

Question 17: How do you view the application of the readiness pool?

Answer: I like the idea. You are going to have to be very careful about it. Questions that comes to mind are, to whom is it up to, to make sure that a person gets into that pool and how is it going to influence other people. From what I understand, you are saying: "This person is ready to get into the pool, and then make it known". First of all, you can create expectations from that individual, and you can make other people negative. Thus, everything is going to have to be very open and transparent, so that nobody can say: "We don't quite understand why that person is there". The basic rules and the requirements, you call it "the qualifications needed to get into the pool", if that is clear from the outset, then nobody can point a finger at anybody. And then to make sure that people understand that once you get into that pool, it doesn't mean that you are going to be promoted or put into a position within a month's time. It is almost like receiving a certificate to give to somebody and to say:

"We have identified you, and we appreciate what you are doing and see what you are doing. You have created an opportunity for yourself now, in the sense of making yourself capable". Then make it known to other people, and then the next step is for management or the other role-players to identify a place where they can put that individual in.

Question 18: How do you view the role of internal advertisements?

Answer: It is very important. Right now we have a problem with internal advertisements. People need to understand how important it is, and I am talking about our staff. We send it around in the office, and it will stay on somebody's desk for weeks, and then by the time that you get it, it is too late. Maybe circulate it, but there must be another way of making it known as well so that everyone can have quick access to it. Without it....it is always possible that we have this wonderful system where we have identified people and their capabilities, and the direction that we think that they can go in. But I as an individual may see an advertisement and think "My direction was that, but this is not that far off, so maybe I should try this as well". The crux of the issue is basically that we say we put your opportunity creation in the hands of the individual, we work to develop ourselves and if we don't see where the opportunities are, then it is useless.

Question 19: How do you think inter-division transfers should be handled?

Answer: First of all, make sure that the advertisements reach everybody, otherwise we won't know that there is a position in another department that you can apply for. Make sure that whatever positions that person applies for; he will be able to fill that position. The problem that I have at this stage is that we get the individual to develop himself and choose the direction of his career and everything, and then identify opportunities and

so on. But you need to make sure that people keep their focus on the department where they are now, and make sure that they look after their own careers, so there is going to be a little bit of a focus shift as well. People need to focus on what they are doing, to do that good, but also to think of other jobs and other positions and other things that they can do. The question that I have on my mind is, if I now decide that I want to go and work in the Bank and I know that maybe someday there is going to be an opportunity there, how do I get the knowledge that I need to do that without losing my focus here. Because we have this flatter structure now, so you need to look wider. That's a little bit of a problem for me and needs to be thought through.

Question 20: Is there anything else you would like to add?

Answer: No, thank you.

Table 7.3: Table of essence: Lynette's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	The <i>OCP</i> gives opportunity to the individual to identify a career goal. The power is in the individual's hands.	It is important that the individual gets the opportunity to identify (and make it known) what he wants and where he wants to go to. The strength of the <i>OCP</i> lies especially in this aspect and the program must in the end be able to help them to achieve their goals.
2	The role players include: <ul style="list-style-type: none"> ◆ All the employees; ◆ Management; and ◆ Human Resources. 	Everyone in the company have to be committed to the <i>OCP</i> in order for it to work. Management will have to accept that Human Resources management will become more and more important. Communication is essential to ensure that every employee understands the process and what it means.
3	Top and middle management are going to have to take responsibility and ownership.	Management's buy-in and commitment are undeniably important for the <i>OCP</i> to work. Employees' careers and opportunities depend on their managers' support.

Table 7.3 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
4	The resistance may result from the change and extra work the OCP brings about.	Change brought about by the OCP must be understood and managed. Transparency and fairness are essential to eliminate the resistance. Managers should be trained in the process and assisted with their tasks.
5	Resistance can be handled by training everyone involved.	Management as owner of the OCP, will have to sell the process to their teams and therefore needs to be well trained and prepared before asking them to do the job.
6	The support systems have to be in place before implementation.	Record keeping on employees will have to be accurate and complete.
7	Awareness should be created in every possible way.	Eye-to-eye sessions can be used to sell and train.
8	Human resources and management should be involved in the awareness process.	The OCP can not be seen as Human Resources' responsibility and therefore it should be a joined responsibility between management and Human Resources. Buy-in by all is thus very important. Management can even assist with the communication and implementation of the OCP.
9	Middle management should be first to be placed on the program.	Management, as a key role-player in the OCP ought to know what the OCP can mean to any individual and should be placed first of all in order to experience the process and its benefits.
10	Everybody should be given a chance to take part in the OCP.	For the OCP to grow and become part of the organization's culture, it is important that everybody must be able to access the program.
11	The OCP logo can be seen as a reward for efforts and achievement.	The OCP logo can be seen as a symbol of opportunities and achievement and can be used on any communication, whether it is training, promotions, transfers, progress, performance appraisal or any other action that have something to do with their careers.
12	Top-down is necessary for commitment from Top Management as well as your middle management.	Because of their involvement and important role in the OCP, management should go through the whole process and experience it themselves in order to understand it and to be able to sell it to their teams.

Table 7.3 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
13	Technical training is very important within the OCP.	The importance of technical skills and abilities is emphasized – especially if an organization wants to "create" skilled and "ready" people. Focus should therefore be placed on the technical training – especially on functional level.
14	The time frame within which the OCP is implemented should be short.	As soon as all the processes and information are in place, the OCP should be implemented over the shortest period possible. It should, however, be kept alive and active afterwards.
15	Follow-ups should take place on a monthly basis.	Management, being in face-to-face contact with their team members on a daily basis, has a huge responsibility towards the progress of their team members. Follow-up interviews with regards to the OCP should be on a regular basis and should not be left as an annual event.
16	Psychometrics should be included in the process.	In order to create self-knowledge and self-awareness, employees should be given a chance to explore their own being – know about their strengths as well as their weaknesses.
17	Openness and transparency are important to the success of the readiness pool – a system to acknowledge efforts.	The readiness pool should not be seen by employees as the quick gateway to the top, but as a vehicle to improve and develop their skills and encouragement to keep doing so. Transparency on the readiness pool is important to limit wrong expectations and perceptions by either those taken up into the pool or those not taken up.
18	<u>Every</u> employee should have quick access to internal advertisements – a window of opportunities.	The delivery system of the internal advertisements should be created in such a manner that it reaches <u>every</u> employee in a short period of time. Technology like an Intranet should be considered. This is a communication system for opportunities to be made known and therefore an important part of the OCP.
19	The balance between an individual's focus on his/her current position and the future position is very important.	Inter-divisional transfers should be allowed, but it is important that employees realize that their first priority is still to do their current job as good as they are supposed to. Access to other divisions' training and opportunities should, however, be given to everybody.
20	-	-

7.2.4 INTERVIEW: LIZA

Age : 26
Qualifications : Std 10
Division : Property Finance
Office : Saambou Park
Designation : Human Resources Officer
Job grade : J-Band
Length of service : 4 Years 6 months

Question 1: What, in your opinion, are the most important aspects of the *Opportunity Creation Program*?

Answer: To get opportunities and Personal growth and experience to people. It is good for the individual as well as for the organization. Both of them must be committed to this program. Both of them can benefit. The individuals, if they work at this program, they can go as far as to get a promotion. The organization will benefit people with a lot of knowledge and capabilities.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: The individual self, his manager and, I think, Human Resources too.

Question 3: Who should take on responsibility/ownership for the program?

Answer: The individual.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: There might be a problem with the time – it will be very time consuming. It will take a very long period of time. The availability of positions – there can be a lot of people in the pool and only a certain amount of positions. They may feel there will be discrimination. Woman may think they will give advantages to men. Affirmative Action can also create a problem, because if we are pushed into Affirmative Action, we would rather go and get somebody outside the Bank than inside.

Question 5: How should this resistance be handled?

Answer: The organization, the Managers and Human Resources people must show commitment. They must give support to and encourage the individual. They must explain exactly how this program works. They must limit unrealistic expectations to the minimum. As soon as they see that somebody has unrealistic expectations they must tell them. If there is a problem they must solve it as quickly as possible. Problems arising from discrimination, etc. The organization must recognize and acknowledge and maybe reward individuals that show potential and that performs.

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: Each position must have a job specification on what is required for that position. Systems must be in place, like how to manage the Pool, managing the Internal training, and maybe how to manage the individual. The method how this program is going to be handled must be explained. HR and managers must consult with individuals to see if there is potential and then work out a program from there on to follow.

Question 7: How should staff members be made aware of the OCP?

Answer: I think they must use Forum and general circulars. The information must be available from Human Resources so that if somebody wants to find out more about something, he/she should be able to phone the Human Resources person and then the information must be available.

Question 8: Who must be involved in this awareness process?

Answer: Everybody, and especially middle management.

Why the middle managers?

That is the broader spectrum. I do not think the people in Top Management and higher are going to use it.

Question 9: Who should be first to be placed on the program and why?

Answer: The individual that holds the potential and is willing to work towards a better future must be first. You must start at the top, the top position and then downwards. Afterwards the people who may be less willing.

Question 10: Who should be next to be placed?

Answer: The people who are less willing. We must remember that there are individuals that do not have the need to perform or to be promoted to a next level. What they do at present is fine for them; they don't want to become a manager. The organization also needs people like that for the normal day-to-day positions. It must not be held against them that they don't have the need to be promoted.

How should we handle those people? Do you have a suggestion?

I think they must also be encouraged to do what they are doing at the moment and they must do it well. We must give them our support and maybe we can have consultation with them once in a while to find out whether they have perhaps changed their minds.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: For me personally nothing. I just remember it from what I've heard. I do not see it as motivating me. It can be used on internal memos and maybe on personal letters like letters on promotions, transfers, etc., so that people can see it and new people can be aware of it.

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: I really don't think so; maybe I did not understand it well. I think we must start at the bottom, the manager must know what everything is all about before he can start with his people. Maybe I want to go into another division and my manager does not even know what is happening in that division, so it doesn't really matter where they start.

Question 13: How do you view the training practices within the program?

Answer: The individual must take it on his own for in-house and external training.

How?

If it is internal training that he hears about, he must make sure that he gets on that course himself. His manager is not supposed to nominate

him, he must motivate why he has to go. The manager, together with Human Resources, must see whether there are any programs that they can help with. Maybe there is something internally that he only needs experience in and then he can be rotated to get that experience.

Question 14: At what rate should this program be implemented?

Answer: As soon as possible, but everything should first be in place.

Question 15: How regularly should follow-ups take place?

Answer: Once a year and maybe together with the annual performance appraisals – as one whole concept.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: I really don't have a problem, I think it is quite good. It must, however, be culture-fair.

Question 17: How do you view the application of the readiness pool?

Answer: As soon as an individual has the necessary experience and training he must be placed in the pool, and when a vacancy exist and is available, HR must go to the pool and find someone useful there.

Question 18: How do you view the role of internal advertisements?

Answer: It is going to play a much smaller role, because the information will already be on our system, and you don't have to advertise for someone because you can just search on the system and find people and then make use of them.

And if there is no one in the pool?

Then you can go and advertise.

Question 19: How do you think inter-division transfers should be handled?

Answer: I think it is still going to be handled as at present. We are supposed to give people opportunity to do what they like and what they want to do. I think people must understand and help each other.

Question 20: Is there anything else you would like to add?

Answer: No, thank you.

Table 7.4: Table of essence: Liza's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	It creates opportunities for growth and experience to the benefit of both the organization and the individual.	Opportunities ought to be focused and should contribute to development and growth of individuals. If both the organization's and the individual's needs can be addressed, benefits can be obtained from knowledgeable and capable employees.
2	The individual, the line manager and Human Resources are role players.	Teamwork is needed between the individual, his/her line manager and Human Resources to ensure success.

Table 7.4 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
3	The individual is responsible.	Self-management and an orientation towards self-development are crucial for the success of this program.
4	Resistance may include: <ul style="list-style-type: none"> ◆ It is time consuming; ◆ There are limited vacancies; and ◆ Affirmative action. 	The Employment Equity Act should be taken into account and the process should be kept as short and effective as possible.
5	Support and encouragement are important for handling resistance.	Support entails explaining how the program works, clarifying unrealistic expectations, helping with solving problems, etc. Performance and/or progress should be incentivised in order to encourage people.
6	Job specifications, systems (readiness pool, internal training, etc.) and communication on the program should all be in place.	Even before communicating the program it is important to have the following in place: <ul style="list-style-type: none"> ◆ Job specifications for <u>all</u> positions (for the purpose of reality checking); ◆ The systems and procedures with regards to the readiness pool and internal training.
7	The OCP should be communicated via Forum (business broadcasts) and general circulars.	As many mediums as possible should be utilized to reach all the employees: <ul style="list-style-type: none"> ◆ TV broadcasts such as the Forum; ◆ General circulars; ◆ The organization's newsletter, etc.
8	Everybody should be involved in the awareness process.	If more employees are involved in the awareness process, the chances for buy-in from the majority is much higher.
9	Individuals with potential should first of all be placed on the program.	Everyone should be given the opportunity to be part of the program, but those with potential should be used as examples of what the program can mean for someone.
10	Individuals with less potential for promotion should be given a chance afterwards.	Not everyone can become a manager and those that are satisfied with their positions as is, can be given a chance to become part of the program and should not be excluded.

Table 7.4 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
11	The <i>OCP</i> logo does not contribute much more than awareness.	The <i>OCP</i> logo should be used on letters of promotion, transfers, re-engineering, training sessions, vacancies, etc. so that employees can be kept aware of the opportunities that might come their way.
12	The "top-down" principle is not applicable.	The issue of inter-divisional exposure and transfers make it difficult to use the "top-down" principle. But <u>every</u> manager (including Top Management) should be well informed on the organization and the <i>OCP</i> .
13	Training becomes the individual's responsibility – in-house and external training.	The individual must be provided with information on all training that takes place within the organization – for them to be able to nominate themselves. Rotation programs can also be used.
14	Implementation should be quick, but after everything is in place.	Before the <i>OCP</i> can be implemented <u>everything</u> needed to ensure success, should be in place. The <i>OCP</i> should be implemented with a "bang" and over a short period of time.
15	Follow-ups should be once a year.	The <i>OCP</i> candidates should be followed up on at least once a year and can be combined with performance appraisal's development plans.
16	Psychometrics should be used.	Culture fair psychometric instruments should be used for the purpose of self-knowledge and deficiency analysis.
17	The readiness pool should be used for succession planning.	Human Resources and line managers should utilize the readiness pool in order to find suitable qualified candidates for a vacant position.
18	Internal advertisements' role will be smaller.	The role/use of internal advertisements should be reviewed in terms of effectiveness and compatibility within the <i>OCP</i> process.
19	Inter-division transfers should be allowed.	Transfers between divisions are also opportunities for broader development and knowledge and should be allowed and supported/encouraged.
20	-	-

7.2.5 INTERVIEW: MARINDA

Age : 38
Qualifications : Std 10
Division : Client Customer Care – Loans
Office : Perseus Park - Lynnwood
Designation : Area Manager: Client Care Loans
Job grade : G-Band
Length of service : ± 20 Years

Question 1: What, in your opinion, are the most important aspects of the Opportunity Creation Program?

Answer: The most important aspect is that people with potential can be identified, otherwise the program will be seen as a game that will not realize. Potential is definitely important to me. The development should be of such a nature that, when one's name is added to the pool he/she can be appointed in an office and will be able to do the job. It should not be too much book knowledge, but more practical, physical knowledge so that the individual can do the job in practice.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: The employee, his/her direct manager and Human Resources, in that order.

Question 3: Who should take on responsibility/ownership for the program?

Answer: From my point of view, the manager.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: Time – maybe more so from the manager’s side and where the individual will have to prepare himself or herself for the goal of the organization. The other party can benefit seeing that it is his/her career planning, but the manager may feel why should he/she work on someone else's career. Seen as a whole, it is to the benefit of the organization but it can happen that a manger is just too busy and do not have time to manage this program as it should be done. The manager also has to invest just as much time in the work at the office. The employee will have to realize that this is something that has to be driven in his/her private time, more so than at the office, in order for it to be successful.

Question 5: How should this resistance be handled?

Answer: The manager will have to be prepared to manage his/her time in order to adapt to the candidate he/she has to assist with this program.

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: All the role players must know exactly how the program will work and which benefits it entails for both himself/herself and the organization.

Question 7: How should staff members be made aware of the OCP?

Answer: On Forum, but definitely also with a personal letter, not only to identified employees, but to the whole workforce. I found that many employees read the letters sent with his/her pay slip more than they do read the

General Circulars. I think it is very important. Continuous information on someone's progress and success stories should also be circulated through the organization. This will motivate people because something will definitely happen. If nothing happens, it will create a problem.

Question 8: Who must be involved in this awareness process?

Answer: I personally think Mr. Myburgh – right from the top.

Why do you think that?

The employees value what he says. Others can be seen as just another training session. What he conveys has more weight than the message from any one else would. Take the example of the e-mail: why did he have to give the message to get off the e-mail. The whole Bank experiences this.

Question 9: Who should be first to be placed on the program and why?

Answer: I think the team leaders, as they are the next people to be identified for managerial positions. If someone in a team leader's position can not be earmarked for a managerial position, then he/she can't really be a team leader and that problem should be addressed. Otherwise we will be playing around with one another. I had to place someone in a specific position the other day just to keep him happy, but he can't really take the responsibilities for that job, so we'll have to start there.....

Question 10: Who should be next to be placed?

Answer: Your best performer but also a performer from doing his/her own

development. You'll find many good workers that can handle volumes work, but he/she only does what is asked or expected. Then you'll also find the employee that looks at work from a broader perspective and this will result in self-development. Something might not be his/her job to do but they will look how it's done and that is the person with potential, from my point of view.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: At this stage I think nothing because it is unknown to the people. After being made known it can give a lot of acknowledgement. I don't know at what stage it will be used. I'll say it should be used from the start, because you will have to get the employee motivated from day one. Therefore the logo should be on all communications to him/her. It should give you a green light on your career.

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: Yes it is. It is once again necessary so that the manager can identify the people he thinks adheres to the requirements for the program. You can involve him this way. If it is not going to be according to the top-down principle, they will not be involved.

Question 13: How do you view the training practices within the program?

Answer: We can't create positions for the people taken up into the pool. If there are no vacancies this person will have to frequently submit a thesis on something he's busy with or on how he sees a certain issue within the position he fills. It can also be something off the desk of his current manager, a problem that he should come up with suggestions for. This is

to keep him in touch the whole time, otherwise when he is taken out of the pool, he won't have anything to really contribute to the office. I think he should be given real problems and come forward with possible solutions. It will help the manager as well, in the sense that he will be more motivated to make this program work because he can use this person to help him think, at least.

Question 14: At what rate should this program be implemented?

Answer: Not too fast and it should not result in something every Dick, Tom and Harry will be allowed to follow. You must really identify the right people. I am not afraid to tell someone in my office "Listen, according to me you don't have the potential to become a manager, but you are an excellent worker and for that I'll reward you". We should not lie to our people and think they have it if they don't. You'll know better, but you can identify someone with managerial skills much easier than others and certain people will always be just workers, no matter what. He is an excellent worker, but he can not take up a managerial position. The moment that we include these people in the program, it will decrease the impact of the program and your real managers won't feature in this picture. It must entail prestige to be on the program. It may bring negativity amongst other employees, but I feel it is better to be honest to the person from the start than creating expectations with someone who do not have the potential. I think it is a huge problem with many people, especially with performance appraisal. They can't say to someone "Listen, you are an excellent worker, but I don't see you as a manager".

Question 15: How regularly should follow-ups take place?

Answer: At least six monthly.....at the most one year, or else we could maybe run out of people in the pool.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: I have never been a supporter of it. The reason for that being I've experienced it a couple of times in practice that the person could have had a bad day and it influences his test results. You would then find that his profile said he will be able to do the job, but he doesn't fit the picture. So, I'd rather be someone who stands for.....it is necessary, it may be done, but it should not be the only focus. I think if you take a look at my own psychometric test, you'll see something different and I think one should keep that in mind. It can be part of the program but should never be the main focus area. I think people can progress to a position with training and development, although it might not always seem the case immediately.

Question 17: How do you view the application of the readiness pool?

Answer: I think the employee in the pool should be exposed to different types of things. What worries me though is the linkage between internal advertisements and the pool. At this point in time I'm telling you that the internal advertisements in Saambou are a joke and the clerks in the Bank are starting to talk about it. We'll have to take care that the employees in the pool do not get the same idea. Let me give you an example. It might be a very easy position to identify with. A Credit Manager, he did not speak to me about it but I saw what was happening, is busy with his B Com and I believe he is doing very well, he works very hard and they appoint a Business Assessor from the outside. Just think how this is affecting him. I think he experiences it very negatively after every thing he's done. What opportunities are there for him then? Although we have this program these things happen. Why couldn't he be considered as well, although he doesn't have all the knowledge or his B Com degree

yet? Why does this happen? And I think there are, no I've heard it on the floor, people who see the advertisements as a joke, because the person has already been identified. The person I want in the job is already identified and I just want to go through the motions – arrange for the advertisement to be placed and see who reacts on it. This can be very dangerous for the *OCP*. I can just imagine what that person will think when you come to him with this program – he will experience it negatively and we ought to be careful for that.

So, are you saying that people should look at the people in the readiness pool that are on their way to the readiness pool, or those that are already there, before you can have a look at external applications.

Yes, it won't help saying this, but the person I'm bringing in from the outside.....does not have the same experience and does not shape inside the organization. So, I feel give this internal person a chance, but do it on a preliminary basis. Tell him he will fill a certain position for a certain period of time. It may take six months, but at least he got an opportunity for some exposure. Otherwise there are no reasons for the *OCP*. The Bank must realize we are taking a risk, because we are going to employ this person but we still don't know whether he's going to deliver the results. If you tell me you have a position for me, but you are not sure as to yet what the job entails and I see my way fit and accept, and I know it is only temporary – then it is my decision whether I should go or not. Then, I think, you will motivate that person.

Question 18: How do you view the role of internal advertisements?

Answer: (Answer included in previous question.)

Question 19: How do you think inter-division transfers should be handled?

Answer: Very carefully. A person should ensure that when you transfer people between the different divisions, the person you transfer is the right person with the right experience. Currently in practice, the people move to the nicest place to work in and this could create a problem for the manager – he'll find himself in a position where you can't get the work done because of not having enough people to help you. So, what I'd like to say is that the person without the needed knowledge and experience should not be considered for the position. For example, I advertised for a registration clerk and because the office is not open for business on a Saturday, I do get a lot of applications from cashiers within the Personal Financial Services Division. If I were the Area Manager Investments, I would have complained about the fact that Marinda needs my staff, because they do not have the skills she needs.

Just say, for instance at Investments there is a very clever young man with a lot of potential to really progress, then you can bring him in. He doesn't even have to have all the experience, but to really progress in the Banking environment, like taking my position for example – I can't just know what a bond is all about. So, in those cases you will have to admit that it is for the sake of this person's career and that is why we have to do it. But then, you know, a manager likes a certain young man in Investments, so he brings him into the team with the attitude that he will teach him. I believe this should not be allowed because it puts pressure on the divisions, unnecessarily.

Question 20: Is there anything else you would like to add?

Answer: I truly hope it can be successfully implemented within Saambou. It is a much-needed program. The flat structure worries the people. It is important that we shall not put people on this program that do not have

the potential. Only in special cases can it be allowed, when say for instance the individual says he wants to try.

Table 7.5: Table of essence: Marinda's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	The identification of potential and development according to that are important in order to ensure capability.	It is important to only put people on the program that has the potential to become something more than they already are. The development should also be focussed on the practical "doing" of the job and not only book-knowledge.
2	The role players are: <ul style="list-style-type: none"> ◆ the employee; ◆ his/her direct manager; and ◆ Human Resources. 	<p>The managers can not be excluded from the role-playing and neither can Human Resources. Line management has a responsibility towards their team members to develop and better themselves. They should therefore support and guide their teams.</p> <p>Human Resources also has a huge role in the <i>OCP</i> – in the sense that they are to drive and facilitate the program, especially with regards to identifying development areas and actions according to that.</p>
3	Line managers are responsible for the program.	The <i>OCP</i> can not be made Human Resources' responsibility. Line management will have to take it and use it to their own benefit. This is in any case a program developed to identify successors for MANAGEMENT – to continue with the job and the hard work that someone else has already put into something.
4	Resistance may entail: <ul style="list-style-type: none"> ◆ management having to put in extra time and effort into someone else's career; ◆ employees having to use private time to develop themselves. 	<p>The resistance may include that management will be upset because they have to use their "work-time" for assisting someone else in his/her career. So, if they do not see the benefit of the program they are not going to invest the necessary time and effort into it.</p> <p>The employees on the other hand may still be in the mind set that the organization has to provide the development but also the time to do that development in. This will not always be the case. Commitment and understanding amongst employees are therefore crucial.</p>

Table 7.5 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
5	The managers will have to manage their time to have time to assist their team members in the OCP.	In order to eliminate the resistance the line managers' buy-in and support for the OCP becomes very important. Yes, it will ask more time of them, but if they know what it can mean for them, they can invest that time. Time management becomes important, because now it can't be only work-related issues that management takes care of, but also the people-related issues.
6	Employees should know exactly how the OCP works and how they can benefit from it before it is implemented.	Communication on the program is essential. Therefore even before it is officially implemented, the processes, procedures, etc. as well as the benefits for all should be made known – during the selling process. If people know and understand a product their buy-in will increase as well as their usage of that product.
7	Awareness can be created by using as many as possible different mediums like: <ul style="list-style-type: none"> ◆ Forum broadcasts; ◆ personalized letters; and ◆ success stories. 	In order to ensure everybody in the organization knows and understands the concept of the OCP, it will be encouraged to use every possible mean to get that knowledge to the employees. Business broadcasts can be used, but also personal letters to individuals – making it more of a direct issue between every employee and the organization. In order to proof to the employees the benefits of the program, especially in the beginning, the success stories of those on the program that was promoted or transferred, or something in this regard, has to be made known within the organization.
8	The Managing Director, will have to form part of the awareness process because of the value and weight of his messages.	The Top Management, especially the Managing Director, should support the awareness process. If he/she is seen as being influential and credible it will add value and weight to the message. It will also show their support for the program, which in turn will enhance the buy-in lower down the hierarchy.
9	The team leaders should be placed first of all.	The team leaders/supervisors are the people directly in line for promotion to managerial level. Their commitment and potential are therefore important. If they do not fit the profile of a manager within the organization it will do the organization no good to put them on the program. This will force the organization to evaluate its second "line of command" in depth in terms of potential, capabilities and strength.

Table 7.5 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
10	Next to be placed on the program will be the performers in other positions than team leaders. As long as their commitment to their job and self-development is as such that they will definitely benefit from the program.	The lowest levels will have to be allowed access to the program – which is where the strength of the workforce lies and should be built on. The individual performers on these levels should be allowed on the program only if they, again, have the potential to further their careers, but also have the commitment to work at that willingly.
11	The OCP logo should be made known and used on all communications.	Unknown is unloved. The identity of the OCP and its logo goes hand in hand and therefore the logo should be used from day one. Even during the selling process the logo should strongly feature. After implementation it should be used on all communications with regards to career issues. The logo can assist in keeping the OCP alive and under the attention of all employees. It should be available to line managers and Human Resources to use when addressing career issues.
12	The top-down principle should be used to involve management and make them knowledgeable on the program.	It is important that management understands and supports the OCP – they have to sell it to their team members and support them in using it. To involve them in the process by letting them experience it, can only be beneficial to both the organization and those on the program.
13	Training should entail practical exercises, especially for those already taken up into the pool.	The individuals already taken up into the pool will have to be encouraged until suitable placements can be found. Positions can not be created in order to accommodate them. The best is to give them real problems from the work place, or the position identified as his/her goal position. They should then go and find answers and possible solutions for those problems. Management can definitely benefit from extra hands and it provides an opportunity to see if the candidate is really "ready" for the next position.
14	The OCP should be implemented at a steady rate by only allowing the employees with real potential to get onto the program.	In order for the program to succeed the organization will have to make a harsh decision – everyone or only those with potential. The latter will create prestige to be on the program and it benefits the organization in that only the best will be added to the readiness pool and eventually appointed in managerial position.

Table 7.5 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
15	Follow-ups should be six monthly.	Follow-ups should take place regularly in order to ensure people being added to the pool regularly and to ensure frequent support and advise to employees on the <i>OCP</i> .
16	Psychometrics can be part of the process, but should not be the main focus.	To include psychometric tests can complete the information needed to make a good evaluation of someone's strengths and development areas. The manipulation of it, together with the influence of an "off" day should be taken into account, though.
17	Those in the readiness pool should be exposed to real work situations involved in their goal positions in order to ensure that they can do the job once appointed.	The employees already taken up into the readiness pool should be given opportunities as well in order for them to develop even more. The moment that they are placed in their identified goal positions, they will then be capable of doing most of the tasks as they had exposure to it whilst in the readiness pool.
18	Internal advertisements will be seen as a joke if it is not properly used.	Internal advertisements should be used in such a manner that it will be to the advantage of the <i>OCP</i> and not be seen as a joke. The usage in accordance with the readiness pool should be investigated, so that employees know that when an internal advertisement is sent out that position has not already been filled. External appointments should be done after the current employees have been given a fair chance.
19	Inter-divisional transfers can only take place with people who already have the experience or has extreme potential to be successful in the other division.	If someone is transferred from one division to another, being it both specialized divisions, the new manager must understand that that person should be able to do the job or have the potential to learn it in a short period of time. This should not be done only because employees do not like the other division or can't get along with their current colleagues.
20	The <i>OCP</i> is needed to stop the worries on the flat structure.	The benefits of both the delayed structures and the <i>OCP</i> within that context should be spelled out clearly to everyone. This can allow employees to focus on their jobs and not sit around wondering what is going to happen with them within the organization.

7.2.6 INTERVIEW: ANDREW

Age	:	33
Qualifications	:	Marketing Management Diploma
Division	:	Planet Finance Bank
Office	:	Germiston
Designation	:	Area Manager
Job grade	:	G-Band
Length of service	:	2 Years - 6 Months

Question 1: *What, in your opinion, are the most important aspects of the Opportunity Creation Program?*

Answer: The removing of paradigms, especially the cultural paradigm that we have within Saambou. The fact that people are used to hierarchies, and the fact that flat structures are obviously the way to go, in terms of empowering people, giving them more responsibility, that they feel part of a team. All of those lovely things. I think that is very important. That cultural change and the buy-in from employees are important. Career is a joint responsibility, the fact that it is not just the employer's responsibility, that you also have to get off and do your own thing, go out and see what is available. The choice is also very important, also from a managerial point of view, and your leader point of views, they also have a major responsibility in assisting people through whatever means.

It must be a process, it must be ongoing. It must be documented; it must be part of Saambou. It must be not procedural manual, but it must be documented so that people can refer to it, it must be ongoing. The prioritizing of employee's potential, I found, was also good, the reality testing, and the self-analysis, also excellent, the readiness pool was an interesting terminology, and also the training focused on development areas. What I think should be mentioned here is that there are certain words used like weak, deficient. Personally I find that a big No-No.

What would you suggest?

Weak, but Deficient, is like to say you have a weakness. No, you don't have a weakness; you have a development area, all around developments. So if I say to somebody, "You are deficient in this", it sounds like I am saying you are useless. But you need to be developed in this, is much easier. Also within this, the fact that we've got to try and attract new thinkers or creative thinkers and try and get as many possible of those type of people into the organization. I see it as a development area for the Bank, never-mind anything else so, so that is also very important and yes, that culture of self development is the one thing that I think is probably the most important thing in it. The creation of a flat structure is, I believe, the right way to go. I don't think that we are flat enough yet. There are still hierarchies within the Bank. Even if you have a look at, unfortunately you need very mature management to put in structures like matrix type management, which a lot of the other banks have started to implement, and implement relatively successfully. They also have cultural problems, they also have paradigms that have been there in terms of, you have the guy at the top, you know "Who's Boss". That type of thing even comes out in strategic thinking meetings that I've been attending, where I actually recommended that that was something that we do, start looking at matrixing it, rather have committee decisions taken, rather than one person, and the one question that got asked was, Who's boss? And then I gave up, and then I said, you don't understand what I mean by matrixing, and we actually missed the boat on that. This actually also proves the point that you've got to have those paradigm shifts.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: The employee, the employee's manager and or leader (the immediate superior), and definitely the facilitator in lead. Whoever that facilitator may

be, I'm not a hundred percent sure that it is Human Resources, quite often it can be somebody else within the branch, or somebody else within your team, who has the maturity to sit down and be a facilitator. I could be doing one of my staff members and do their Opportunity Creation; I could even take one of their colleagues who is mature enough and actually be a facilitator. You do not want it to become authoritarian again. Facilitators can be anybody, as long as they have the maturity. These are the three top role-players.

The rest of the role-players are obviously Human Resources, top management. It's got to be driven at all levels.

Question 3: Who should take on responsibility/ownership for the program?

Answer: It is definitely got to be a joint responsibility between the employee and the manager. That is the obvious answer. In terms of self-development we say: there is self-development but the company must put something together. So those are the two portions of it. But I also believe that its got to be a responsibility of line management, and then it has to be more formalized, it's got to be part of the Performance Management System in the Bank, no hesitation, that has to happen. But it's got to be in there, whether it goes into Key Result area's as a percentage and it is discussed, however often it is discussed at Performance Management Level, or whenever Performance Management is done, it must be in there, but it must be formalized.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: A definite perception that power will be lost. Loss of authority, this power thing is a major problem. I've been through it at Nedbank. You take

somebody out of an office without a secretary, and put him or her onto the roads, it actually adds value, but you don't change the salary. Then they have this perceived feeling that now they don't have status. Most people regard flat structures - no promotion. You have to sell the concept of Opportunity Creation or self-development. A lot of people will ask, especially where you get flat structures, but where is my promotion? Developing inside, that is more than what a promotion is, that is more than going from a Manager to a Senior Manager. That is, in this organization, definitely a major problem. There is also the perception that development is the Organization's responsibility. That is a problem. The comfort zones that people are in. The resistance to change, irrespective of what the change is. This is quite a large change; this is not just a small change, and the fact that people do have comfort zones. I've mentioned paradigms. I think your only other thing that you have to be very careful of, is that not everyone is the same and that certain people are driven by money and certain people are driven by praise, self-development and bettering yourself; and certain people are driven by status and authority. It is easy to manage the people that are driven by praise and self-development. Those are easy. The one's with money are also not that difficult, because you just incentivise them, but obviously the guys on the status side, you are going to have, I believe, very big problems.

Question 5: How should this resistance be handled?

Answer: Sensitization is very important. It is very much like the Employment Equity, because it is a cultural thing and it is the way things work. You have to try your best to sensitize people; you have to create buy-in. Ensure that the program is driven. You cannot also just leave it to line management, for example. It's got to be driven from somewhere, and whether it is a person driving opportunity creation or self-development, like you have Keith in Employment Equity. If you just leave it, as we saw with the Affirmative Action program, it dies. You also have to (somehow in your program) make sure that people understand that there are no other

alternatives. As soon as people come up with other alternatives, it is easy to hang on to that alternative, rather to hang on to the change alternative. When you get rid of those barriers, it is basically like selling. If you look at a good salesman, whatever alternatives you are able to give him, he's got an answer for each one of them. In the end of the day you say I'll buy it, because that is the only alternative. The change alternative. So you have to create and make sure that there are no alternatives. You have to somehow change people's minds in the way so that you become objective driven. Possibly one of the ways of doing that is incentivising people. Then you have an objective, and if you exceed the objective, you get incentivised, whether its money, money is obviously an easier way. The last one is that you have to empower individuals. It is like a substitution for the loss of authority. Empowering people, once it happens to you, it's like your whole body tingles, whereas you get empowered and now you are able to make those decisions. Empowerment comes from self-development and developing the staff, so if you are able to try and do that as quickly as possible, I think the resistance will be much less. You've got to move away from authoritarian. This Bank is very, very authoritarian. The fact that control and power must be with the powers that be, definitely not at my level, but the fact that everything goes away from me. The fact that that is actually ongoing at the moment, in other words power is moving, or authority and empowerment. I'm being less and less empowered, and I believe it should be the other way around. I should be more and more empowered. If you want to create teams, and say OK, I'm going to measure a team, and the team is responsible and accountable etc, etc. You don't take their authority and empowerment away; you actually give it to them. Currently, and within the last year, it has actually gone the other way, which is a major pity. And unfortunately, it may only be this division, and I trust it is only this division. And it is obvious there are specific problems, and hopefully this will get driven through. But yes, that empowerment of individuals actually will substitute a loss of authority, I believe, and you would break down a lot of the barriers that you would have in that loss of authority, loss of status and that type of thing. Yes, you are resolving the fears immediately, whatever

fears there are, and that is part of the sensitization problem that you have. Lastly I put here transparency - as much as possible. It is very important. Any organization cannot be total transparent, I mean we don't live in a fools paradise, but as much as possible. That will also break down this barriers and resistance.

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: Forums to discuss the concept. Worker forums are probably a relatively good way to do it. You obviously then also have problems on budget and things like that, so it is always a major problem. Your flattest structures, you see I don't know whether it is the chicken before the egg, I'll be honest with you, but the flattening of structures probably make it nearly impossible to go any other way, other than Opportunity Creation or self-development. That is just my opinion, so I still believe in flatter structures. In terms of the actual "nitty gritty", I would say, the "nitty gritty" of it is that naturally you have to have buy-in at Top Management. This organization, whenever you would want to do something, buy-in at Top Management is the lovely cliché we run with. So that has to happen. It seems like, and it is a problem from the old hierarchy day's, that once they have buy-in, and once Johan Myburgh say's we can go, it seems that you probably get twenty percent of the people say: "OK, if he says we can go, it sounds like a good idea, he knows what he is doing". That type of thing is obviously quite important. Sjoie, procedures.....I wouldn't know how you would go about implementing it - workshops, a major necessity, you've got to put everyone through it. You cannot skip on it. I believe you cannot say.....send a newsletter out and say: "OK, this is what we are thinking of doing, and this is what we are going to do". I don't think that is right. Even if it is a one-day program, and you raise a one-day program very much the same way as a road show. What Keith is doing on Employment Equity, you have to do that. Give the people the reading before, but then sit with them, and you also then will get fears coming out

and you can address it right there, and then all the resistance that you are going to have, you will be picking up there. That is also costly, I know. There are no short-term solutions here. This is a very, very long-term thing. It turns the bank around in the next five years; it is not going to change our profit within the next year, so to me it is a very good investment in the future. Again, you are investing in your people, so hopefully you will then be keeping good people.

Question 7: How should staff members be made aware of the OCP?

Answer: Formalized training, it can be workshop forum, it will probably work better than formalized training. One to one, one to twenty, or whatever it is. You will never get through one and a half thousand people, just you alone. I also said that, definitely, if you make it part of the Performance Management system, it ensures its future in entirety, hopefully it never gets pulled out of results area's and things like that. So, if you incorporate it into there, it becomes part of at least..... Performance management should be done once every six months, but let's say it's done once a year, because it has to be done at salary time, at least it's done once a year, and that will ensure it's future success and future life.

Question 8: Who must be involved in this awareness process?

Answer: Everyone must be involved. The initial awareness process would probably be a Human Resources function. Just because I don't believe your line management all have, first of all, they may not even have the buy-in, so I mean, never mind their abilities to sell it, so I think you would really get lost. You need people who has got passion, who believe in it one hundred percent, which you obviously do. You will have to have somebody who has got passion to actually sell it. It is like everything, especially if you want to change to this extend.

Question 9: Who should be first to be placed on the program and why?

Answer: Management definitely, because they will then become the Change Agent. That is also very important. If you are able to get buy-in from them, the filtering down process just happen substantially easier. If you are able to convert them it just makes life a lot easier for you. Unfortunately, what makes it quite a joke, is that because of the hierarchy, if management are happy with it, you will probably get half the people happy with it, because management says it is good. The other half of the people is skeptical, and those are the ones I like to work with very much, but what I am saying, it just makes the job a lot easier.

Question 10: Who should be next to be placed?

Answer: The rest. Absolutely each and every employee within Saambou. I cannot believe, well I am sure you will have some legislation problems if you only targeted certain people, but it is across the board. How do you know whether a person can grow and develop himself until you've done, let's say you're reality testing, and your self analysis, and whatever else goes into it. You never know.

So you will actually go to everyone, and each and everyone will actually have to complete this whole questionnaire and be officially placed onto the program. But after that, when you do follow-ups and you do check-ups, and how these people are doing, would you go across the board again, or would you just then concentrate on certain groups of people?

Unfortunately you have to concentrate on certain groups of people. From a reality point of view, you cannot, because of the lack of resources you cannot just go across the board. There's got to be, it is not quite succession planning, but there's got to be certain individuals that you

to do it, the Logo is there – it is easily identifiable.

Question 12: Is the “top-down” principle applicable in this regard or not? Why?

Answer: In the way that I have said that management must start first, etc, etc. Yes, definitely. To create an easier filtering process. I don't believe you can use a shotgun approach, because resources are your biggest problem. Secondly, if there are fears, you want as much as possible those fears to be sorted out, by somebody you respect, and that could be the manager. I would say at least fifty percent of the people respect their managers. If managers bought it, and they have belief in it, then I believe a lot of the fears get squashed very quickly when the manager says no, don't worry, this is how it goes and this is why we are doing it.

Question 13: How do you view the training practices within the program?

Answer: You have to identify development areas first. The easiest way to do that, again I get back to the Performance Management System. Then again formalize it. When training becomes “hairy-fairy”, it dies. It must be focused, formalized, processed. That is where I believe it should be done the best. The best type of training that I have seen in Banking yet, was something that, when I was at Nedfin, they had a training program that, for specific positions, those were the courses that were the minimum requirements, and again it gets back here - self-development. If you want to go somewhere, and you want to develop yourself, you are going to have all those little ticks against your name if you have gone on that program or that training. That is the minimum that you need, and if you want to do anything else, you are more than welcome to do it. Then it is up to you. Again, it gets back to: I must motivate myself, by actually phone training and say: “when is that middle management course?” even though I am sitting as a clerk. Why can't a clerk go on that middle

management course if they have gone through the minimum requirement? That program was computerized, whenever you went on it, it came through to management on a monthly basis, those are the people who have been on, those are the people who, these are the new courses coming up, those are the identified people. It is all computerized - it is easier. You should write a program for it this day. Again it gets back to minimum requirements. We don't have that at all. It is definitely one thing we should put in place.

On training itself - I believe that training must be formal for indexed subjects and can be computer based for more technical. I also do strongly believe that training is not only Human Resources' function, it is also line management's function. I believe that very strongly, and I carry it through within my branch. I think a lot can be gotten out of that, the less formalized training, we have it in sales meetings and that type of thing, but that is not the only thing. There's got to be a type and a person totally away from the normal environment and can have more intensive training, and that has died, in our division, it died. The biggest problem there is the fact that, if line management is not doing it, then I'll say fifty percent, and I'll tell you what, I know for a fact that fifty percent don't do it and they aren't even getting closer. I don't want to paint such a bad picture. Don't do it, and don't make it a formal thing. You see, the way I do it is that I sit down at the beginning of the year with everyone and say: "What do we need to do this year?". I don't say: "I'm going to train this". What do we need to do, that the training within the branch also has got to be structured in the way that you get input from everyone. You say what do we need to train, and then once we put up the program, which we have in the branch, you've got a program and it says: "this is what we are going to train". We don't have to train every second week. If there are more important things to do, that is fine. It mustn't be cumbersome, but then I don't train at all. I get people in the branch to train also. So that they also learn, and they've got to now go out and say: I want something formal, I want something in writing that you give a person that they can refer back to. So, if you say: this is what you've got in a "Hoofkantoor voorlegging", I

want it in writing so that somebody can refer back to it. By doing that you also, I believe, then empower those people. It is not that easy to train, you can also preach. I am more worried about the fact that possibly sometime when I train it is more of a “tell”, where somebody else would train their colleagues, you get more reaction from the people. Self-improvement and self-development are obviously key success factors, in that, again to say that training is not a Human Resources responsibility. Why do people never come to you and say: “I haven’t seen a newsletter about what the training is for this year, why?”. That type of thing. Again, just changing that culture of “I’m sure somebody will give you training sometime”. You know it is quite unbelievable, I just want to give you a little idea at Nedfin Bank on how it changed virtually overnight. Because training programs also form part of Performance Management, Performance Management is money, the people used to say: “I must get through all of this training”. In the past the people used to say “I do not want to go through, I’m too busy”. Now suddenly people say “When is that course, I need to go on that course, I need to make sure I’ve got all of that so I can go further”. Again it becomes structured, because there are specific things that you’ve got to do, not just “hairy-fairy” things in terms of, no you must develop yourself, you must go on this training, then you are developing yourself up to actually be able to go to the next level.

In other words, if I understand you correctly, what they actually did is, they sort of negotiated a target per individual per year, on what courses they should attend or do or complete. And in the end they could get some more money because they got a higher performance appraisal, which they did.

Absolutely, because it forms part of the Performance Management, it actually forms part of self-development, but self-development wasn’t five percent, it was ten or fifteen. So that again, it was just a different way that organizations look at it and training was in that self-development. It said: “what did you do to make sure your training got done?”. End of the story. Now the easiest way to get beyond that is to say: “OK, I’ve done all the

training, now, You've done all the training; you over exceeded everyone else - well done - to get a higher mark for self-development. Then there's got to be objectives that are reachable and that type of thing - that is very, very important.

Question 14: At what rate should this program be implemented?

Answer: I think the obvious answer is "As quickly as possible". I don't know the magnitude of how many people you've got to do and that type of thing. I do believe that if you are going to do it, do it right. So in other words, if it takes longer, it is better. I don't necessary say longer is better, but if it does take longer that's fine. Make sure that you get that buy-in. That it doesn't just go into a bottom drawer. That is very important. It is not a short-term objective, a short-term goal here; we're talking long term. You're talking that Saambou would be regarded as one of the banks that has good training, if you want, or has good Opportunity Creation. You don't do that overnight, the majority organizations that are well known for that, it probably took them five years to get it implemented. Now I wouldn't want to see it taking us five years. I would say that at management level, I cannot believe it should take longer than six months, and at all times to try and get that feedback the communication, even from the managers, because you will definitely have problems from management point of view in this Opportunity Creation. But I think a lot of the Opportunity Creation flattening your structures has already been started to implement with the broad banding. So, I think we are quite lucky in that. It is a start. Do it properly, and if it takes longer, then rather take that longer time.

Question 15: How regularly should follow-ups take place?

Answer: Six monthly. I think performance appraisal should be done every six months also. I think also you have got to try to press the people that are

on the program, that is not just your line management or whoever it does go through, it is not their responsibility. If you want to do it once every quarter, or if you want to do it once every month, to take an hour once every month, to me is not time, it's nothing. So again, to turn it around and don't say ok, these are the minimum requirements, once every six months, but, if you want to do it once every month or once every quarter, you must do it. Again, it gets back to self-development, the quicker I do it, the quicker I go places, the quicker I earn more money, the quicker I feel better about myself.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: I think it is very good. I think it gives another perspective, and it is another tool. I cannot believe that you can just..... it doesn't answer all your questions. Self-analysis will help and face-to-face helps and that type of thing. But I can tell you now, I've been through, obviously psychometric testing at this bank. And I've been through psychometric testing at another two banks, and, when you read it, I hate to say this, but unless you want to lie to yourself, I would say ninety percent of it is spot on. Obviously if you answered honestly. So, I don't mind it, I think it is great.

Question 17: How do you view the application of the readiness pool?

Answer: The readiness pool is, I think, a very, very good concept. The reason why I say this is, the reality of it is you are going to have people that are more ready than others. The readiness pool also creates a pool for succession planning, and for multi-skilling. Not everyone is the same, so you have got to say: "Who is the cream?". Again, it discriminates against others. But that is just part of it, and when you create the pool, whether you create it

as - this is the readiness pool, like we had the A and B teams. I am a little bit worried about that. But if it is done on an individual basis and say: "OK, we do, the company as an organization, accept the fact that you are now ready, in terms of the parameters we've set you". So you are giving that feedback to the individual. The individual then knows "I've developed myself, and I actually got to that level". Then they know. The biggest problem in there is creating false expectations. Now I am in this readiness pool, now I'm gonna go. So it is not an easy one, but I believe, I like it. You can't keep everyone happy all the time, and there's got to be differentiation between people who are prepared to perform and are prepared to develop themselves, and people who are not.

Question 18: How do you view the role of internal advertisements?

Answer: I don't think the two are that close. I think the internal advertisements gives everyone the opportunity, which is what you are entitled to, to actually, if I want to apply for Chief Executive, I can apply. I think that principle I believe very, very strongly in. And I think the two are totally separate. The fact of the matter is that, when the applications come in, it gives the people the opportunity to apply, especially across divisions. So, it tells me that that position is available there, so that it gives me that opportunity, and that is part of Opportunity Creation, if you want to just look at the word. But then, once those applications are there, I cannot believe that, whoever looks at it, the Human Resources person, he looks at it. They've got to look at the readiness pool first, because, unfortunately that is the way it works. But at least it is not a buddy-buddy thing in terms of, Yes I know you are in the readiness pool, I am not going to ask anyone else, I know you are right for the job.

Do you see the two things running alongside?

Yes absolutely. But you know what happens automatically in the internal adverts. You get fifty, or let's say ten people who apply and only three are

actually ready for the job, readiness pool - same thing. But the readiness pool is a little bit more formalized than just really in terms of me thinking: "Oh well, that looks like a good candidate".

Question 19: How do you think inter-division transfers should be handled?

Answer: I think within banking specifically.....I don't believe that there is a major problem. The principles within banking are relatively across divisions. In this division, in going from, I mean, you can even take our senior management, how do you take and swop them around so often? And that proves the point. And it goes all the way down. The principles in the one division in terms of banking, as much as it may be in asset based finance banking, and there are certain inter-procedure. To me, the only differences that you will have, or the only problems that you could have, are on technical things, in terms of what a lease agreement is. But those can be broken down quite quickly. I don't believe that there is, as far as I know, there is very little across or inter division transfers and that type of thing. It has happened in the past when it was forced on us in terms of down sizing and that type of thing, and it happened fine. There wasn't actually a problem. Inter-division transfers should absolutely happen. There should be cross selling between the divisions. There is no reason why I, as an Area Manager here, and I believe in my abilities one hundred percent. I know my business very well. But it is not the technical side of ability. It is my intrinsic qualities that actually make me a good or bad leader, or manager. Now, when I go across to Investments, I'll have to sit down with the manual at night and say these are the new products, we offer etc, etc, but the intrinsic qualities are still there. You would possibly still have problems in tellers and where it is more technical. But I still say that even in those positions there are intrinsic qualities, where you have got to have good relationship skills, you have got to have good communication skills, you've got to be friendly, etc, etc. So, to answer your question, without hesitation, it should happen, and it doesn't happen because of, it's much easier to look at people who've been in the

business and all that type of thing.

Question 20: Is there anything else you would like to add?

Answer: I again say to you that I think it is very good reading. What you put together here I do believe it is definitely the way to go in the future. Maybe it is been forced upon us by flattened structures, but you've got to offer something else in terms of because there are no more promotions, if you want to say that. The fact that you are developing yourself further, the fact that you are multi-skilling yourself, that type of thing, has got to be sold as a substitute to the fact that you are loosing status and that you are also loosing that so called opportunity for promotion.

Table 7.6: Table of essence: Andrew's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	<p>The important aspects include:</p> <ul style="list-style-type: none"> ◆ paradigm shifts; ◆ joint responsibility (career); ◆ prioritizing potential; ◆ reality testing; and ◆ focus on development. 	<p>The <i>OCP</i> creates a cultural change within the organization whereas employees have to get used to the fact that the organization is no longer solely responsible for their careers. They have the more important role in that now. Further the <i>OCP</i> focuses on development of potential; the actual measuring of real potential is therefore quite important. Because of the fact that careers are emotional issues, it is important to include reality testing in the process – to eliminate unrealistic expectations on potential and future positions within the organization.</p>
2	<p>The role players are:</p> <ul style="list-style-type: none"> ◆ the employee; ◆ his/her manager; ◆ the facilitator; ◆ Human Resources; and ◆ Top Management. 	<p>It is important to get as much buy-in on as many levels within the organization as possible. To involve people on many levels will create an opportunity for others to accept the <i>OCP</i> and become involved as well. The <i>OCP</i> has to driven at all levels – from Top Management's side, but also from the employees' direct managers in their motivational capacity. The employee has a responsibility towards himself or herself in order to ask the line manager for assistance and support to keep them involved in their team members' career development.</p>

Table 7.6 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
3	<p>The responsibility for careers is a joint venture between the employee and the line manager.</p>	<p>The employee will be responsible for identifying a career goal and the route to get to that goal. Also he/she has to work on a development plan along the way. But, the line manager has just as an important role as the employee self, whereas he/she has to follow-up on progress and drives the program from their seat within the office.</p>
4	<p>Resistance may come from:</p> <ul style="list-style-type: none"> ◆ a feel of loss of power; ◆ less career opportunities; ◆ careers are the employees' responsibility now and not the organization's; ◆ the natural fear for change; and ◆ different career and motivational anchors. 	<p>To eliminate resistance it is necessary to understand what can cause it. The best way to counter these perceptions (loss of power, less career opportunities, etc.) is by honest and open communication. The strategy on selling the <i>OCP</i> will have to focus on addressing all the fears that people may have within the delayed structures. The benefits of being "in charge" of your own career must be sold to individuals. Connecting progress to some sort of incentive will have to be investigated, as long as it addresses most of the employees' anchors, i.e. money or acknowledgement.</p>
5	<p>The resistance can be broken by:</p> <ul style="list-style-type: none"> ◆ sensitizing employees; ◆ driving the <i>OCP</i>; ◆ establishing it as the only alternative; ◆ change employees' minds; ◆ incentivising people; ◆ empowering employees; and ◆ transparency. 	<p>There are many ways to overcome resistance. The <i>OCP</i> will have to be sold to all employees. A specific person should be identified to drive the program and keep it alive. Communication, once again, will be important to ensure employees know exactly what can be expected, what will happen to them; where are they in the process, etc. Methods should be found to empower employees within this program. Progress should be acknowledged and rewarded – means should be explored. If the process is sold in a way that reaches people's hearts and minds, they will think about it differently.</p>
6	<p>Things to be put in place are:</p> <ul style="list-style-type: none"> ◆ obvious buy-in from Top Management; and ◆ workshops to discuss the <i>OCP</i> and any problems experienced. 	<p>In order for all employees to buy in on the <i>OCP</i>, it is necessary that someone with obvious weight in the organization conveys the message and claims that he/she buys into it and supports it 100%. This should be the first message going out to the workforce. In order to eliminate as many fears as possible, eye-to-eye conversations with groups may form part of the selling process.</p>

Table 7.6 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
7	Training and incorporation with performance appraisal can be used to make and keep employees aware of the <i>OCP</i> .	During the selling process it will involve employees more if they can be introduced to the <i>OCP</i> during a workshop. Most of the questions, uncertainties and miss-perceptions can be addressed during these sessions. Strategies should also be put into place to ensure that the awareness doesn't die soon after introducing it – by, for example, incorporating it with performance reviews.
8	Everyone should be involved in the awareness process and the "salespeople" should have a passion for this – whether it is line managers or Human Resources telling the employees about it.	The initial awareness process should involve as many employees as possible. This will be difficult for one person to do, so line managers can be drawn into a team of knowledgeable people selling and telling. The qualification for this team should primarily be passion and a belief in the <i>OCP</i> .
9	Management should be placed first.	In order to create more buy-in and selling power, if management can experience it themselves and see personally what it entails and means they can help with selling the <i>OCP</i> and keeping it alive. They should be the Champions/Change agents for the program. The good leaders will be followed by their teams – making it a sure success.
10	Every employee should initially have the opportunity to be part of the <i>OCP</i> . After that only those that made an effort and who is realistic with their expectations should be kept on the program.	A realistic viewpoint will make it difficult to put everyone on the <i>OCP</i> , but to give every employee at least a chance to see and realize for themselves whether they have potential and/or whether their career goals are realistic, is not a crazy thought. A natural process of elimination can then narrow the amount of people on the <i>OCP</i> down to only the key people with real potential.
11	The logo is necessary in terms of creating identity and identifying <i>OCP</i> -related issues.	In order to ensure employees are kept aware of the <i>OCP</i> and which areas in the organization can be linked to it, it is necessary to have some kind of identity for the program. The logo can then be used on any communication or actions linked to the <i>OCP</i> . This will immediately draw employees' attention to the fact that this has something to do with their careers and possible opportunities.

Table 7.6 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
12	The top-down approach is applicable and can provide a filtering process and assist in addressing uncertainties and fears lower down in the hierarchy.	Once again, the manager can only promote what he/she knows and experienced. Therefore they should be placed on the program in order to assist in selling it to their teams as well as addressing any questions their teams might still have after the initial selling was done. From a long-term perspective it is also necessary to have managers that know the process and understand the benefits and reasons.
13	Training should be based on development areas and ought to be focused, formalized and processed. The minimum requirements per position should be used as guidelines and it should form part of Performance Management, as a specific objective to be measured on.	Training is becoming a joint responsibility between employees, line management and Human Resources, where previously it was only Human Resources' responsibility. The training sessions should focus on what is really needed within the organization, by using the minimum requirements per position and the identified development areas of the people as guidelines. Self-improvement and self-development are crucial and can be negotiated as specific objectives for Performance management and evaluation. The weight should be substantial in order to reward employees for the development actions that they undertook during the year – as long as it is applied in the workplace.
14	Time should not play a role, rather do it properly and if it takes longer, allow that.	Natural time should be used to determine at what rate the OCP should be implemented. It should not be a rushed job as it is a long-term program being implemented.
15	Follow-ups should be at least every six months, but line managers can do it as often as they want to.	Follow-ups should be regular, at least every six months, together with performance reviews. It is important not to be prescriptive with regards to only every six months. Line management should feel free to do it as often as they want to. The benefits and importance of it for them will prescribe the frequency.
16	Psychometrics is another tool to complete the picture for self-knowledge.	Psychometrics should be incorporated in terms of creating a complete and true picture of the individual. Only then can the real development areas be identified.

Table 7.6 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
17	The readiness pool will discriminate between those that are more ready than others in order to do the right succession planning and multi-skilling. Feedback in this regard is important to eliminate false expectations.	To be taken up into the readiness pool eliminates those that developed themselves to be ready to fill a certain position and those who are not. It can be used for succession planning and multi-skilling to keep those already in the pool busy with further development until a suitable vacancy arises. These employees should know when they are added to the pool as well as what is happening with them after being taken up.
18	The internal advertisements give everyone the opportunity to apply for vacancies. It should be done in co-ordination with the readiness pool.	The internal advertisements should be seen as a way of communicating opportunities within the organization and whether someone is in the readiness pool or not, he/she should be allowed to apply. It is still the line manager's prerogative to decide who he/she wants to fill that position – obviously the most qualified ("ready") employee. The internal advertisements are another source of candidates.
19	Inter-divisional transfers should happen because banking is banking – it is only the technical issues that may lack but the general knowledge will already be there.	Transfers between divisions should be allowed to give employees a broad knowledge base. Especially on senior management level this is important for future appointments. The technical side can be lacking but if the employee has the right profile for the job and the potential to learn the technical side easily, he/she should be given a chance.
20	Flatter structures forced us to look at another way of doing career and succession planning.	Employees still want to know where they are going in terms of their careers and it is important that the organization provide a vehicle by which these questions can be addressed.

7.2.7 INTERVIEW: DRIES

Age : 40
Qualifications : Std 10 and several certificates
Division : Investments – Personal Loans
Office : Krugersdorp

Designation : Area Manager
Job grade : G-Band
Length of service : ± 16 Years

Question 1: What, in your opinion, are the most important aspects of the Opportunity Creation Program?

Answer: I think where we are now with Opportunity Creation the most important is the introducing of it in the beginning. Everyone was anticipating something and was prepared to give it a chance. What went wrong was the time that has passed and nothing happened. We will have to get it off the ground very strongly now. It will have to be something that is introduced and practically applied.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: It should be the people involved with Opportunity Creation. The person placing the advertisements, doing the interviews, handling appointments – that is the person that can make or break the program. If you create opportunities and the people realize they have a chance because of that and they know they stood in line for the position with another person.....that person was the better candidate or he/she got the job.....and this includes line management and Human Resources.

Question 3: Who should take on responsibility/ownership for the program?

Answer: Ownership lies with line management. Ownership is for the managers and owners of the organization – the decision-makers. Human Resources will have to influence it to keep it an ongoing process. They

should function as a strong resource within execution of the program.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: I don't know if there will be that much resistance, because most of the people in management already knows about Opportunity Creation. The only resistance that could possibly exist will be thoughts on that it is not going to work and it should therefore be made to work. People should buy into the process. Junior people will buy in more easily because they see the opportunities, but the most important people are the decision-makers that must buy in and see the opportunities.

Question 5: How should this resistance be handled?

Answer: (Already answered)

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: First of all, the policy on how the program will work, must be spelled out clearly in terms of where it is going, the criteria, how it works. Everyone ought to know about it and should have access to get information on it. It must be driven by someone specifically so that this person can ensure the program is always on the right track. This person, in collaboration with Human Resources, should be responsible for the energy of this program.

Question 7: How should staff members be made aware of the OCP?

Answer: We should use the mediums available within the Bank. The sticker with the logo is a typical example. It will make a name for Opportunity Creation. It should be used more often. Other mediums include circulars, the Troffel and Forum broadcasts.

Question 8: Who must be involved in this awareness process?

Answer: The driver of the program, definitely.....then Human Resources as well. This also applies to management, from top to bottom. Even if Human Resources visit the offices and talk to the people about it.....tell them what it is, what they understand about it..... We talk to them every day and I think at a stage they don't hear us anymore, but if someone else comes and talk to them..... So, I think there are different ways to communicate in volume. If the people lower down in the hierarchy know about this they can react on things that's linked to the program. They can then ask where are the opportunities and how can they take up an opportunity, but now they are quiet and the managers are quiet about the opportunities that go around. I think the awareness of it already happens in terms of the advertisements on al the available vacancies. It depends largely on management. If you hold your people back by not telling them about the positions available, this is never going to work. You must be large enough to share it with your people. This is exactly what I do – to tell my people about the positions. Some of them come to me and ask me if I think they should apply for a certain position. I'll explain the benefits and the disadvantages of both his/her current position and the one advertised. He/she can then weigh it and decide whether he wants to apply or not.

Question 9: Who should be first to be placed on the program and why?

Answer: I'll say you should start at the top. If you start at the bottom, the guys at the top will manage it out from their position and so block the people at the bottom. Even the awareness process should start at the top. The top will have to manage it through the hierarchy to the bottom. You can't make fires at the bottom, because it can be extinguished from the top if you don't open the channels from the top.

Question 10: Who should be next to be placed?

Answer: First of all, all the managers and then their direct reports, like for instance an Office Manager or Departmental manager.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: The sign or logo is the only thing that got stuck in my mind so far, and that is how I remember Opportunity Creation. I'll say we should use it with every thing. It's like the Saambou guys in our logo – everybody knows them. If you talk about Opportunity Creation, where ever, then the logo should accompany that. It is something to link to the program and to the word Opportunity Creation. Many times people do not see it as an opportunity, but if you include the logo they will immediately know: hey, this is another opportunity, I didn't think about it that way!

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: If you create enthusiasm at the bottom and the guys above them does not feel that enthusiasm; he can stop the process. All these things are done – we promote it with memos, we advertise positions and all of this happens.

We make the people enthusiastic, but I'm sitting here and I don't feel anything for it. I'll give a guy his letter and not even draw his attention to the sticker on it. But if I want to emphasize it I'll tell him: "Here's your letter do you know what this sticker is all about? This is the opportunity that's been given to you". Or take the advertisements.....if it comes I can keep it and file it and kill the process.

Question 13: How do you view the training practices within the program?

Answer: The Opportunity Creation model should be put down as a guideline according to which training should be planned. If I'm in the Personal Loan "leg" of the Bank what opportunities are there for me? If I specialize then I'll progress through this leg – what training do I need to become a specialist in this leg? Training on this should be structured practically. There should also be a chance for me if I want to move out of this leg to become an all-rounder. What training is available in other divisions? What can I do to qualify myself, because at the end of the day if I want to be at the top, I'll have to know every leg, or I'll become a specialist in my leg and reach a plateau at some stage. So, I'll have to plan my training with the available opportunities, but also over the division's boundaries. If there is external training needed to do it in order to reach that line.

Question 14: At what rate should this program be implemented?

Answer: I think the initial promotion and implementation should be done with a big bang. A lot of people should be involved in this, like for instance all the Area Managers should be involved and drive the process. I'll say that within a period of three months you should have your big bang, with introducing the program, implementing it and get it going. After this you can do further training and expansions.

Question 15: How regularly should follow-ups take place?

Answer: The longest six months, not a year. It can even be twice or three times a year, not a too long period should be allowed in-between.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: I feel the tests are a good thing but it should not be the Alpha and Omega. I've appointed people in the past that I wasn't too sure about and they tested well. Two or three of them already got of along the way. So, I say yes, the tests should be included, one gets information from it, but you should see it in the context of the practice – in conjunction with his experience and background, what route he came from before doing the tests. It must be seen as a whole.

Question 17: How do you view the application of the readiness pool?

Answer: There should be different pools for different positions – a pool for departmental heads, a pool for Office Managers, a pool for Area Managers..... I feel that when a person is being made ready and when he is right, he should be taken up in the readiness pool. He must know he's taken up for future opportunities. This person can be used when there is.....say for instance somebody gets sick or goes on pension and there is a need for someone for a period of two to three months, then this person should be taken out of the pool and used in that position. This way, if he is taken out of the office he will gain experience and he can be evaluated. It broadens his vision and he can tell himself he's ready or he still needs some development on one or two issues. On the other hand, this gives the organization the opportunity to see how he's doing – is he

ready immediately or should he be kept in the pool for another six months or so. On the third side, if this person is part of my office I should know he's in the pool. I will have to go without him for a period of time in future and this gives me the opportunity to identify someone for his position in the mean time. Total succession planning.....

Question 18: How do you view the role of internal advertisements?

Answer: I think the internal advertisements are good because every individual gets the opportunity to have access to the vacancies in the organization. Currently I feel that a lot of these advertisements are sent out only for the purpose of the procedure. There are preconceived ideas and people who will get the job anyway. So, yes it is a good medium – when it's properly used.

You mentioned before the interview that certain criteria or requirements in internal advertisements should be explained. Why?

Yes, in exceptional cases or if the advertisements are placed for a specific reason. It must be explained why the advertisement is so specific. People see it as not being real and that the incumbent is already identified.

Question 19: How do you think inter-division transfers should be handled?

Answer: First of all in the beginning when someone from another division applied for a job, his division didn't want to let him go..... The arrangement was made to give the other division one month's notice that we want to appoint one of their people, so that they will have enough time to find someone else. I think it is fair. If I loose someone to another division or someone from another division comes to me, and I gave one month's

notice then he has one month to find someone in this person's place. Then he can't stand in the way of this person anymore. It must be allowed and it can happen. If I decide I want to be a specialist in a certain area or if I want to go to the top and has to go through all the legs, it must be allowed. So, if I feel I have enough experience in that leg and I want to move over to another division, because I feel that position will be better for my career, then nobody should stand in my way. I should be able to go over to the other leg. And if my qualifications fit and I get the job, that was my opportunity. Then my current division should not stand in my way. One should just give them a fair chance to find someone to replace me. One month is enough time. On the other hand, if the office is audited, they ask you if there is any person in your office that you can't replace or go without; it is a risk if someone is irreplaceable. You should involve everyone. I think if you want it to be a success, then everyone should be allowed to move. There should be no measures that exclude people from participation. It should be open to all.

Question 20: Is there anything else you would like to add?

Answer: It feels like the time gap between starting to tell people about Opportunity Creation and actually implementing it, could hurt the success of the program. I think it will be more difficult to get it in place now. The sale plan will have to be worked out in detail to address this specifically. If we want to implement the program now and it is not completely in order, rather wait another month or two to make sure that it is the right timing to implement.

Table 7.7: Table of essence: Dries's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	The <i>OCP</i> will have to be officially implemented and practical workable in order for it to be successful.	To only talk about something and never do it, damages what one wants to achieve. The <i>OCP</i> must be announced, made workable implemented and driven. The employees must see it as part of their lives in the organization.
2	The role players are those employees directly involved in recruitment – placing advertisements, interviewing and appointing people.	Both line management and Human Resources are responsible for the <i>OCP</i> , as a result of their involvement in the appointment of people, whether it is from inside the organization or externally. They actually manage the opportunities within the organization and should realize the impact they have on the program and the other employees' lives.
3	Line management and all the decision-makers should be responsible for the program, with the assistance of Human Resources.	The <i>OCP</i> is a joint responsibility between line management and Human Resources. Line management should realize that they have the key to the success of the <i>OCP</i> from their direct contact with the employees on a daily basis. Human Resources should use their skills and knowledge to influence the process and assist line management in executing the program.
4	Resistance can be in the form of disbelief that it is going to work. Buy-in and clear opportunities are important.	The successes brought about by the <i>OCP</i> must be communicated in order to counter the disbelieves. Opportunities should be communicated widely so that every employee can know about it and can make use of it.
5	-	
6	<p>Things that should be in place before implementation are:</p> <ul style="list-style-type: none"> ◆ the policy on the <i>OCP</i>, ◆ all employees to be fully informed; and ◆ a driver for the program. 	Before the <i>OCP</i> can be implemented certain issues should be clarified and put in writing for future reference. This includes the policy on the <i>OCP</i> in terms of how it will work, the criteria, etc. Someone should be made responsible to be spokesperson and driver for the program. Because of the long-term nature of the program it should be kept alive and known to all.

Table 7.7 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
7	Every possible medium should be used, like the circulars, the organization's newsletter and business broadcasts. The application of the logo should be expanded on.	In order to communicate fully and reach everybody within the organization, it is necessary to use all the available mediums within the organization. Circulars, the newsletter and business broadcasts can be used. The logo on a sticker can also create and maintain awareness amongst employees – if it is used frequently and every time something is sent out that can be linked to the <i>OCP</i> .
8	Line managers and Human Resources, and especially the driver should be involved in the awareness process. Line management plays a very important role in this.	The joint responsibility with regards to making employees aware of the <i>OCP</i> lies with line management and Human Resources. The latter to frequently talk to employees about it and the line managers to ensure their people understand and use the program to its fullest consequences. They can not stand in the way of their employees if they want to progress in terms of their careers.
9	The Top Management should be placed first on the program.	The communication channels in many organizations consist of the message being sent from the top to the bottom. This channel should be used also in terms of who should be first to be placed on the program. Top Management's buy-in is crucial.
10	The next line of command should be placed next.	After the entire Top Management went through the program then their direct reports should be given a chance and theirs after that. The manager that will have to assist and support his/her direct reports will then have a clear idea on what the <i>OCP</i> is and what it takes to be successful on it.
11	The logo should be used on everything linked to the <i>OCP</i> .	The usage of the logo should be thought through. Many opportunities can be thrown away if employees don't realize it is an opportunity. It is important though that all the role-players know when it should be used and USE it.
12	The managers (especially) and the team members should be made enthusiastic about the <i>OCP</i> . Managers can make or break the process.	The buy-in from the managers is so important that it can't be neglected. If they do not buy this, their people won't. They should therefore know the process and what it's all about. The benefits for themselves and the organization should be spelt out and something should be put in place to incentivise them on using the program.

Table 7.7 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
13	Training should be done in accordance with the <i>OCP</i> 's principles. Inter-divisional training should be allowed as well.	The linkage of the <i>OCP</i> and its principles and working with other Human Resources activities is very important. Therefore training should be done on the basis the <i>OCP</i> sets out. Employees should be allowed to attend training from other divisions in order to multi-skill himself or herself if needs be.
14	The initial introduction should be with a huge fuss.	Introducing and implementing the <i>OCP</i> should be done with a "big bang" – people should take notice and be made aware in such a way that they do not forget it easily. The initial implementation should not be longer than three months, but adjustments and changes can be made afterwards.
15	Follow-ups should take place on a six-monthly basis or less.	Follow-ups should be done regularly in order to keep the program on the roll and warm. It is important to ensure this way that the employees in the readiness pool are still "ready" and can be used at any time.
16	Psychometrics should be included as 'n part of the information and not as the Alpha and Omega.	The employees' psychometric test results should be part of the larger picture and aspects such as his/her background and experience should be taken into account as well.
17	The employees in the readiness pool should be given the opportunity to stand in for someone in his goal position.	Those taken up in the readiness pool should not loose sight of their development and should be given the chance to try his/her knowledge and skills at the job he/she set out as a goal position. When standing in for someone else he/she will experience the true realities of the job (reality testing!) and it gives the organization a chance to evaluate his/her performance in that specific job. The person as well as his/her current manager should know when he/she is taken up in the pool and must understand that he/she can be asked to stand in at any given time in future.
18	Internal advertisements should stay but it should be explained why certain criteria is specified in order for people to understand that it is about the position and not a pre-identified employee.	The role of the internal advertisements is to make opportunities within the organization known to everyone. When certain criteria and requirements are stipulated it is important to explain that, so that misconceptions do not hinder the objective of the internal advertisements and in the process kill the <i>OCP</i> .

Table 7.7 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
19	Inter-divisional transfers should happen and enough prior notice should be given to each other.	The whole backbone of the <i>OCP</i> is that employees should be able to use the opportunities that come their way. Inter-divisional moves are included here. If someone wants to go to another division because he/she feels it will do his/her career good, then his/her current manager can not be allowed to stand in his/her way, except when the manager do not agree that it is to the benefit of the INDIVIDUAL. Divisions should support each other in this and allow their people to move within a month from notification.
20	One should ensure that everything is in place before implementing to ensure credibility.	The requirements for the <i>OCP</i> to be working, as it should, should be investigated and stipulated in detail so that everything could be in place before it is needed in the process. The questions and concerns should be addressed in the selling process.

7.2.8 INTERVIEW: KOBUS

Age : 33
Qualifications : Std 10
Division : Property Finance
Office : Tyger valley
Designation : Area Manager
Job grade : G-band
Length of service : 14 years

Question 1: What, in your opinion, are the most important aspects of the Opportunity Creation Program?

Answer: I believe first of all that, most important is the fact that its your own responsibility. First and foremost, the fact that....it's all up to you. Use it or loose it. I would single that one out as the most important one.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: First of all, every individual for himself on that side, and then the organization and.....I believe especially Human Resources and management. Who ever the next level of management is. So, the individual's manager in other words.

Question 3: Who should take on responsibility/ownership for the program?

Answer: I believe that anybody can take responsibility and ownership for the program, as long as they have the authority to do it. For instance, it wouldn't help if an Area Manager in our case, was the owner, because how was he.....how would he encourage General Managers and Senior management to take part in it? So, as long as the owner.....the person driving it.....have them bought into whatever he tries to do.....as long as that happens and that the person can be.....is trustworthy. And when I say trustworthy that....everybody that deals with this specific person believes in that person and in that what that person is doing is transparent enough that everybody is happy about the way he does it. So, I believe that is very important.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: I believe that you're gonna get a number of people that won't believe it. They'll just say: "I don't trust the guy that's doing it; I don't think that it is a genuine thing; You're just making your responsibility my responsibility". Unfortunately that is that person's view of the day-to-day dealings in any case. But, ja, I think that's the most important, or one of the things that you're gonna have to sort out. And that is what people are gonna say:

“They are just trying to make their problem.....transfer their responsibilities to me”. Everything is in the eye of the beholder, I believe with this. The guy that wants to do it will see all the benefits.

The fact that your not gonna get the opportunity to necessary place everybody when they're ready.....they're gonna attempt to get into this pool of readiness, if I may call it that, and they can sit there for a year. Two years, three years.....all knowing that they're ready, because they've been told they are ready. But the opportunity won't be there. So, that's another thing that.....people will get into that pool and then they'll sit back and say: “Well, I'm ready, there's nothing I can do. Now, I need to get an opportunity and then you're gonna sit with a bit of a problem. The opportunities aren't always gonna be there.

Question 5: How should this resistance be handled?

Answer: If you're extremely careful and people really believe.....they'll believe you once they start and they see it happening. You will get the opportunity as time goes by, that people will say: “Well, this is the way they're operating, they're actually using this, they're doing what they said they'll do”. So, by giving them examples you can overcome a lot of the resistance. And obviously affording everybody the opportunity to have, on a regular basis - let's say once a quarter or once every six months, take that person, get him to sit down and say: “Right, this is where we are; this is what happened over the past few months. Is this the way you see it, because this is the way I see it?” And then it is the softer issues.....those issues are the issues that normally people don't want to talk about. Tell a person: “You haven't developed. The commitment was then that you should have developed over the past year. You've done actually nothing. So, you want to blame us? You're not doing much from your side.”

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: Definitely training – that would be first on my list of priorities. Ensure that the people that's gonna do it know the job. As far as systems are concerned, I believe that a well talked-through plan on where we're gonna start – at the top, obviously – and from there, who's gonna be involved. And to identify to do it is.....unfortunately, in most cases this won't be a problem but in some cases you're gonna have a manager that's gonna have to sell this and if they don't want to sell it, this is born dead.....it's just not ever gonna take off.

Question 7: How should staff members be made aware of the OCP?

Answer: I always believe in treating everybody as.....whether they are colleagues or junior staff or superiors, with the due respect. So, trust them that they will understand if you sell this to them and explain to them what the benefits are – why we're doing it, what the reason for it is, and all the other little things. You go to them and you do a proper sales job.

What medium should we use? What sort of methods should we use to make them aware of the program?

Most definitely a class room environment where there will be somebody who they can interact with. So that you don't have a circular going through and everybody read what they want to read, because we are putting the emphasis on the parts we want to..... So that you have the opportunity to see the reaction and when you see a smile, you'll know – on base one it's OK. Or you'll see a lot of question marks and decide to hang on, if they have not been able to understand this, then quickly go through it again before you carry on to the next stage.

Question 8: Who must be involved in this awareness process?

Answer: Everybody – most senior guys most definitely. They must take part in the sales process so that people can see it as being an “OK program, and this is what we want. Yes, we want it.” Instead of having a program presented to them by perhaps a junior person in their eyes – “this guy’s got a hobby horse now all of a sudden, so, we’re gonna use his name and run this for the next six months, because he believes in it”. And I think the more senior people who can be involved, the better. And then identify, pertaining in the past, people that are opinion formers, people that would tell people about the advantages, people that will do your sales behind the scenes.

Question 9: Who should be first to be placed on the program and why?

Answer: Seeing that it is going.....Most senior guy first. At first I thought that that wasn’t necessary. After reading the chapter a second time, I realized that that is what’s gonna happen.....or not. So, most definitely most senior management first so that that person can go through the process of having that chat to the next person. So that he will know how he felt when he was listening to information being presented to him and so that he would know that it is extremely important how he puts it across to the next person, when he gets the opportunity. How he should operate it and the questions he had and feelings that went through his mind, will be the same as the next person’s. So, top down.....

Question 10: Who should be next to be placed?

Answer: The next level of management, most definitely and then afterwards the next level.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: When I looked at it the first time I looked at it and I.....the first thought that went through my mind was accomplishment, because it's.....it is a stamp of an approval, a seal.....And when I looked at it I thought this is "OK, you've accomplished something". So, I think one shouldn't look any further than just saying.....that's the value I saw in it.

But how can we use it? How can we apply it within the program?

By taking it a step further by saying "This is what you've accomplished". When a guy goes through the process, to perhaps reward a person on a regular basis for whatever he has accomplished. That could be part of it. Then, let's say he's then added to this pool of readiness where everybody, I believe, have accomplished whatever they should have. Perhaps one could reward them for it. Not with money, I wouldn't..... I think that it will have to be a lot of money to.....for people that accomplished something to be rewarded in Rand/cent value. I think a "Well done! You've accomplished something" from a Top Manager or the MD.....means more than a R 1 000.00 once off. If you're telling me I shall be rewarded Rx per month for the next twenty years.....ja, that will keep me going, but once off a R 1 000.00..... I don't think we can afford it. Get the MD to phone me and say "Well done".

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: Yes, it is and then I have to repeat myself by saying at first I thought it was not necessary but how are they gonna drive the OCP? Whoever I'm reporting to says "What are you busy with today?" "No. I'm busy with this new idea." "Well, that's not necessary." If we don't all believe in that, you're not gonna get the opportunity and it is not gonna be managed.

Question 13: How do you view the training practices within the program?

Answer: Difficult question. I believe that you will still have your Saambou courses. I just believe that, instead of putting people on courses like we've always done, I believe we should have a circular once a year whereby we invite everybody:

- ◆ this is the courses;
- ◆ these you can go on free of charge, because it's in the line of duty;
- ◆ these, at the minimal fee of R xyz, you can attend. You'll have to get special permission for these because it is not part of your day-to-day tasks. You won't need it; but for you to improve yourself you can do this. But we'll subsidize the accommodation or travel expenses; but if you can make an arrangement, we'll see how we can accommodate you.

I believe that for a number of years we have been instigating training but never had an opportunity where the subordinate could say what he/she wants. First of all. Second of all, I would suggest that we go as far as to say "This is what you need to do", although we've done it, but we shouldn't stop where we're stopping at the moment by merely giving advice. I believe we should go further by saying "You have a target date and you better complete this". This is important. We all know it is important to study. So, we should have a target date and say: "Yes, you are on the program; this is what we see you need and by the end of the year, by the end of next year, or in the next six months you should go through a basic computer training program". Open time, open place, but when you get back you need to present us with a certificate from a college or whatever. That's very important, and then.....if I say on-the-job-training.....it's a soft issue but we seem to believe that when people have the technical skills.....when they've gone through a process of training, when they are ready to do their job we sometimes neglect the softer issue of "Ja, we believe they can do the job", but have they ever been in a position where they're gonna have to do the following. And on-

the-job-training and in doing it. I've never ever had the opportunity to be trained on having a meeting, being chairman of a meeting, never. So, for the past six years, since I've been a Branch Manager, I've held meetings. I'm sure someone can take me on half-a-day/six hour course on this is the way you do it effectively.

Question 14: At what rate should this program be implemented?

Answer: Difficult to say. First of all, it depends on how it's.....whether it's received extremely positive. With these people you'll be able to fly. The other guy will need some convincing, unfortunately. We started of by saying the responsibility is your own, but we still have a responsibility from the company's side to convince the guy that's not convinced. We can't leave him and say "Well, tough luck, if you don't want to buy in, loose".

So you'll take it step by step and see how the process goes and not force it out to finish it within a month or so?

No.

Question 15: How regularly should follow-ups take place?

Answer: If you follow up by saying we're gonna do it on a monthly basis, or six monthly basis, or on a yearly basis, you run the risk of doing it because you have to do it. On the other hand if you don't plan you're not gonna do it and pretty soon you're gonna realize you've never attended to it. I would suggest that, depending on the participation of members, let's call them students, to have a checklist on.....if progress has been made – good, leave it. Don't sit up for the sake of sitting down. Because that guy is doing his job, he's doing what he has to be, he's going through the training program. If a target date is not being reached then perhaps put

the individual on a “Right, let’s check out one or two of our bases”. Because he needs assistance. Some people do things or don’t do things because they’re too lazy. Other people sometimes do that because nobody’s checking up on them. It’s a bit irresponsible, but they just don’t do something about it. And we shouldn’t....although we say the responsibility is every participant’s we shouldn’t sit back and say: “Well now it’s your responsibility, we don’t have responsibility”. And therefore I’d say we’re all mature, let’s help one another. The guy that needs more assistance - hold his hand. The guy that is running with it, that doesn’t want you to look over his shoulder every month – leave him. Perhaps he’ll excel because you’re leaving him. He may just get bored by the fact that he’s being held back.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: Psychometrics is fine. This is fine, it’s fantastic, because every time I’ve gone through the process I’ve seen myself. I said: “This is you, this is really you”. And then I try to figure how they’ve got to know me with all the questions they ask, because they didn’t ask the questions that could give them these answers and they know me. But you will find that people who didn’t want to admit that that’s them, will say “Well, I’m not gonna let them run the tests on me because that’s a whole lot of bull”. But they’d rather not admit being that person or they try to project a certain personality trend or a certain way of thinking. And when they answer....when they get the opportunity to look at it, they don’t like what they see because they were not able to project what they tried. I think if one is honest with yourself, you’ll answer the questionnaire as honest as possible. And if you’re gonna get the feedback on it, then the best thing you can do is to take that and see what it is that you’re good at. What you need to improve on and act upon that; instead of looking at psychometrics and say: “Well, it’s just not me and it’s not fair”. And

perhaps a one-sided opinion – a person that says to me he doesn't believe in it, says he doesn't like what he sees. They're not saying they don't believe in it, it is because they don't get complemented and it is close to the bone, this hurts and they don't always want to admit that it is the truth.

Question 17: How do you view the application of the readiness pool?

Answer: Beauty is in the eye of the beholder and I may have a cynical opinion but the readiness pool is going to consist of ten people willing and able and one person's gonna be selected from that group. And if you're willing and able and you know it, and nine people have to stay behind, you have to do some genuine sole searching stuff to believe in the choice that was made. So, that it will be used – yes, yes it will be used. The feeling when the opportunity arises and somebody is chosen from a group is a very difficult process to go through. It is difficult to accept that you're not the chosen one after you've heard that you are ready. So, there.....but that can happen, it's life, it is all part of life and you can't do anything about it. The way I would see it is if, on the odd occasion, I've been chosen. So how bad can the choice be? If the same people who's chosen me on the odd occasion, now chooses the next person.....when they chose me they were OK, but when they don't choose me they're wrong? So, the only.....the application of the readiness pool..... When it happens, I think you'll have a more difficult task in keeping the guys that stay behind, and ladies, to keep them motivated – that's gonna be the issue. To get them to understand this is the choice that was made – buy into it. And it starts.....it doesn't start when a person is being chosen. It starts when you're added to that pool. At that stage you need to know what's the odds, what's the opportunities. We're not honest about it, we're so worried that we'll hurt somebody's feelings that we'd rather not say. So, when does he find out? When he starts asking questions and getting the answers. And then he says: "How could I've been misled?" But nobody ever had the guts to tell him he's aiming for Top Management; he's

excellent at what he's doing, this is what he will be doing.

Question 18: How do you view the role of internal advertisements?

Answer: May I give you two answers on that - my personal opinion and a rumor? My personal opinion is that internal advertisements....for the opportunity to know of any vacancies, you need the opportunity to react, be interviewed and get the opportunity to be appointed. I may sound extremely negative when I say it and if I at any stage....if I have had the same feelings, and maybe I have..... Rumor has it that it is a joke. That when there is an opportunity, whoever is gonna get it has already been identified. It's a pity, but if people are saying that....a guy in our office had the opportunity to apply. He applied and he said: "We all know that the odds are about ten to one – and that's not in my favor". And there is a positive way of looking at it and a negative way. And this is the part where I say this is my personal opinion and not part of the rumor. Unfortunately it is true. If I get an opportunity to appoint somebody, whether that will be a consultant, an assistant, whoever....it's just human to know whom you want. If you don't know the person, at least you know what they're gonna look like. Not on looks necessarily, but you know what attributes you want, you know what's important as far as that is concerned. So, ja....and it is important to know that. How can you appoint somebody without knowing what he or she should look like? So, if I in the past.... If I interviewed anybody and it has actually happened to me, and the person reacts by saying: "Well, ja, I didn't get the job because he didn't want me and he knew that", I would say no, there was no..... I knew what I wanted, not necessarily knew who it was and where they were. But I have to advertise. I interviewed a chap for a consultant's position. When he didn't get the job, he spread the rumor that I went through the motions, but I knew that I wasn't going to appoint him. But I say no, I had to allow everybody to apply, I had to talk to everybody. We don't always talk to one another enough. So, I had to go through the motions. One must just be careful because, as we said earlier, beauty is

in the eye of the beholder. And if people are saying that we need to address it.

Question 19: How do you think inter-division transfers should be handled?

Answer: I don't think it is being handled at the moment. It should definitely happen. One, I believe that in Property Finance Division there's guys with attributes, with capabilities, with knowledge that they can use in a different division - better that how they are used at the moment. Not working to their full capacity and most definitely, I'd say, is extremely frustrated. They could have been asked for the Property Finance Division eighteen months ago and be placed. Now they've realized this isn't what they want to do. This isn't actually what the job entails. They had the idea that the sales side would be a fantastic....being in the limelight all the time and the opportunity to go party all the time and all of a sudden they realize this is a lot of hard work, or the other way around. And it is not what they want. And they may just be in a position now where they say: "I seriously need to renegotiate, rethink" and I believe we should be actively marketing ourselves. One, I've got a guy with the ability to do the following; he has expressed the willingness to go on to better things; for himself, for the company. This guy is sitting, he's doing an excellent job but he would like to go to that division. Mr. X from Property Finance, please talk to Mr. B from the Investment side. I've got a guy that can't wait, he's willing, ready and able. When you have an opportunity, let's talk. At the moment we tend to only look within and we don't look at other people. I'm Kobus from Property Finance; I'd rather appoint somebody that I know than somebody I don't. It's human.

Question 20: Is there anything else you would like to add?

Answer: As far as OCP is concerned, it's fantastic, it's necessary. I don't think that

enough people realize the potential of this program. I think that, whether it could be that it doesn't matter, that they don't see it that way, or whatever reason, Saambou's strength.....forget about Saambou.....this office needs people – willing and able, trained people that can do the job. Without them, I'm lost. So, if I'm lost without that, willing people, able, you know who's trained, and ready to do it..... If I can't get this branch great without that, how can Saambou afford the luxury of not having that? And that's so important. We tend to look at how to do marketing, how to put the next product in place, how to look at laptops, the next marketing strategy, the next marketing venture, etc., etc. But if Mr. X that is doing an excellent job in Credit should get up and leave for whatever reason, do we have a replacement? No, we don't. And I feel we should have a list of reserves – your readiness pool – whereby you say: "If you're into this readiness pool, we can on twenty-four hour's notice, with seven day time for you to sort out your things, request you to assist us in another town. If you want to join the readiness pool, this is one of the things that you're gonna have to do". That's part of the willingness too. So, if we row in some or other boom as far as bond production is concerned in a certain place, you're in the readiness pool and part of your commitment is that you will help. You've got notice that we need your help next week Monday there. If you want to go into that pool, you're committing to a number of things, a number of commitments, a number of "laws". I will do the following. If I'm in the readiness pool, and I don't like the opportunity, taken everything into consideration, if I'm in the readiness pool I would indicate what I am ready for. If I wanted to enter the readiness pool, I'd say: "Yes, I'm in the readiness pool, but I can't take a transfer outside the borders of the Western Cape". We will therefore not even award you the luxury of an interview for a job in George. Because you have now.....you've put down the laws. You said that you're not even gonna look at that. Therefore, when the opportunity arises and you go through the interview you won't have the opportunity to come back and say: "Well, ja, they've made up their minds and they wouldn't really appoint me in any case". And we give people the opportunity because we don't talk to one another enough.....we give people the opportunity to be the victim.

As long as I can portray myself as being the victim, everybody says: "Shame, poor man, they've missed him again". But in the meantime I didn't qualify because of this and that and the following. Or I wasn't prepared to but I.....only in the interview was I prepared to admit that I'm not prepared to do the following. But when I get back.....why not? Nobody says it was because I didn't want it. No, they had a hidden agenda. They made up their minds before I even entered that interview.

Table 7.8: Table of essence: Kobus's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	The most important aspect is that it is the individual's responsibility.	It is important for the employees of the organization to realize the consequences of this aspect and accept it. Otherwise it will never work. The organization can only be held responsible for creating opportunities, but the individual is responsible for creating his/her own opportunities and utilize those given by the organization together with those they created themselves.
2	The important role-players are: <ul style="list-style-type: none"> ◆ the individual; ◆ Human resources; and ◆ Management. 	The <i>OCP</i> is definitely a joint responsibility and effort. The individual needs to know where he/she wants to go. Human Resources should fulfill a role of support and facilitation as well as assistance with the creation of training opportunities, for instance. Management ought to be involved all the way. They are responsible for selling the <i>OCP</i> , as well as ensuring its successful implementation.
3	Ownership should lie with someone who bought into the program, is trustworthy and has the authority to drive the program.	The owner of the program should be someone who believes in the <i>OCP</i> and is able to drive it. He/she should have the authority to make decisions in order to drive the program to its fullest capacity. The employees of the organization should also trust this person and believe in what he/she tells them and/or explains to them.
4	Resistance may entail: <ul style="list-style-type: none"> ◆ Acceptance of responsibility for their own careers; and ◆ People in the readiness pool waiting long periods of time to be placed. 	In order to be able to counter resistance, it is important to realize what they could be. If the employees are going to have a problem with accepting responsibility for their own careers, all possible issues they could bring up to motivate their resistance, should be addressed during the selling process. The people in the readiness pool should be placed on a rotating program for projects and standing in for absence.

Table 7.8 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
5	Resistance will be countered automatically if people start seeing that the process works. Progress interviews should be held on a regular basis as well.	To be able to counter all the resistance will take some time. "Seeing is believing" will definitely be true in this case. As soon as the OCP takes off and starts delivering results, more and more people will believe in and support it. On the other hand to keep it warm it is necessary that follow-up progress interviews are held on a regular basis. This will establish a culture where the individual's progress is his/her own responsibility but the organization will support him/her in any way possible, with one condition only: the individual should do his/her part!
6	Training should be in place before the OCP can be implemented.	Before the OCP can be implemented it is important to ensure that all the necessary training practices and courses are in place. This will ensure that individuals are able to obtain the skills and competencies they need for realization of their goal position.
7	People should be made aware of the OCP by: <ul style="list-style-type: none"> ◆ Trusting them to understand the program; ◆ Explaining the benefits and reasons for it; and ◆ Using interpersonal classroom sessions. 	To make the employees aware of the OCP, how it works and what they could benefit from it is crucial. A classroom situation can be used to enhance the personal-touch. They will have the opportunity to raise their concerns and questions whilst the communicator will get a good idea of the attitude and acceptance towards the OCP. It is however, important to inform them in a grown-up way. They should feel respected and important during the selling process. It will also ensure that they get the right message and not read what they want to in a circular for instance.
8	Everybody should be involved in the awareness process, especially the most senior managers and opinion formers within the organization.	Because of the fact that the OCP will have an impact on everybody - direct or indirect - within the organization, it will be necessary to involve everybody in the selling process. Those doing the selling should definitely be the most senior management to show their commitment and buy-in, and the opinion formers within a certain area. They will be able to influence those around them and create larger buy-in, especially in distant areas.
9	The most senior guy should be first to be placed on the OCP.	The MD of the organization should be placed first on the program in order to not only show his commitment to the program but also to create an understanding of what it entails. When he does the interviews with his subordinates, he will have the necessary understanding and empathy to support his team.

Table 7.8 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
10	The next level of management will be next to be placed on the program.	The implementation of the <i>OCP</i> should start right at the top and then move down the organization's hierarchy. Every manager should go through the process and experience it him or herself. This will create better buy-in and understanding of the process and working of the <i>OCP</i> .
11	The logo is a sign of achievement and should be used to reward employees for their accomplishments.	The <i>OCP</i> logo can be used as a symbol of achievement and accomplishment. Every time an employee achieves something great in terms of his/her career, a Top Manager should award him with the logo as well as congratulations. Money is not always the motivator everyone wants to make out of it. Different ways should therefore be explored.
12	The top-down approach is applicable.	The managers should go through the program themselves before their subordinates can be placed on it.
13	Training within the organization should be communicated once a year on a basis of what is planned for the year in order for them to nominate themselves. Follow-ups on the development plans are also crucial.	The organization should send out a circular with all the planned training on it for the year to come. Employees are then invited to nominate themselves on the different courses with or without costs. These nominations should be in accordance with the individual's development plans and follow-ups on this specifically should be held on a regular basis.
14	The rate of implementation depends on the acceptance experienced.	The implementation of the <i>OCP</i> should not be forced down on everyone. The tempo of implementation should allow enough time for convincing employees of the benefits of the program.
15	Follow-ups should be held when needed; no fixed time period should be prescribed.	Every employee could have a different time period before the next follow-up interview will take place - depending on his/her progress and need for support. This entail the risk of it never been done, especially if there are certain managers that do not have the discipline to ensure that it is done.
16	Psychometrics should be done.	Psychometric testing can assist the employee to identify his/her improvement areas as well as what he/she is good at. In order to eliminate the fear for psychometrics, people need to understand the power and benefits of it.

Table 7.8 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
17	The employees added to the readiness pool should be kept motivated. Honesty about opportunities for them is essential.	Once an employee has been added to the readiness pool it is necessary to be honest to him/her about his/her chances for promotion. If it is going to take a while, he/she should know it. Otherwise their motivational level will decline. They should be developed further whilst still in the pool as well.
18	Internal advertisements are necessary to inform everybody about opportunities available. The advertiser should know exactly what he/she wants and ask for it.	The use of internal advertisements allows every employee to know about vacancies within the organizations - the available opportunities. The manager advertising should, however, ensure that he/she knows exactly what he/she wants, put that directly in the advertisements and appoint someone like that. Every employee must have an equal chance of getting the job if he/she complies with the criteria set out in the advertisements. If someone has already been identified before the advertisement goes out, it is a waste of time and it defeats the object. Rather not advertise then.
19	Inter-divisional transfers should happen in order to utilize employees' attributes, their capabilities and knowledge to its full capacity - to the benefit of both the organization and the individual.	Divisions should not just look within their own people, but in order to utilize all the employees' full capacity and potential it is necessary to seek beyond own boundaries. The attributes, capabilities and knowledge of everyone should be used where it is needed the most - not only for the benefit of the organization, but also for the employee's. This will limit frustration and improve productivity.
20	The OCP is needed within the organization in order to identify willing and able people that can be seen as reserves.	In order to get the people that are needed to make a success of every office or region or the whole organization, it is necessary to identify those employees who are willing and able to do the jobs the organization needs them to do. The readiness pool should play the role of a reserve bench from where identified people can be taken to either be used permanently or temporarily in a certain position where the company is experiencing a problem or a vacancy.

7.2.9 INTERVIEW: HENNIE

Age : 33
Qualifications : M Com
Division : Group Strategic Services
Office : Saambou Park
Designation : Chief Executive
Job grade : A
Length of service : 8 years 5 months

Question 1: *What, in your opinion, are the most important aspects of the Opportunity Creation Program?*

Answer: I think you have to start in finding your answer in the typical human behavior that you get from any person in the working environment. Having looked at your model and the steps that you propose for your model, I think the two crucial elements for the success thereof, are going to be, first of all for the individual, to recognize his own shortcomings, because that's definitely not matchable. And I know of a very huge amount of practical reasons where you spend time in typical performance appraisal situations discussing shortcomings, but people don't have the natural ability to recognize their own shortcomings. You get a situation where they're not conceiving that at all. I think in the group sense there are a few typical examples. The other one, which I think is quite crucial, is people tend to expect other people to take responsibility, and normally, not all individuals put in the typical situation, the locus of control is on the outside, they have to supply, they have to do. And I think those two are the two that's utmost crucial if you want the model to succeed.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: I think there are two groups and the unfortunate thing is, if I discuss the two groups, its going to include everybody. But let me try and clarify the two groups. I think first of all the company has got a huge responsibility in educating the people with regards to a system like that, first of all. Secondly, creating the culture that will support it, and thirdly, creating the supporting factors like incentives, either training incentives or development incentives to support the model. And I think the responsibility starts there. But, having said that, the responsibility then moves to the individual once that environment has been created, to ensure that the usage takes place of the model, and in that sense it includes all individuals. If the individual is in a supervisor position, so much more but also as the person using it. The irony of the matter is that any company works in a manner where, if you don't have persons who are seen as role models actively using the model, you'll find that you can't sustain the activity levels within the model. So, I think role models specifically should be a priority, but then all individuals, because otherwise,.....I mean it is based on an assumption that the individuals are taking responsibility.

How would you go about changing the environment to what is needed for the program?

I would typically put on a hat that..... I would put on my systems thinking hat and do a brain storming session where I try to identify all the primary systems that's got an influence directly or indirectly. Systems could be: the method of providing training services, it could be the role models and attitude of role models, it could be the culture of the company. And then try and clarify those into priority area's of A, B and C's. Then take the A priorities and say: What do we need to do with each of those?. I don't think you can take a simplistic view of it, because the moment you start with something like this, you have to understand how it interacts with the

greater system, and I think that is quite crucial.

Question 3: Who should take on responsibility/ownership for the program?

Answer: The ownership of the program should still be at Group Executive level. If they are not seen as the supporters or sponsors of the concept and the model, it's going to be very hard to achieve any success. You cannot make it Human Resources' model and you can't make it line's model. So, unfortunately you have to sell it there. They don't have to be the champions of the process, don't misunderstand me, but they have to be seen as the corporate sponsors of the process.

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: I think the most logical one is that some of the individuals can feel that the company is not full-filling its responsibilities towards them, especially out of the old thinking process where the company has to provide you with a career. Secondly, I think if you don't have.....You see, the company has got a responsibility to provide some kind of procedure that enables the individual to harness the model more easily, especially with regards to training and the accessibility of training, and getting sponsorship with training. So, the system that is in place has to be scrutinized quite carefully – does it really facilitate the access to training. If it does not, meaning the training is difficult to get hold of, then it is definitely going to be used as an excuse.

Question 5: How should this resistance be handled?

Answer: I think the only way to handle any form of resistance is through a very

active communication strategy, meaning that it can't be a once off ". But it should actually be a communications strategy that supports the education process that you're going through. Because what you are actually doing is to educate users over a period on how to use the model. I would sit down with people that are experts in communications and say: "How are you going to sustain it over at least a three year period". Because I think that is the time horizon that you are looking at, if we are going to get real results on a model like this.

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: I am going to go a little bit wider than systems and procedures, because I want to start at the buy-in of the executive group, before looking at the system and procedures. Then I feel the integration of the model with all other relevant models that has an influence, like the performance appraisal, as a typical system and the development actions coming out of that, and that's the integration of those. Then I think after integrating those, you need a clearly formulated policy that's negotiated with the union, with regards to the model and the implications, in order to formalize the whole concept. And then I think it is drawing up the implementation plan and still then to communicate it to all role players and ensuring that all the different systems that you implement with it, is addressed in that actual implementation plan.

Question 7: How should staff members be made aware of the OCP?

Answer: I think the preferred method would be that, if you look at the Saambou environment, and hopefully in the future there is better communication mediums, you should start with something like a Forum which is accessible to all people, as a first kick-off. Then you should sustain it first

of all on group level through group communication structures, like internal publications etc. Then take it into the divisions and make it part of the division's communication strategy and responsibility of division people. So I think definitely have a group wide philosophy but then for each individual or division, sit down with that division and determine what the right type of communication will be for them, because I think the meeting structures and communication structures differs a little bit.

Question 8: Who must be involved in this awareness process?

Answer: Well, at the end of the day, all the people. As primary drivers of the process, I would imagine that you would get at least your MD to help you and assist you on the Forum. You'll get your internal communications people group-wide to assist you, and then you'll need each of the Divisional Heads with their relevant Human Resources person to be actively involved in the role out.

Question 9: Who should be first to be placed on the program and why?

Answer: I think it relates to some of the previous questions and it should be Exco. It doesn't help that they just from a distance say we support it, but they don't have any clear understanding of what it consists of and how it works, so I would really target them as a target group. Tell them that in order for them to be seen as the corporate sponsors of the process, that they should experience it.

Question 10: Who should be next to be placed?

Answer: I would think that your Chief Executives of each of your divisions should sit down with you and determine who're the crucial people in terms of the

roll-out per division. It may differ once again from division to division according to the structures within that specific division. I would steer away from a generic answer for all divisions, and I think the culture in Planet, for instance, versus the culture in Home Loans, is so different that it would be a pitfall to try and use just one philosophy.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: I think it has a pro and a con. The pro is it gives you the feeling of a formal qualification, like coming from university - it seems to have value. I think the other flip side of the coin is that it could easily be interpreted as being an academic exercise and I think that is what you have to be careful of.

How would you suggest we counter that?

If there is no way of changing the logo and the logo is a reality, I think then you should, like a type of post-test phase, just try and determine all the possible negative perceptions with regards to the logo. Then ensure that in your initial communication, directly and indirectly, you address all the possible concerns and negative issues. It's actually an old selling technique to get all the concerns or all the reasons why the person won't buy and then just in a very natural way and in the initial communication addresses them without being asked and in that way ensure that the negativity don't start off. Otherwise change the logo.

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: I think that it is actually the preferred method because the people who are responsible for the initial success is the people that are seen as the guys of the process. In any hierarchical situation it is going to be the person

who manages other people. If he doesn't know what it is about and how it has to be managed, it is going to be a failure. It's like the lesson we learned at Customer Services where you send some subordinates but you don't send a supervisor, and then think there is going to be a change in attitude. It cannot be, because the manager still manages out of his old frame of reference.

Question 13: How do you view the training practices within the program?

Answer: Ease of access to all the individuals is crucial. So, if you don't have a menu – like a catalogue, where all the preferred courses are in, internal as well as external recommended courses, and you don't have a very clear procedure that governs that menu of courses, people are not going to do it. Because people are not going to go through the trouble to source courses. You have to provide it.

Question 14: At what rate should this program be implemented?

Answer: I think the tempo to a huge extent is going to be determined by the implementation strategy, which in turn is going to be determined by all the factors that you are trying to address in the implementation strategy. I wouldn't say it has to be done in four months. I would rather say what is the logical roll-out in terms of the implementation plan, addressing all the issues. Just jumping into a time frame, you may either miss some of the crucials or prolong some of the issues that you don't need to prolong. So I would take the implementation plan and just ensure that all my planning is very logical and reasonable with regards to natural time.

Question 15: How regularly should follow-ups take place?

Answer: I would imagine that you have to link that to the performance management process in the company and synchronize it. Because I think it is just such a logical step, that I would try to link it to a quarterly interview with an annual large interview - the whole contract and talking through the documentation, etc.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: If the psychometric testing's primary focus is to determine natural hidden potential rather than assessing the qualities at that moment in time, I'm happy with it. But if it tries to access the strengths and the weaknesses at that specific point in time, it gets a negative focus. Rather try and see what is beneath the surface that has never been developed and focus on those issues. I think people will experience it in a much more positive manner than the other way around.

Question 17: How do you view the application of the readiness pool?

Answer: The readiness pool could be seen by the people not included as negative and by the people included as creating a lot of expectations. I think the challenge is going to be just to manage those perceptions that the readiness pool doesn't mean that you now have a free ride to the highest possible level and sit back and enjoy it. And that excluding or not being included into it is now a little black dot behind your name, and it is something that is going to count against you. I think it is striking a balance between those perceptions. I think the challenge will be in the whole communication strategy that you launch to ensure that you address those

two issues.

Question 18: How do you view the role of internal advertisements?

Answer: The internal advertisements, to me, should form part of the thinking that you put behind the whole communication process. If you do not incorporate it as a logical step somewhere and how you are going to follow it up and it doesn't integrate with it, I think you are going to lose some of its value. It does have value, but just ensure that it is not seen as something separate from that strategy that you are trying to address. I can see why you've put it in because I think it is an important aspect of the whole process. To me it is quite logical. I don't have any serious concerns other than to integrate it into the initial communication and previous sustained process. Understand its role and be sure that you know what you want to achieve with it.

Question 19: How do you think inter-division transfers should be handled?

Answer: I think it should take place. Let me tell you why..... Saambou Group for instance..... You know that to survive and to conform to expectations in the next five years, there are certain areas that are seen as high growth, high profitability areas, that they have to be successful in, otherwise the company is going to go downhill. If you sit with excellent achievers in an area that is not a high growth area, but a maintenance area, and you cannot move your resources to those areas that is going to ensure the future success of the company, then you are actually missing opportunities because of the internal process. So, that is the first thing. I don't know what the answer is. What I would imagine is that you will have to go to at least the Exco level where that decision gets made, otherwise you are going to have the internal politics and conflicts prohibiting you from doing that. From a strategic viewpoint I think it would be foolish not

Table 7.9 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
6	Buy-in by the Executive Group is important and should be in place, as well as integrating the model with other relevant models.	The OCP should not be an add-on system, but an integrated part of all the Human Resources systems. Communication from top to bottom is also very important – every individual must understand the process and his/her role within that process – especially Exco.
7	Different mediums should be used to make everyone aware of the OCP – even different mediums for the different divisions within the organization.	The communication strategy should involve every possible communication medium available. Every employee should be able to access information on the OCP. A national strategy should first of all be used and then a more personal/individual approach.
8	Everyone should be involved in the awareness process, especially the Managing Director, Divisional Heads and Human Resources.	The primary role players such as the Managing Director, Divisional Heads and Human resources should be involved in making every individual aware of the OCP.
9	Exco should undergo the program in the first instance.	For Exco to understand and support the OCP they have to experience it and become the champions of the program in terms of knowledge and support thereof.
10	The Chief Executives of each division should identify the crucial individuals who should undergo the program after they did.	The role-out after Exco should be tailor-made per division. So, in conjunction with the Chief Executives of every division a role-out plan can be drawn up. It will also be important to identify the next group in the division to be placed on the program.
11	The OCP-logo can be used to show success, but one should be careful not to see the OCP as an academic, theoretical exercise.	The logo should be changed or the communication process on it could be thorough and fully descriptive of the logo and its meaning – addressing all possible concerns or negative perceptions.
12	The top-down principle is very applicable because the managers must understand the OCP to support the system and the subordinates on it.	Management is responsible for supporting and guiding their people on the OCP. If they don't know what it means and what it takes, they may try and help their people from their "old" frame of mind, or not even help them at all – a recipe for failure.

Table 7.9 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
13	Training should be accessible and known to all.	Training sessions/courses should be brought to the attention of all employees in order to allow them to take responsibility for their careers and work towards their career objective. A menu-type communication medium may be used.
14	In order to determine the rate of implementation, the logical/natural time for a role-out should be used.	The process of implementation is crucial in terms of the time frame. To push implementation without everything in its place, will be a waste of time and energy. Rather determine what needs to be done before formal implementation, determining the natural time involved in getting that in place, and plan implementation accordingly.
15	Follow-ups should take place in conjunction with performance management – progress and annual review.	Because of the linkage of Human Resources processes, the <i>OCP</i> follow-ups could be combined with performance management actions in the organization. When performance progress interviews are held, progress on <i>OCP</i> can also be discussed. Revision of the <i>OCP</i> process and status of an individual in terms of the development actions planned can be done annually during the formal performance appraisal process.
16	Psychometrics should only be used to determine hidden potential.	Natural talents/skills should be identified and addressed through development programs/training. The correct battery of tests should be identified in order to determine the natural talent/skills and development areas. This is needed to be able to draw up development plans.
17	The readiness pool can be seen as a career stopper (if one is not part of it) or a free ride to the top (if one is part of it).	The expectations created by adding someone to the readiness pool should be managed. Programs should be in place to further develop those already in the pool. Those individuals not in the pool should be given other types of opportunities in order to counter negative perceptions.
18	Internal advertisements should only be used if it could be integrated as a logical step in the <i>OCP</i> process.	The role of the internal advertisements should be clearly lined out and this role should be fully incorporated into the main process and strategy.

Table 7.9 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
19	Inter-division transfers should take place from a strategic point of view in order to utilize resources when and where it is needed.	Resources, in terms of human potential and skills, ought to be utilized where the organization and the individual can benefit from it – high growth areas. The organization must therefore be able to move these resources where it is needed the most.
20	-	-

7.2.10 INTERVIEW: MADELEINE

Age : 41
Qualifications : Std 10
Division : Group Support Services
Office : Communication and Public Services - Saambou Park
Designation : Personal Assistant
Job grade : J
Length of service : 3 years

Question 1: What, in your opinion, are the most important aspects of the Opportunity Creation Program?

Answer: I think it is a process by which an individual's situation is analyzed, where his career goals are specified and the different resources used to achieve these goals. That's my main view of what the OCP is.

Question 2: Who, in your opinion, are the most important role players within the program?

Answer: I think myself, the individual. Because it is up to me - how I am going to play the role within the organization. If I don't want to participate I will stay wherever I am. And if I want to participate I will see myself in five years' time, maybe two ladders that I did climb.

Question 3: Who should take on responsibility/ownership for the program?

Answer: I think the management must take responsibility for the program because.....to ensure a successful implementation and maintenance process. They can steer the staff, the personnel who want to take part in it. Which way - are you on the right track or not? And I think they must take responsibility. Maybe not full responsibility but leave a little bit over to the staff members. But direct them - either wrong, if they are wrong, on the right track and if they are right tell them: "Fine, you are on the right track".

Question 4: What kind of resistance do you foresee with regards to the implementation of the OCP?

Answer: I think that people are in fear of a change, but before acceptance could set in. Negative, "I don't want to take part in it", "Why are we changing?", positively, negatively..... And I think it all depends how the management is taking it.....positively..... You know they are the grapevine, they must sort of.....the sun shines through them. And you will see the thunders and everything.....it is coming from them or not. I think that if a change..... if they are not committed to a change, why must the staff be committed? And they must convince the people why the change will be taking place.

Question 5: How should this resistance be handled?

Answer: I think you must first of all tell....prepare the staff there is a change coming and why the change is coming. Communicate all the time with the people. It is not going to be a bad.... ja, for some it will be a bad change because some of the people don't want to change. They are serious about the type of work they are doing. Tell them: "It's up to you, you can make the changes or you can break the changes". They must be open-minded - and that's the most important thing.

Question 6: What do you think should be in place before the OCP can be implemented?

Answer: Before implementation it is extremely important to ensure that all role-players are well informed on the methodology and the role they have to play within the program. It's all about communication all the time. And I think they must be free to communicate with the people. Say for instance you are giving the instruction, they must feel free to come and talk to you. What do you mean by this? Why must I do this? Because they are uncertain about it. Let them feel your door is open. Because some of them may communicate with someone that is lower than you are and that person must tell them to go to you, to go and talk to you because you will give them the right information. The thing is the people are scared. Why are they scared? Because they don't get that open feeling. They don't feel welcome to come and talk to someone. You think someone is inviting you to come and talk to them..... Mr. Myburgh said his door is open, but who will go into his office? Only a few because who am I to go into his office and tell him I have a problem and I want to talk to him? If somebody is giving an open invitation, they must do it with love, with sincerity,they must feel.....I must feel..... I got a feeling that Mr. Myburgh was serious about inviting me to his office. And why am I feeling that? Because I am seeing him, maybe three times a week in his

office. But the people in Middelburg..... how must they feel about it? You see, there is a distance. So, that distance must be broken down.

Question 7: How should staff members be made aware of the OCP?

Answer: By deed and by mouth. Begin by writing the goals of the jobs. Follow it up by written systems, procedures of implementation. Talk to them. Have a talk-session. Have a written session. Give them first of all a document with all the information in. And then you have a discussion on this in detail. Because there is a lot of things that will be falling apart through the line. And obviously you get people that are scared, they don't want to communicate with this, they want to communicate with that. But give it as deed by mouth. Do it by mouth, do it in writing, do it in sessions, whatever, but you have to..... Maybe some people want to read this. Some people don't want to read this, they want to hear it from you. How do you think, etc. It's all communication and using a combination of different methods.

Question 8: Who must be involved in this awareness process?

Answer: Everyone must be part of it. Somebody else can have a different view about this and it is good to hear it. So I think make an open invitation - everybody can take part - all the employees, from the Top Management to the very lowest person.

Question 9: Who should be first to be placed on the program and why?

Answer: I think..... see what the potential of all the candidates is and then you start with that. These people have stronger potential than those do. But you have to accommodate all of them.

Question 10: Who should be next to be placed?

Answer: I would say those candidates who have the greatest impact on the organization should go first. Secondly then the rest who wants to take part in the process - give them a chance on a voluntary basis. Give them a chance to see for themselves. Don't you decide they won't make it. Let them first try and then come and say they don't think they're going to make it. It's not an embarrassment. Maybe I misjudged myself, maybe I think I can take part in it, maybe you think I can't. Maybe I think I can't and you think I can. So, I think it is for the employee himself to decide. Start in the beginning where the potential is and then secondly start with those who are committed. Because it's up to you, for your career. So, who are you to tell me I won't make it? And convince those who you think have potential. If they don't do it voluntarily, go and talk to them and ask them why not. Because otherwise they feel again you make this opportunity for them..... I feel maybe I can and you don't want me to take part in it. There is a lot of sensitivity into it.

Question 11: What is the consumer value of the OCP logo in your opinion?

Answer: I feel it is a shared responsibility of a career that is organized between the organization and the individual. For me the logo portrays achievement. It is an achievement and this is my result.

Where can we use it?

I think don't only use it when you have an exam. I feel use it when somebody has achieved something good. Give them credit if they deserved it. The people want credit. Maybe this will support and encourage me to do better to get more of them. Give people, even those in the postal room, acknowledgement of the good work they do.

Question 12: Is the "top-down" principle applicable in this regard or not? Why?

Answer: I think it is applicable. We should start with the Group Chief Executive and from there down throughout the organization. Why I feel like this is so that the staff can see he is committed to do that. They will feel more committed to do it themselves. He is not too busy, he is not too big... if he can be interviewed, I can be interviewed.

Question 13: How do you view the training practices within the program?

Answer: If they conduct it so to identify the problem area and address the skills that are lacking. Don't just implement it for the sake of implementing it. It should not be a shotgun approach.

Question 14: At what rate should this program be implemented?

Answer: Don't make it a slow tempo, because then interest can be lost. A medium tempo should be used. The tempo should encourage people to stay interested in the program, to let them look forward to achieving something. Remember you have your work, you have this to take part in and you have your social life. I want to enjoy my social life. I want to come to the office with a song in my heart everyday to do my work and then put something extra into this.

Question 15: How regularly should follow-ups take place?

Answer: I think twice a year. Because the company do business in an environment changing all the time. So what you did the last three to four months might have changed so you have to adapt again. So, we have to follow that up two to three times a year.

Question 16: Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?

Answer: I am positive about it only if the applicable tests are used. But I think it is a good idea, because sometimes you can pick up something that I was not aware of and maybe in the interview something didn't come up and you can pick it up in my test.

Question 17: How do you view the application of the readiness pool?

Answer: I think it is a good idea. But you must explain to the individuals who are the other competitors when a position needs to be filled, so that they can be aware of how tough the competition is and not take it personally and think: "OK, this is the third one I missed out on. Why am I missing out? My, look at who's the top managers who was also in line for that post." I feel this must be very honest thing. The list can be sixteen people and if I want to know who they are it must be revealed to me.

Question 18: How do you view the role of internal advertisements?

Answer: If I look at the internal advertisements now, I feel a little bit uncomfortable. You must go to your manager and tell him you are going to apply for the position. I think the work relationship is going to get hurt. I've got a wonderful work-relationship with my boss. Now all of a sudden I'm telling him I'm going to apply for this job. Why? He's not going to ask me why. He's going to be hurt. I think if you do apply for the job and you are in the final run, tell him: "Listen, this is coming up" and why I am applying for this. Because if I fall out and don't get the job, now all of a sudden there is a thing between you and your boss that you are looking for greener fields. He is not going to ask you why because you are actually telling

him you are quitting.....you are looking for something else. And I'm just here for the time being until I get something better. If the manager..... if I must go and tell him, he must be more co-operative by..... Say your working five or six years for this man. You're getting bored with the same work all the time. In five year's time you want to go a little bit further. You want to enrich yourself, you want to see if you can do that. And your boss is not going to accept that, because you're telling him his not good enough, you don't want to do the job anymore and want to move on. And the relationship built up in five year's time is gone in two days and it is an awful atmosphere. I think we should look different at that.

Question 19: How do you think inter-division transfers should be handled?

Answer: If another division approaches me to come and work for them, they can do so and it is up to me, the individual, to take the opportunity or not. It must happen, though. If they think I will fit into another job and they approach me, it's fine. Because it is still for the same company. Why must I be restricted to Communication and Public Relations? If I didn't see it and wasn't aware of the position and the other division think I'm suitable, give it a try. Let's talk about it. If a suitable candidate has been identified, don't even go for the internal advertisement.

What about: we also have an obligation to notify individuals of what opportunities are available within the company. Don't you think by not doing so, by not advertising certain positions, you could actually loose out on all the other candidates that could possibly fill that position?

But then he must go to the readiness pool. Go to the readiness pool and see whether there are suitable candidates. If there are none, then go for the internal advertisement. But at this stage everything is just advertised. I can't think of one case where somebody approached someone and said they will fit well with his department.

Question 20: Is there anything else you would like to add?

Answer: No thank you.

Table 7.10: Table of essence: Madeleine's description.

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
1	The most important aspects are the identification of career goals and different resources to achieve them.	In order for the <i>OCP</i> to be bought into and to be successful the individual must feel that his/her identified career goal fits his/her profile and situation and that there are enough resources to fulfill that goal/vision eventually.
2	The most important role-player is the individual.	The employees within the organization will have to understand what their responsibilities in terms of their careers entail. They decide what opportunities to prepare for, which one to take up and what to do with it. If they don't understand and accept this concept, the implementation of the <i>OCP</i> will be futile.
3	Ownership lies with management especially, but also with the employees.	The main responsibility may lie with the management of the organization in terms of creating opportunities and allowing employees to work towards and hopefully achieve their career visions/goals. Employees' main responsibility is to make the best possible use of opportunities provided for them.
4	Resistance may entail: ♦ a fear for change; and ♦ a concern about Top Management's commitment to the program.	The buy-in from Top Management as well as all other managers within the organization is crucial for the success of the program. The employees count on the commitment of management and if its not there, they will fail to commit themselves as well. The concept of a fear of change must be dealt with even before the program is implemented.
5	The resistance can be handled through communication.	Knowledge provides power and if the employees know before the time what to expect and what it entails, resistance will be limited. Communication throughout the implementation phase is therefore very important (at all levels).

Table 7.10 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
6	<p>Things that should be in place before implementation are:</p> <ul style="list-style-type: none"> ◆ informing role-players of their roles and the methodology behind the <i>OCP</i>, and ◆ accessible communication. 	<p>Before the <i>OCP</i> can be implemented the communication on what it is and how it works and what everyone can and should do within the program, must be sorted out and effectively communicated. Every single employee should be able to access the information at any time of day. E-mail and intranet can be used in this regard. A true open-door approach will also help and if promised should be delivered. It is important that all employees know their managers are supporting them.</p>
7	<p>People should be made aware by using all possible communication methods - verbal and written.</p>	<p>In order to reach as many as possible employees different methods of communication should be used. A discussion session or a one-to-one session (where verbal communication is used), for example, may follow up written communication on the <i>OCP</i>. This will strengthen the message and ensure access to all.</p>
8	<p>Everyone should be involved in the awareness process.</p>	<p>Successful communication also means getting everybody's viewpoints and input on something. Therefore it is important to involve all employees within the organization to attend sessions where the <i>OCP</i> is explained and only then implemented.</p>
9	<p>First of all the employees with the most potential should be placed on the program.</p>	<p>The employees with the most potential can be used first of all. Their successes can be used as proof that the program works and to show other colleagues how it is done.</p>
10	<p>The second phase should include those doing it voluntarily.</p>	<p>The sensitivity with regards to people's careers should be taken into account when deciding who should be involved next. Everybody should be given a chance to decide whether he/she wants to access the program or not.</p>
11	<p>The <i>OCP</i> logo portrays achievement.</p>	<p>The logo can be used not only for identification purposes, but also to encourage people to do something good because they can be acknowledged for doing so.</p>
12	<p>The "top-down" approach is especially applicable in terms of showing commitment.</p>	<p>The Top Management's commitment to this program is essential. The employees follow Top Management's decisions and if they decided this should happen, their commitment will rub off on the next level, theirs on the next level, etc.</p>

Table 7.10 (continued)

No	"Meaning units"	Analysis of "Meaning units" and explanation of phenomena
13	Training should be focused on addressing identified problem areas.	Employees should go through a process where they get to know and understand themselves and their career vision better. This is necessary to create reality and for them to realize their own development areas and strengths. Training should then not be done with a shotgun approach but focused according to which the identified development areas are specifically addressed.
14	The implementation rate should include keeping employees happy and relaxed; assisting people to stay focused and stay interested.	A medium term rate seems to be the answer as it is still possible to keep employees interested in their jobs as well as allowing them to stay focused on what the organization wants them to achieve, whilst working towards a career vision.
15	Follow-ups should take place between 2 and 3 times per annum.	The tempo at which follow-ups are arranged should take into account the distance between some of the resources and the operational side of the business.
16	Psychometrics can be used as long as it is fair, especially in terms of culture.	Psychometrics can reveal the hidden information of a certain person. This can be valuable information to identify strengths and development areas. Applicable tests should be used.
17	The readiness pool should be used and it should be done in an open and honest manner.	Openness and honesty towards especially people in the readiness pool are very important. They must know about all the opportunities within the organization. They should also be told who are in line with them in the race for a certain position. They have to know who is also a candidate to evaluate their chances.
18	Internal advertisements should only be used if no one has already been identified.	Internal advertisements are one way of communicating opportunities to all employees. If someone has been identified within or outside the readiness pool, these advertisements should go out but it should be stated that a suitable candidate has already been identified and appointed.
19	Inter-divisional transfers should be allowed, but with care and good judgement.	Divisions ought not to be driven so much as individual entities that it actually moves away from the main company. Inter-divisional transfers may be done, but the judgement of both the division's personnel should be without of a high standard.
20	-	-

7.3 SUMMARY

The information gathered will be used in identifying methodology and a sort of checklist to make the *Opportunity Creation* model easier to implement, as well as more effective. The input given by line management will assist in addressing operational issues with regards to the program. The mere involvement of line management makes is a process developed by the line function for the line function - an aspect that will definitely improve the credibility of the process as well as the buy-in into it by other line managers.



Chapter 8

Conclusions and recommendations

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS IMPLEMENTING *OPPORTUNITY CREATION*

8.1 INTRODUCTION

In terms of career and succession planning within a delayed structure, it is important to have something in place for employees. They need to know where they are going and how they will get there. *Opportunity Creation* is a vehicle for providing this. The implementation thereof, however, is critical. It requires changes in attitudes and paradigms since it ignores the traditional roles within career and succession planning.

In creating *Opportunity Creation* as a solution for the problem of career and succession planning within a delayed structure, it became essential to implement it efficiently and successfully. The questions asked to the respondents were aimed at getting ideas on how to implement the program without defeating the objective. The answers of the respondents were analyzed phenomenological in order to obtain a set of guidelines for successfully implementing *Opportunity Creation*.

This chapter will focus on suggestions and processes regarding the implementation of the model within an organization with a delayed structure. As stated in the hypotheses for the purpose of this study (see point 6.4.2.1) the phenomenological analysis will thus be used to create an implementation strategy designed specifically for the *Opportunity Creation* program - a strategy that will ensure commitment of those eventually involved in the program.

8.2 OPPORTUNITIES

8.2.1 The nature of opportunities

Opportunities can be described as chances, openings towards something better than the present and even as facilities. Opportunities can thus be perceived as chances of creating a better career future by using the facilities available.

The following "facilities" may be seen as some of the opportunities within the context of *Opportunity Creation*:

- ◆ Being appointed;
- ◆ Training;
- ◆ Project teams;
- ◆ Vacancies being advertised;
- ◆ Being offered a study bursary;
- ◆ Being transferred;
- ◆ Being part of a re-engineering process;
- ◆ Being promoted; and
- ◆ Accepting new and/or extra responsibilities.

8.2.2 The responsibility for creating opportunities

The creation of opportunities is a two-way process and a shared responsibility of the employee and the organization.

The employee has to create opportunities by nominating himself or herself for courses, project teams, etc. This also involves exploiting opportunities with enthusiasm and using them to the fullest capacity and to the greatest benefit.

The organization has to provide the opportunities and ensure that they are accessible to all employees.

8.3 CREATING AN IDENTITY

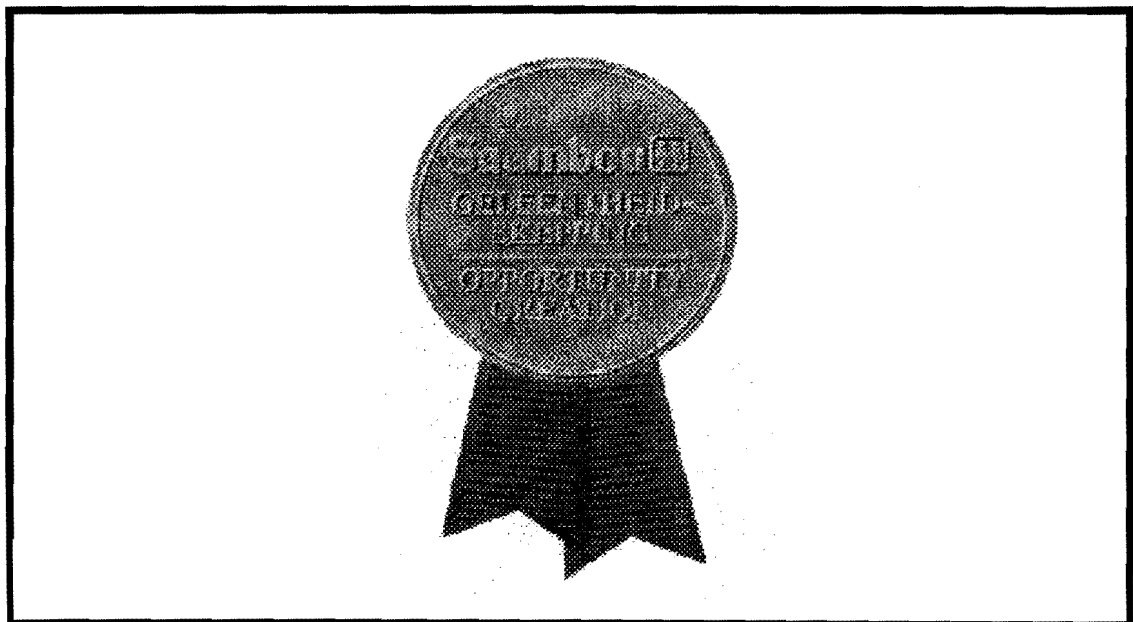
It is important for employees to recognize opportunities within the organization and to realize when something can be linked to their progress in terms of their careers. Therefore an identity for a program such as *Opportunity Creation* is very important.

8.3.1 The logo

The logo that was developed can definitely be put to good use. In order to maintain awareness of the program, it can be used in different ways and in different places, such as on letters of promotion, transfers, appointments, etc. The identity of *Opportunity Creation* and its logo go hand in hand and therefore the logo should be used from day one. The logo can assist in keeping *Opportunity Creation* alive and under the attention of all employees.

The logo that has been developed portrays success and achievement, or the opportunity for it. It is important, though, to communicate the specific meaning of the logo in order to address any misinterpretation or possible concerns.

Figure 8.1: The *Opportunity Creation* logo.



8.3.2 The slogan

The slogan used to base *Opportunity Creation* on conveys the crux of the program. It is supposed to relay a message to employees concerning what opportunities mean and what they should do with them. Les Brown's words say it all and should also be used, with the logo, on every communication piece with regard to career-related issues:

***"Never wait for an opportunity,
be prepared for when the opportunity arrives."***

8.4 CREATING AWARENESS

In order to change employees' fixed perceptions and requirements regarding a career planning process, it will be necessary to convince them of the benefits that the program provides for them, as well as the organization. Therefore simply telling everybody about the program will not benefit the implementation of the process. The program should be sold to them via definite selling strategies. The concept of "seeing is believing" is also something to be kept in mind. The sooner results regarding employees already on the program can be shown, the sooner other employees will buy into the program.

The selling process will have to focus on the most important issues regarding *Opportunity Creation*, including other issues about which employees might have questions or concerns. These should actually be identified before the selling process and addressed during the selling process.

8.4.1 Using the benefits as selling points

The most important aspects of the *Opportunity Creation* process that can be used as unique selling points during the sales process include the following:

- i. The program can be seen as a motivating system for employees, helping them set their own clear and specific career goals and work towards achieving those.
- ii. The power is in the individual's hands, seeing that he/she is responsible for making the career work. The employees play the most important role within the program.
- iii. It creates opportunities for growth and experience. The opportunities can be focused on and contribute to the development and growth of individuals.
- iv. Employees are employed in positions that they fit into.
- v. It enhances a pool of knowledgeable and capable employees (higher intellectual capacity within the organization).
- vi. *Opportunity Creation* creates a cultural change in terms of shifting paradigms.
- vii. Because of the fact that careers are emotional issues, the program includes reality testing. No more promises can be made and no more unrealistic expectations can be allowed. The fact that this is included in the process makes it a more credible process.
- viii. Honesty with regard to strengths, potential and development areas addresses all expectations and set them straight. Hereby every employee will know whether he/she has a future with the organization.
- ix. It creates an environment where employees can identify and utilize opportunities. This ensures employees who are happy and able to perform.
- x. Human Resources processes are integrated into one large process, for example Performance Integration/Management, Training and Career planning can be combined within one process.

- xi. Using the program for the purpose of accelerated development can support Employment Equity.
- xii. Training is focused on issues that really need to be developed.
- xiii. Transparency creates an over-all view of the organization, seeing that every employee should have access to information in order to clarify expectations, reality, opportunities, etc.

8.4.2 The process of creating awareness

In order to ensure that every employee within the organization knows and understands the concept of *Opportunity Creation*, it is essential to use every possible means to get that knowledge to the employees. Making *Opportunity Creation* known and understandable to all, ensures insight and buy-in. The approaches will have to be personal and specific as well as national and more general.

Business Broadcasts can be used as a kick-off to introduce *Opportunity Creation* to all employees on a national level. This will merely outline the principles and the process involved in the program and will not necessarily reach every employee.

Individual letters can be sent out to employees whereby the program is explained more fully. These letters can then be discussed during *workshops*, where a *champion* of the program discusses *Opportunity Creation* with the employees attending the workshops. They will have the opportunity to raise their concerns and questions whilst the champion will obtain a good idea of their attitude and acceptance of the program. All uncertainties and misconceptions can then be addressed there and then.

Top Management should also, in a very visible way, show their buy-in into the program. Their commitment is essential to the success of the program. *Success stories* should be utilized as proof to all regarding the benefits the program entails and should be communicated throughout the organization.

The employees should feel that they are involved and respected throughout the selling process and they should be trusted with the information in terms of using it to both their own and the organization's benefit.

8.4.3 Employees engaged in the process of creating awareness

It is important to involve those employees that will be in a position of having to sell the *Opportunity Creation* program to their subordinates and/or colleagues and to support and encourage those forming part of the program. Their buy-in is crucial.

The program cannot be seen as Human Resources' responsibility, but rather as a joint responsibility of management and Human Resources. Management will have to assist with the communication and implementation of the program. Human Resources' role in this will involve frequently talking to employees about the program and their progress in it, and line management should ensure that their teams understand the program and develop it to its full consequence. The manager cannot stand in his/her team members' way if they want to progress in terms of their careers.

The Top Management, especially the Managing Director, should be involved in and support the awareness process. If he/she is seen as influential and credible, it will add value and weight to the message. It will also show that the Top Management supports the program, which in turn will enhance the buy-in lower down the hierarchy.

The initial awareness process should involve as many employees as possible. The more employees are involved, the higher the chances for buy-in by the majority will be. It is also necessary to involve every employee because the program aims at involving as many of them as possible and will have an impact on every employee - directly or indirectly.

It will be useful to utilize those line managers seen as influential people as the change agents and opinion formers. They will be able to influence those around

them and create greater buy-in. It is, however, necessary that those selling and telling the program are knowledgeable and that they should passionately believe in *Opportunity Creation*.

8.5 THE ROLE-PLAYERS WITHIN THE PROGRAM

8.5.1 The role players and their roles

It is important that all the role-players within the program should understand their roles and the significance thereof in order to ensure success. Table 8.1 describes the different role-players and their roles within the *Opportunity Creation* program.

Table 8.1: The role-players and their roles.

Role-players	Roles
Top Management	<ul style="list-style-type: none"> ◆ Communicating their commitment and support of the program; ◆ Being enthusiastic and involved in the program; ◆ Communicating the strategic importance of the program for the organization; and ◆ Driving the program from the top level.
Opinion formers	<ul style="list-style-type: none"> ◆ Acting as selective communicators; ◆ Using the grapevine within the organization to promote the program; ◆ Being a disciple for the program; and ◆ Being used as a sounding board for suggestions and possible solutions to problems encountered.
The organization	<ul style="list-style-type: none"> ◆ Educating its employees on the program via a thorough communication and follow-up strategy; ◆ Providing opportunities for development and progress; and ◆ Providing a supportive culture and supportive systems like training, incentives and role models to enhance the larger system.

Table 8.1 (continued)

Role-players	Roles
Change Agents	<ul style="list-style-type: none"> ◆ Telling other employees about the <i>Opportunity Creation</i> program and its benefits; ◆ Selling and convincing employees on the program; ◆ Assisting in ensuring that standards are upheld; ◆ Forming part of the sales team during the implementation phase; and ◆ Being used as a sounding board for suggestions and possible solutions to problems encountered.
Human Resources	<ul style="list-style-type: none"> ◆ Being involved in selling and implementing the program; ◆ Assisting in maintaining the program; ◆ Assisting line management in using the program; ◆ Driving and facilitating the program, especially with regard to identifying development areas and rectifying actions; ◆ Supporting the change agents and opinion formers; ◆ Facilitating the psychometric feedback; ◆ Assisting in ensuring that standards are upheld; ◆ Assisting line management in recruiting and employing the right people; and ◆ Creating and managing opportunities like training.
Individual employees	<ul style="list-style-type: none"> ◆ Ensuring that he/she is doing what he/she wants to be doing as it determines where he/she will be going; ◆ Asking line management and Human Resources for assistance and support to involve them in his/her career; ◆ Taking responsibility for their own careers; ◆ Determining where they want to go; ◆ Preparing for opportunities; ◆ Taking opportunities and using them to their benefit; and ◆ Working towards achieving their identified career visions.

Table 8.1 (continued)

Role-players	Roles
Line management	<ul style="list-style-type: none"> ◆ Concentrating on their personnel as the most important resource they have; ◆ Communicating the program to ensure that all the employees understand the process and what it means; ◆ Supporting, guiding and encouraging employees to develop and better themselves; ◆ Motivating employees; ◆ Recruiting and employing the right people; ◆ Managing the opportunities within the organization; and ◆ Realizing and accepting their impact and responsibility regarding employees' lives.

Initially Human Resources will have to take ownership of the program by driving the selling and implementation of *Opportunity Creation*. Later on it will become the responsibility of all the employees, which makes their buy-in to the program even more essential to its success. It boils down to every employee taking ownership of his/her own career vision/goal, development plans and progress within the existing hierarchy of the organization. Self-management and an orientation towards self-development are crucial attitudes concerning the success of *Opportunity Creation*.

Line management should not be last in line when it comes to ownership. This is a program for identifying and developing successors for management - to proceed with the job and the hard work that has already been put into the organization. By utilizing it management will benefit the most in the long run.

Belief in the program is important in order to be able to drive it to its fullest capacity. Therefore Top Management should also be seen as owners of the program by becoming the Corporate Sponsors. *Opportunity Creation* should be made part of the organizational culture and opportunities should be made the crux of the "organizational way of life".

8.5.2 Mentoring within *Opportunity Creation*

Every employee on the program will need a mentor to assist, advise and motivate him/her in terms of career vision, development plans and progress or lack of progress towards those goals. If the organization is not centralized in one place, the current line managers will have to be used in these roles.

The mentors need to have:

- ◆ Wide experience of management in different circumstances;
- ◆ The knowledge to effectively utilize problem-solving methods and discipline;
- ◆ The ability to use effective administrative practices to organize and control their own and others' work;
- ◆ An understanding of the organizational policies, procedures and systems;
- ◆ A deep insight into the organization, culture, values and norms;
- ◆ Information on what is going on;
- ◆ The ability to provide and organize opportunities for learning and performance;
- ◆ A detailed understanding of the competencies required by the organization;
- ◆ The ability to promote and encourage two-way communication and participation in interactions;
- ◆ The ability and willingness to teach others what they know about corporate life;
- ◆ The ability to allow others opportunity and latitude and encourage them to find their own way; and
- ◆ The ability to generate, examine and evaluate a broad range of options and alternatives to problems.

8.6 PREREQUISITES FOR *OPPORTUNITY CREATION*

To ensure that the program has a chance at being a success and that it will work within the organization, there are many aspects that can be seen as prerequisites for the working of the program. These aspects must be in place even before the program is implemented; otherwise it will slow down the implementation and create uncertainty and a lack of faith amongst the users of the program. It is crucial to work at having all of the required aspects

in place. Table 8.2 uses the *Opportunity Creation* process to identify the required systems and/or processes. The *Opportunity Creation* Personal Interview Schedule (Appendix A) forms the backbone of the whole process and is therefore needed in every step of the process.

Table 8.2: The prerequisites for the program's success.

Step in process		Prerequisites
A	Gathering background information	(The individual will have to provide all this information.) <ul style="list-style-type: none"> ◆ Administrative process in terms of record-keeping and gathering information needed during process; ◆ Determined and allocated roles in terms of who will be doing what within the process.
B	Determining short to medium term future vision	<ul style="list-style-type: none"> ◆ List of all possible positions within the organization;
C	Reality testing	<ul style="list-style-type: none"> ◆ Job descriptions or profiles on all available positions (including all required competencies - technical/professional; people, process and personal; leadership/strategic);
D	Determining potential for self-knowledge	<ul style="list-style-type: none"> ◆ Psychometric test battery consisting of personality as well as competency evaluation; ◆ Psychometric results of every individual in the organization; ◆ Performance appraisal system that works and is used properly; ◆ Records of individual performance covering the previous three years; and ◆ Qualified Psychologists to discuss the results.
E	Deficiency analysis	
F	Identifying strong points and development areas	<ul style="list-style-type: none"> ◆ Job descriptions or profiles regarding all available positions (including all required competencies - technical/professional; people, process and personal; leadership/strategic);

Table 8.2 (continued)

Step in process		Prerequisites
G	Drawing up plans of action	<ul style="list-style-type: none"> ◆ Information on all internal training programs and the outputs they focus on; ◆ Information on available and applicable external courses; and ◆ Reading material available to be utilized as development actions.
H	Addition to the readiness pool	<ul style="list-style-type: none"> ◆ Computerized source of information; ◆ Clear understanding of system and procedure and how the data will be used; ◆ Incentives or rewards for progress;
I	Monitoring/Follow-up	<ul style="list-style-type: none"> ◆ Guidelines in terms of when follow-ups should take place;

On top of these requirements set out in Table 8.2 the following aspects are also of prime importance, although they cannot be directly linked to one specific step in the process:

- ◆ Every employee should be aware of the program and its benefits, therefore everyone should have access to the information;
- ◆ Top Management and line managers should buy-in to the program;
- ◆ The expectations should be dealt with during the sales process;
- ◆ Record keeping on employees will have to be accurate and complete;
- ◆ A champion to drive the process and program should be identified - someone with credibility who carries weight amongst employees;
- ◆ The policy of the *Opportunity Creation* program should be sold and communicated;
- ◆ The program should form an integral part of all the Human Resources-related systems;
- ◆ Orientation of especially newcomers and line managers should be given priority so that newcomers will know what to expect in terms of career planning and progress; and
- ◆ Availability of information at all times and therefore the utilization of technological systems, like the Intranet and e-mail.

8.6.1 Training as a prerequisite

Before the *Opportunity Creation* program can be implemented, it is important to ensure that all the necessary training practices and courses are in place. This will ensure that individuals are able to obtain the skills and competencies they need for the realization of their future career vision/goal. It is also important that every employee on the program will have immediate access to training in order to address the identified development areas.

The requirements in terms of the National Qualifications Framework (NQF) should be taken into account when training is planned. All in-house courses should be accredited to ensure that the courses are really of worth to the individual - not only within the organization but also whenever the individual should leave the organization.

The importance of technical training cannot be over-emphasized - technical skills and abilities are much needed if the organization wants to develop skilled and "ready" people.

Training becomes the individual's responsibility - internally and externally. Therefore individuals/employees should be provided with information on all training that takes place within the organization so that they are in a position to nominate themselves. A menu-type communication medium may be used to inform employees of all training sessions for the next year. Attendance should be based on the development plans drawn up for every employee on the program - focused on addressing needed knowledge and skills.

Training should be based on development areas and ought to be focused, formalized and processed. The minimum requirements in terms of training and competencies per position should be used as guidelines and can even be incorporated into the Performance Management system as an objective on which employees can be measured. Self-development and self-improvement are crucial and can be ranked high in order to reward employees for the development actions that they undertook and utilized after receiving training.

Employees should also be allowed to attend other divisions' training in order to be multi-skilled if their career vision requires this.

8.7 PLACEMENT ON THE PROGRAM

This is a very debatable point with two points of view:

- i. Everyone should be placed on the program and a top-down approach should be followed.
- ii. Only the current managers and those individuals with high potential should be placed on the program.

8.7.1 Placing everybody

This entails that EVERY employee, with or without the potential of getting further than he/she already is, is placed on the program. In this context the top-down approach will entail that the organization starts with Top Management and work down to every level in order to take every employee on the program and assist each of them.

This in itself will be an enormous task and will require a lot of resources in terms of manpower.

This approach is not recommended.

8.7.2 Placing everybody with potential

The role of line managers in *Opportunity Creation* should not be underestimated. If they do not understand and support the process, it will be a waste of time, money

and effort. They have to lead and support the members of their teams. They will have to experience the process to be able to efficiently support their team members, and should therefore be placed on the program right at the start. They should be the change agents and opinion formers of the program and they can only promote what they know and have experienced. Therefore they should be placed on the program in order to assist in selling it to their teams as well as address any questions their teams might still have after the initial selling. From a long-term perspective it is also necessary to have managers that know the process and understand the benefits and reasons for implementing *Opportunity Creation*.

The Managing Director and the Top Management should undergo the program first of all. This will relay a message to the rest of the organization that this is something that is supported by the Top level.

Everybody should be given the opportunity to be part of the program, but those with potential should be used as examples of the benefits the program has to offer. The success stories will assist in the further selling of the program. The individuals with potential have the ability to demonstrate and develop their present, emerging and future competencies in order to be successful in present and future roles. Normally they are the people directly in line for promotion to management level. Therefore their commitment is important and if their profiles do not fit that of a manager, it will do the organization no good to put them on the program. This will actually force the organization to evaluate its second "line of command" in depth in terms of potential, capabilities and strengths.

It is also important to realize that there are employees who really do not want to go any further than they already are. Any organization needs people like that for continuity and keeping the technical knowledge at a high level. This does not necessarily mean that they are bad performers.

The employees with potential could be included in the program by means of running it on a voluntary basis, or by means of nominations from management according to certain criteria. Employees should be given the chance to see and realize for themselves whether they have potential and/or whether their career goals are

realistic or not. A natural process of elimination can then narrow the number of people on the program down to the key people with real potential.

8.8 PSYCHOMETRIC TESTING

The information that can be obtained from psychometric tests is much needed within the whole concept of self-knowledge and self-development fundamental to *Opportunity Creation*. Any information regarding an individual on the program should be used in order to shape a holistic approach to his/her career planning. In this case, psychometrics are used to understand the personality traits of the individual - an important piece of information necessary to establish correct utilization in the organization and to identify the correct career vision.

Giving someone honest feedback on his/her test results creates knowledge about his/her own being, the strengths and development areas. Individuals should be coached to see it in this light and not be threatened by it. It should never be a psychological analysis, but only feedback on their personality traits and what it means in terms of their development and progress.

Personality tests can be combined with assessing the competencies of every individual, by using a 360° evaluation - asking the individual's manager, peers and subordinates for feedback and information on him/her. This will create a more complete picture of the individual's being than when he/she tries to create a picture of the self.

It is important to keep in mind that although these tests are used for development purposes, they should still be culturally fair tests in terms of legislation.

8.9 INTERVIEWING INDIVIDUALS

The counseling interviews should be done in a relaxed, supportive atmosphere. Employees should not see this as a threatening exercise, but from a perspective of development and support. The interview is led by the individual's manager and the *Opportunity Creation* Personal Interview Schedule (see Appendix A) is used as the prescriber of the process. The facilitator can be a Human Resources specialist or the Psychologist giving feedback on the psychometric test results.

8.10 DOCUMENTING THE PROCESS

Document fully the results of all:

- ◆ Assessments;
- ◆ Learning-on-the-job assignments;
- ◆ Feedback sessions;
- ◆ Performance Management sessions;
- ◆ Mentoring sessions;
- ◆ Coaching sessions;
- ◆ Learning and development contracting (development plans); and
- ◆ *Opportunity Creation* interviews.

These documents should be kept together in order to have a full picture of the individual's career and progress by just looking at his/her file.

8.11 THE READINESS POOL

Employees placed on the program should know:

- ◆ What they must do to be placed in the readiness pool;
- ◆ When they are placed in the readiness pool; and
- ◆ When a vacancy/opportunity arises, whether they were considered or not and why.

The quality of the people will ensure whether the readiness pool will have its rightful place and whether it will deliver the caliber of candidates needed.

To be taken up in the readiness pool discriminates between those employees who have developed themselves in order to be ready to fill a certain position, and those that have not. It can be used for succession planning and multi-skilling, to keep those already in the pool focused on further development until a suitable vacancy arises. These employees should know when they are added to the pool, as well as how they are being dealt with after having been taken up. They will have to be encouraged until suitable placements can be found. Positions cannot be created in order to accommodate them. The best option is to confront them with real problems relating to the work place or to the position identified as his/her career vision. They should then go and find answers and possible solutions to those problems. This will give them another opportunity of further development. The moment they are placed in their identified goal positions, they will be capable of doing most of the tasks as they have had the necessary exposure whilst in the readiness pool.

Another possibility is to take those in the readiness pool and utilize them to stand in for someone else in the specific goal position. The individual will then also experience the true realities of the job and it gives the organization the opportunity to evaluate his/her performance in that specific job - reality is tested!

Once added to the pool, the motivation of the individual should be kept at a high level. Honesty regarding opportunities and chances are crucial. If the readiness pool starts to feature with regard to succession planning, it will be important to keep it alive and efficient in order to establish faith in the program.

8.12 COMMUNICATING OPPORTUNITIES

In order to ensure the integrity and credibility of the program, it is important to ensure that the information is accessible at all times and used in the correct way - for the purpose for which it was designed.

Employees taking responsibility for their careers and wanting to work really hard at it, will be lost to the organization if they are expected to utilize the available opportunities whilst they don't even know about their existence. Therefore communication is essential for making *Opportunity Creation* work - especially two-way communication. The employee should let the organization know where he/she wants to go to and how he/she intends getting there. The organization should provide information on the realities attached to any position, as well as the opportunities arising to fulfill those goals.

Training can be communicated annually in terms of the training that will take place within the next year. This information should be updated on a regular basis and open places on sessions should be communicated so that individuals needing the training can attend.

Vacancies can be communicated through circulars (internal advertisements) throughout the organization. It is extremely important that this information reach every employee as soon as possible. Technical support in the computer field can be utilized for this, for example an intranet within the organization - communicating and updating on a daily basis all the vacancies within the organization and giving every employee constant access to this information at all times. Certain specific requirements should be clarified in the advertisements in order to prevent misinterpretation from hampering the objective of the program and the advertisements.

The role of internal advertisements is not only that of making employees aware of career opportunities within, but also to keep them abreast of people moving internally and externally. If not used correctly it will be seen as a joke and will harm *Opportunity Creation*. The usage in accordance with the readiness pool should be clarified beforehand so that employees will know that when an internal advertisement is sent out, that position has not yet been filled and that a suitable candidate has not yet been identified.

Another opportunity involves being transferred within the organization to another division and getting to do something completely different. *Inter-division transfers* should be allowed. The qualifying factor here will be the individual's identified career goal - if it means going over to another division at some stage, then he/she should be allowed to be trained in that applicable division and eventually be transferred to that division. This will limit frustration and improve productivity. If employees start achieving their career goals it

will not only be to the benefit of the individual, but also to the benefit of the organization - the right person with the right knowledge, skills and attitude is placed in the right job!

The whole backbone of the *Opportunity Creation* program is that employees should be able to use the opportunities that come their way. Division should not just look to themselves but should use all possible skills and knowledge available within the organization to do the job. Resources, in terms of human potential and skills, ought to be utilized where the high growth areas are and the organization must therefore be able to move these resources to where they are needed the most.

People added to the *readiness pool* should also be made a fuss of in terms of communicating their being added to the pool for specific positions. This will also create an awareness of people progressing and actually achieving something by using *Opportunity Creation*.

8.13 IMPLEMENTING AND FOLLOWING UP

Opportunity Creation should be implemented at a steady and continuous pace. The natural time principle should be upheld in order to lessen resistance. The faster change takes place, the more resistance will occur. For successful implementation it is therefore important to realize what rate will be acceptable to the employees.

Introducing and implementing the program should be done with a "big bang" - people should take notice and be made aware in such a way that they do not forget it easily. The tempo of actually starting out on the program should allow enough time for convincing employees of the benefits of the program.

The process of implementation is crucial in terms of the timing and time frame within which it is done. To push implementation before everything is in place will be a waste of time and energy. Rather determine what needs to be done before formal implementation as well as the natural time involved in getting that in place and plan implementation accordingly.

The drivers of the program in the organization must list all the problems that could be encountered during the selling and implementation processes. These problems should be discussed in detail and possible solutions should be identified before implementation can take place. This could include problems such as:

- ◆ Remuneration strategies and practices;
- ◆ Support for studies (financial);
- ◆ Job evaluation;
- ◆ The role of the union in the program (if applicable);
- ◆ A too big readiness pool;
- ◆ Retention of well-trained employees on the program;
- ◆ Unrealistic expectations;
- ◆ Support systems;
- ◆ Up-to-date psychometric instruments;
- ◆ Criteria for selection regarding joining the program as well as being added to the readiness pool;
- ◆ Orientation programs; and
- ◆ Dependency on status and power.

In terms of following up on the process after implementation and with the individuals' career visions set for the next two years, it will be essential to frequently follow-up on progress and maybe even change the visions. The follow-up interviews and progress evaluations should be done frequently and should become part of a natural process within the organization, where every employee knows a certain month is for instance, "*Opportunity Creation* review month". This will set unofficial target dates for development, progress and reality testing.

Seeing that mentoring is recommended, mentors will obviously be in contact with candidates on a frequent basis. This will ensure that follow-ups do not end up as an annual, forced event. This is necessary to ensure frequent support and advice to employees on the program. It is important, though, not to be prescriptive regarding when follow-ups should take place. Line management should feel free to do it as often as they want to. Frequency is also necessary to be able to add someone to the readiness pool as soon as possible after they have achieved their "readiness".

The integration with other Human Resources processes will enable line management to combine *Opportunity Creation* with Performance Management and also combine the interviews and follow-ups. Newcomers must be given the opportunity to join the program as soon as possible after his/her date of commencement of service.

8.14 KNOW AND DEAL WITH RESISTANCE

Resistance forms part of every change process and are a human reaction to being taken from the known to the unknown. Implementing *Opportunity Creation* within an organization requires a change of mindset, a change of culture and a change of attitudes towards careers and the responsibility for careers. If all possible resistance can be identified before selling and implementation, line management will have less difficulty in dealing with their team members' resistance.

8.14.1 What to expect

The bulk of the resistance will possibly come from the current managers who will feel that they are losing status when they have to train their people on all the skills and abilities they themselves had to learn the hard way. They play an important role within the program and their buy-in and commitment are essential. They will have to fully understand the program, its benefits and procedures in order to be able to sell and explain it to their subordinates.

The resistance may also entail the following:

- ◆ A lot of extra work needs to be done;
- ◆ It is a time-consuming process to train, support and coach people;
- ◆ There are limited vacancies (career opportunities) within the organization;
- ◆ Affirmative action will ensure that *Opportunity Creation* is only a vehicle for the previously disadvantaged groups covered by the Employment Equity Act;
- ◆ Employees will have to use private time to develop themselves, especially in terms of obtaining formal qualifications;

- ◆ Careers can never fully become the individual's responsibility, the organization has to provide everything;
- ◆ Disbelief in the program as a result of no proof to the contrary;
- ◆ People in the readiness pool may wait for long periods of time before being placed or promoted; and
- ◆ A concern about Top Management's commitment to the program and it only being another Human Resources exercise.

It is important to keep in mind the profile, culture, abilities, training levels and history of employees in order to know what type of resistance to expect and how to go about addressing that effectively.

8.14.2 Dealing with resistance

Because of the enormous change in traditional career planning brought about by *Opportunity Creation*, it will be necessary to implement it in a subtle, diplomatic way by selling the concept and its benefits to all involved parties, and by applying time, diplomacy and persuasive skills.

People have a natural tendency to fear unknown ground - even in their every day working environment. Communicating the reasons for the program, as well as the process and its influence on every employee's situation, is therefore important. Knowledge can counter fear and regular updates and refreshers can be used to keep the communication channels alive and open. Transparency and fairness are essential in order to eliminate resistance. The best way to counter false perceptions is to use honest and open communication. The strategy on selling the program will have to focus on addressing all the fears that people in the delayed structures may have. The benefits of being "in charge" of your own career must be sold to individuals.

The possibility of connecting progress to some sort of incentive will have to be investigated, as long as it addresses employees' career anchors, i.e. money or acknowledgement.

Providing information with enthusiasm and eagerness is very important to countering resistance. The people selling the program will have to believe in the program so much that they are able to influence others to believe in it too.

Resistance may also be broken down by means of:

- ◆ Sensitizing employees;
- ◆ Driving the program hard and effectively;
- ◆ Keeping promises made;
- ◆ Building trust between employees and management;
- ◆ Establishing it as the only alternative to career progress within the organization;
- ◆ Changing employees' mindsets;
- ◆ Empowering employees by giving them more responsibility when they are able to handle it;
- ◆ Relating the success stories to everybody; and
- ◆ Supporting those on the program frequently.

To break or minimize resistance, it all boils down to much needed support, communication and the perceiving of successes.

8.15 REQUIRED ATTITUDES

In order for *Opportunity Creation* to work, it is essential that certain attitudes are created and established amongst the employees in the organization. First of all, the traditional external locus of control must be changed to an internal locus of control. The organization (external) is no longer responsible for creating and identifying action and no longer to be blamed for individuals not achieving their career goals. The individual will have to develop an internal focus where he/she accepts that only he/she can identify and create actions and only he/she can be blamed for anything that happens (or not) with regard to a career. A second necessary attitude is that of being an entrepreneur in terms of a career. Entrepreneurs need the following to be successful:

- ◆ Drive;
- ◆ Self-belief;

- ◆ Vision;
- ◆ Independence;
- ◆ A risk-taking attitude;
- ◆ Self-discipline; and
- ◆ Creativity and initiative.

Seeing that most of the employees within the organization are traditionally "corporate people" rather than "entrepreneurs", these skills need to be taught and *Opportunity Creation* can be seen as the glue to develop the corporate person into an entrepreneur.

8.16 SUMMARY

Analyzing the perceptions on career planning and how it should be done gives a broad picture of what is needed in the organization in terms of career and succession planning. It also assists in successfully implementing a new program, seeing that the employees' ideas and recommendations can be used to the benefit of the implementation of a new program. Implementing a new career planning process in any organization is not easy, but if the right processes and systems are in place before the program is implemented, the buy-in from all relevant role-players will be much easier.

Employees should be involved in determining the processes and procedures in order to make it their career and succession-planning program.

In order to successfully implement and maintain the *Opportunity Creation* program within the organization, all possible problems, resistance and questions (as identified through the phenomenological analysis of employees' input) should be addressed during the selling process. The buy-in right at the Top is very important and these managers should experience the program themselves in order to be able to communicate on it and support it with enthusiasm and credibility. For employees to believe in it, all the success stories must be communicated. Continuity and enthusiastic drive are vital for the success of the program and therefore the role-players should be selected and trained with caution and expertise in mind.

The program will create a new dimension in the lives of employees, seeing that they are very much involved in what happens to them in terms of their careers. And if they do their bit, their careers will definitely show it. It will ease employees' minds on the delayed structure and allow them to focus on their jobs and do it to the best of their ability.

The results given in this chapter will address the successful implementation of Opportunity Creation and address the hypotheses set out in chapter 6, stating that:

A phenomenological analysis of a career planning system within a delayed organizational structure will result in the facilitation of an implementation strategy designed specifically for the Opportunity Creation program, which will ensure commitment of those eventually involved in the program.



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Appendices



Appendix A

Opportunity Creation Personal Interview Schedule



"Never wait for an opportunity; be prepared for when the opportunity arrives."

- Les Brown



Naam van personeellid
Name of Staff Member

Personeelnommer
Staff Number

Afdeling / Kantoor
Section / Office

Datum van gesprek
Date of Interview

Gesprekleier
Interviewer

Hoedanigheid van gesprekleier
Capacity of Interviewer

MHB-beampte / bestuurder
HR Official / Manager



Afdeling A: Verkenning
Section A: Background Information

(Hierdie afdeling moet vooraf aan die personeellid gegee word vir voltooiing, sodat dit voor die gesprek terug ontvang word vir voorbereiding)
(This section must be given to the employee for completion in advance, in order to be returned for preparation before the interview)

Deel 1: Persoonlike agtergrondinligting
Part 1: Personal Background information

1.1 Oor watter naskoolse kwalifikasies beskik jy?
What post-school qualifications do you have?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

1.2 Wat in die lewe is vir jou belangrik?
What is important in your life?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

1.3 Is jy verplaasbaar ? (Indien nie, motiveer)
Are you transferable? (If not, motivate)



Deel 2 : Werksgeskiedenis

Part 2 : Working History

2.1 Beskryf kortliks jou loopbaan se verloop vanaf matriek tot nou toe, in terme van die organisasie, poste beklee en tydperke daaraan verbonde.

Briefly describe your career from matric up to now, in terms of the Organisation, posts held and periods involved.

Organisasie Organisation	Posisie beklee Position held	Tydperk (in jare) Period (in year)	Rede vir diensverlating Reason for termination of service

2.2 Watter drie aspekte gee daartoe aanleiding dat jy by die organisasie wil bly?

Which three aspects incite you to stay with the Organisation?

- a) _____
- b) _____
- c) _____

2.3 Watter drie aspekte sal vir jou voldoende redes wees om die organisasie te verlaat?

Which three aspects would be sufficient reasons for you to leave the organisation?

- a) _____
- b) _____
- c) _____

2.4 Van al jou pligte en verantwoordelikhede in die verlede, watter drie het jy die meeste geniet en van watter drie het jy nie gehou nie? Motiveer kortliks.

Of all your duties and responsibilities in the past, which three did you enjoy most and which three did you not like at all? Give brief reasons.

Geniet / Enjoyed:

- a) _____
- b) _____
- c) _____

Nie geniet nie / Disliked:

- a) _____
- b) _____
- c) _____

2.5 Wie is jou belangrikste rolmodel en waarom?

Who is your most important role model and why?

2.6 Oor watter eienskappe dink jy beskik jy wat van jou 'n goeie leier sal maak?

What characteristics do you think you have which would make you a good leader?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



Deel 3 : Belangstellings

Part 3 : Interests

(Indien tyd 'n probleem is, noem wat jy graag sou wou doen as tyd dit toegelaat het. Merk dit net duidelik uit.)

(If time is a problem, indicate what you would have liked doing if time allowed it. Please indicate clearly.)

3.1 Aan watter sportsoorte neem jy deel of volg jy graag?

Which sports do you enjoy participating in, or do you enjoy following?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

3.2 Watter stokperdjies beoefen jy?

What hobbies do you have?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

3.3 Wat beteken dié twee aspekte (3.1 en 3.2) vir jou persoonlike ontwikkeling?

What do these two aspects (3.1 and 3.2) mean for your personal development?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Deel 4 : Persoonlike lewensdoelwitte

Part 4 : Personal Goals in Life

4.1 Wat is die één ding wat jy graag in jou persoonlike lewe wil bereik en waarom juis dit?

What is the one thing you would like to achieve in your personal life and why precisely this?

4.2 Watter verbintenis bestaan tussen jou loopbaan en persoonlike doelwitte? Motiveer.

What link is there between your career and your personal goals? Give reasons.

4.3 Pas die organisasie by hierdie doelwitte in? Motiveer jou antwoord.

Does the organisation fit in with these goals? Give reasons for your answer



Deel 5 : Huidige posisie

Part 5 : Current Position

5.1 Watter drie take van jou huidige pos geniet jy die meeste en waarom?

Which three tasks of your current post do you enjoy most and why?

- a) _____
- b) _____
- c) _____

5.2 Watter drie take van jou huidige pos geniet jy glad nie en waarom nie?

Which three tasks of your current post do you enjoy most and why?

- a) _____
- b) _____
- c) _____

5.3 Hoe kan jou pos verder verryk word om meer geleenthede aan jou te bied?

How can your post be further enriched to offer you more opportunities?

- a) _____
- b) _____
- c) _____
- d) _____

5.4 Watter faktore het die grootste invloed (positief en negatief) op jou doelwitbereiking in jou huidige pos?

Which factors have the greatest influence (positive or negative) on the achievement of your goals in your current post?

Faktor	Positief/Negatief
<i>Factor</i>	<i>Positive/Negative</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



5.5 Watter posisie sal jy graag volgende wil beklee? Waarom?

Which position would you like to hold next, and why?

5.6 Wat moet of kan jy nog beter doen in jou huidige posisie en hoe gaan jy dit regkry?

What can or should you do even better in you current position and how are you going to manage this?

5.7 Hoe ervaar jy jou huidige beroep? Motiveer jou antwoord.

How do you feel about your current career? Give reasons for your answer.

5.8 Wat maak, volgens jou, 'n bestuurder suksesvol? Motiveer.

What, in your opinion, makes a manager successful? Give reasons.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



AFDELING B : TOEKOMSONTLEDING
SECTION B : FUTURE ANALYSIS

(Hierdie afdeling moet saam met die onderhoudvoerder voltooi word.)
(This section must be completed in conjunction with the interviewer.)

Deel 6 : Toekomstvisie
Part 6 : Future Vision

6.1 Waar sal jy jouself graag oor _____ jaar wil sien?

Where would you like to see yourself in _____ year's time?

(Daar word verder in die vraelys telkens na die 2 jaar doelwitpos verwys.)
(The questionnaire further refers to the 2-year goal post.)

2 : _____
5 : _____
10 : _____

6.2 Wat behels die 2 jaar-doelwitpos volgens jou, in terme van take/ verantwoordelikhede?

What in your opinion, does the 2 year goal position entail in terms of tasks/ responsibilities?

6.3 Wat doen jy om dit te bereik of jouself daarvoor voor te berei?

What are you doing in order to achieve this or to prepare yourself?



6.4 Wat sal jou belemmer in die bereiking daarvan?

What would be an obstacle in your way to achieving it?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

6.5 Waaraan meet jy jou sukses?

What yardsticks do you use to measure your success?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

6.6 Is jy van mening dat jy binne die organisasie aan hierdie doelwitte sal kan voldoen? Motiveer.

Are you of the opinion that you will be able to achieve these goals in the organisation? Give reasons.



Deel 7 : Realiteitstoetsing
Part 7 : Reality Testing

7.1 Beskik jy oor die vermoëns om aan die verwagtinge van jou mikpunte te voldoen?

Do you have the abilities to meet the expectations of your goals?

Ja? – Lys die vermoëns waaroor jy beskik.

Yes? -List the abilities you have.

- a) _____
- b) _____
- c) _____

Nee? – Lys die vermoëns wat jy nodig het om dit reg te kry.

No? -List the abilities you need to acquire to be able to achieve them.

- a) _____
- b) _____
- c) _____

7.2 Wat dink jy het jy alles nodig om daar uit te kom en wie moet dit voorsien?

What do you think you need to get there, and who should provide this?

Benodig

Voorsiener

Need

Provider

_____	_____
_____	_____
_____	_____
_____	_____

7.3 Wat het jy alreeds uit jou eie gedoen om hierdie mikpunt te kan bereik?

What have you already done off you own bat to achieve these?

- a) _____
- b) _____
- c) _____
- d) _____



7.4 Watter prestasie-standaard moet jy handhaaf om aan die posvereistes te voldoen?

What performance standard do you have to maintain to meet the requirements of the post?

7.5 Wat sal jy moet opoffer om jou mikpunte te kan bereik?

What will you have to sacrifice to be able to achieve your goals?

- a) _____
- b) _____
- c) _____

7.6 Watter tegniese kennis het jy nodig om hierdie mikpunt te kan bereik?

What technical knowledge do you need to achieve these goals?

- a) _____
- b) _____
- c) _____

7.7 Hoe dink jy sal die bereiking van hierdie mikpunte impakteer op jou:

How do you think achieving these goals will impact on your:

- a) Eggenoot/e
Spouse

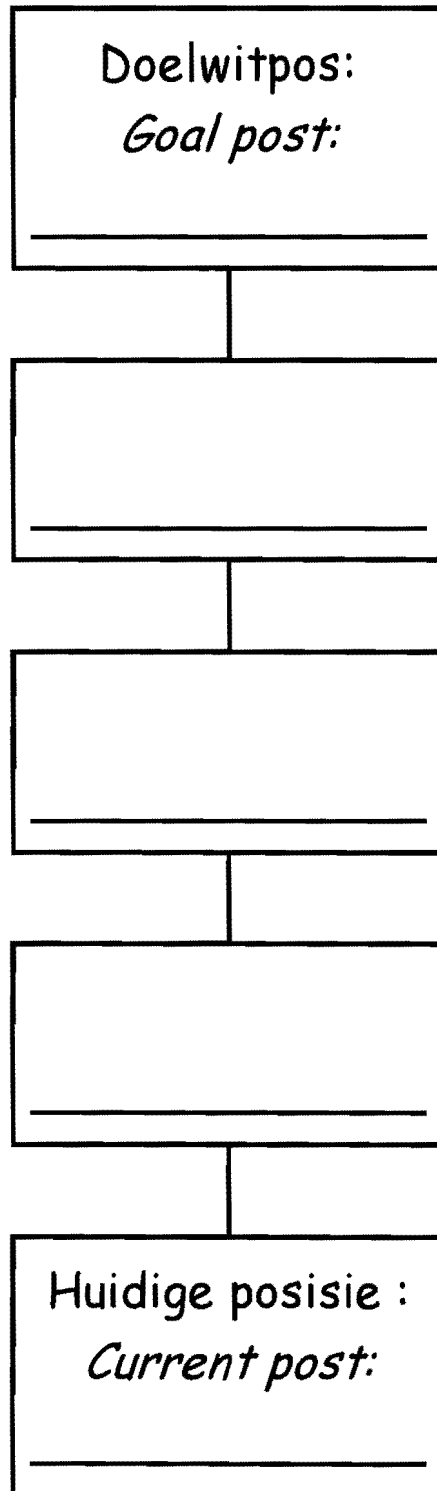
- b) Kinders
Children

- c) Ouers en/of Skoonouers
Parents and/ or Parents-in-laws



Deel 8 : Posisie van doelwitpos in struktuur

Part 8 : Position of goal post in structure



(Die werklike posvereistes moet op hierdie stadium aan die personeellid voorgehou word.)
(The real job requirements should be given to the employee at this point in time.)

Deel 10 : Prestasie

Part 10 : Performance

(Hierdie gedeelte moet deur die individu se bestuurder/toesighouer voltooi word.)
(This section must be completed by individual's manager/supervisor.)

10.1 Dui die prestasie van die individu vir die afgelope 3 jaar aan in terme van:
Indicate the performance of the individual over the last 3 years in terms of:

Aspek/Aspect	Jaar 1/Year 1	Jaar 2/Year 2	Jaar 3/Year 3
Doelwit-bereiking <i>Achievement</i> (%)	_____ (Gemiddeld: Average: ____ %)	_____ (Gemiddeld: Average: ____ %)	_____ (Gemiddeld: Average: ____ %)
Gedragdimensie <i>Behavioral dimension</i>	Punt uit 5 <i>Mark out of 5</i>		
1)			
2)			
3)			
4)			
5)			

10.2 Dui die sterkpunte en ontwikkelingsasreas aan wat met beoordeling uitgewys is.

Indicate the strongpoints and development areas which have emerged in assessments:

Sterkpunte:

Strong points:



Ontwikkingsareas:

Development areas:

10.2 Dui aan wat die individu uit eie beweging aan veral die geïdentifiseerde ontwikkelingsareas gedoen het.

Indicate what the individual has done to improve, of his/her own free will, especially regarding the development areas identified.



**AFDELING D:
 ONTWIKKELINGSBEPALING
 SECTION D: DETERMINING
 DEVELOPMENT**

(Benut die inligting verkry uit Afdeling A, B & C ten opsigte van tegniese en gedragsvaardighede om hierdie afdeling te voltooi. Afskrifte van hierdie afdeling moet aan die personeellid én die betrokke bestuurder oorhandig word.)

(Make use of the information obtained in Sections A, B & C with regard to technical and behavioral skills to complete this section. Copies of this section must be handed to the staff member and the manager concerned)

Naam van personeellid

Name of Staff Member _____

Datum van gesprek

Date of Interview _____

**Deel 11 : Sterkpunte
 Part 11: Strong Points**

(In volgorde van sterkte, met 1 die sterkste.)

(In sequence of strength, with 1 being the strongest.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Nodig t.o.v. doelwitpos

Required for goal post

(Merk met 'n x)

(Mark with an x)



Deel 12 : Ontwikkelingsareas

Part 12 : Development areas

(In volgorde van behoefte, met 1 die grootste behoefte.)
(In sequence of need for development, with 1 being the largest need.)

1.		Nodig t.o.v. doelwitpos	
2.		Required for goal post	
3.		(Merk met 'n x)	
4.		(Mark with an x)	
5.			
6.			
7.			
8.			
9.			
10.			

Deel 13 : Ontwikkelingsaksies

Part 13 : Development Actions

(Korttermyn-gerig)
(Short-term oriented)

	Aksieplanne (in prioriteitsvolgorde) <i>Plans of Action (in order of priority)</i>	Verantwoordelike persoon <i>Responsible Person</i>	✓
1.			
2.			
3.			
4.			
5.			
6.			



Appendix B
Research Interview schedule



12. Is the “top-down” principle applicable in this regard or not? Why?
13. How do you view the training practices within the program?
14. At what rate should this program be implemented?
15. How regularly should follow-ups take place?
16. Psychometric testing forms part of the process. What is your personal feeling with regards to the incorporation of psychometrics?
17. How do you view the application of the readiness pool?
18. How do you view the role of internal advertisements?
19. How do you think inter-division transfers should be handled?
20. Is there anything else you would like to add?



Appendix C
Personal Data Form



Implementation of Opportunity Creation

Personal Data Form

Name and surname	
Age	
Qualifications	
Division	
Office	
Designation	
Job grade	
Length of service	