

## CHAPTER 5

### RESULTS AND FINDINGS

*A journey of a thousand miles must start with a single step.*

**Chinese proverb**

#### 5.1 INTRODUCTION

The seven themes in the organisational questionnaire dealt with the effectiveness of MCD activities and programmes for both the ND<sub>SGN</sub> and D<sub>SGN</sub> groups within each organisation. A standardised MCD model for both ND<sub>SGNS</sub> and D<sub>SGNS</sub> must be aligned to meet the requirements for effectiveness set in the research objectives.

In this chapter, Section 5.2 deals with the descriptive statistics. With the assistance of frequency tables and charts illustrations of key demographic variables are highlighted. In Section 5.3, the two groups' (ND<sub>SGN</sub> and D<sub>SGN</sub>) variables are compared with regard to the age categories of the respondents (measured on a nominal scale application of the two-sample chi-square test). Section 5.3 is based on a comparison of observed versus expected frequencies. The two-sample chi-square test determines whether there is a difference between the two groups, taking into account the relative frequency with which the group members fall into various categories of the variable of interest.

The reason for focusing on relative rather than absolute frequencies is that the two groups have unequal sample sizes, and this has to be taken into account in the calculation of expected frequencies. If the observed frequencies depart significantly from the expected frequencies, according to the significant differences level theory (with the significant level set at 5%,  $p < 0.05$ ), one can conclude that the two groups differ in terms of the variable of interest. If, on the other hand, the discrepancies between the observed and expected frequencies are small and non-significant (a level greater than 5%,  $p > 0.05$ , is obtained), then there is no difference between the two groups.

The statistical programme used for the analysis of the data was the SAS Version 8.2 statistical analysis programme, which allows an effective visual presentation of data in

tabulated form, and reduces the time and energy needed for calculations. This quantitative analysis of data was undertaken by the computer services support section of the Statistics Department at University of Pretoria (STATOMET).

## 5.2 DESCRIPTIVE STATISTICS – SAMPLE PROFILE (RESPONDENTS’ BIOGRAPHICAL DATA)

### 5.2.1 Introduction: a summary of statistics and general findings

This section provides an overview of the demographic profile of the managers who participated in the survey. They are henceforth referred to as “the sample”. The statistical data is presented in the form of frequency tables and charts. Meaningful results are also contextualised with regard to the objectives of the study. The reader can also refer to the questionnaire in Appendix A for more detail.

In Table 5.1 (below), a demographic breakdown is given of the sample according to province. The largest number of responses came from the Gauteng Province (59%), followed by Kwa-Zulu Natal (23%) and the Eastern Cape (18%).

**Table 5.1: Demographics of the total sample**

RESPONDENTS	Group 1 NDSGN No of respondents	Group 1 NDSGN Frequency %	Group 2 DSGN No of respondents	Group 2 DSGN Frequency %	Total Frequency %
<b>Demographics of responses by province:</b>					
Gauteng Province	61	71	73	52	59
Kwa-Zulu Natal	12	14	41	29	23
Eastern Cape	13	15	27	19	18
<b>Total</b>	<b>86</b>	<b>100</b>	<b>141</b>	<b>100</b>	<b>100</b>

In Table 5.2 (overleaf), the demographic breakdown is given of the sample according to sector representation by province.

**Table 5.2: Sector representation of the sample by province**

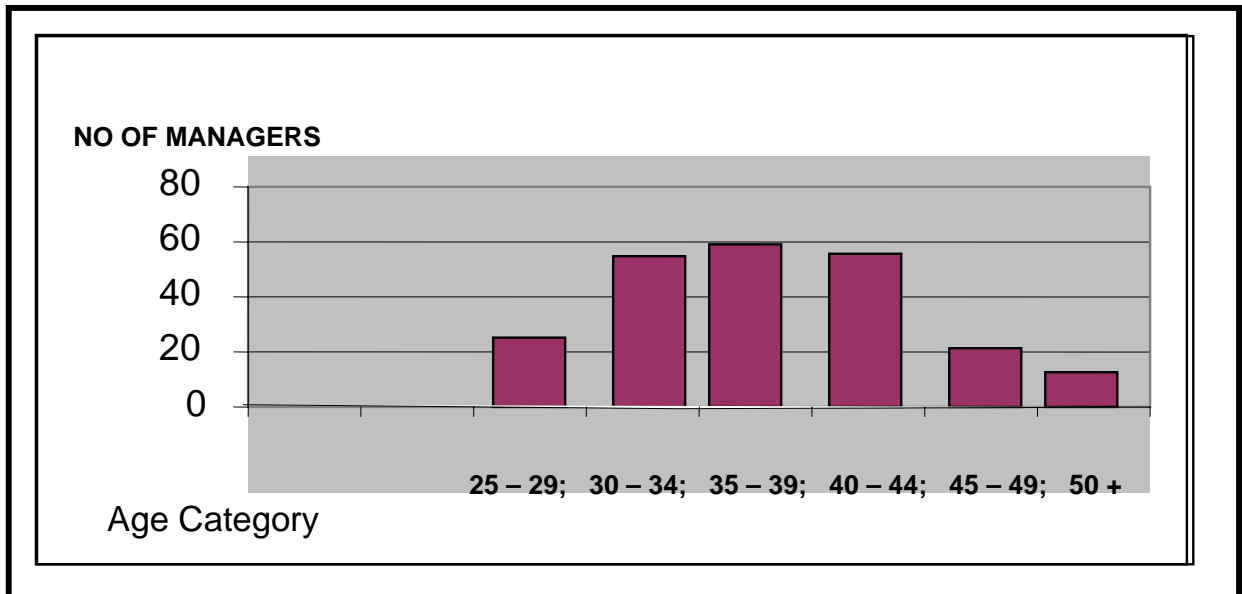
<b>RESPONDENTS</b>	<b>Group 1 NDSGN No of respondents</b>	<b>Group 1 NDSGN Frequency %</b>	<b>Group 2 DSGN No of respondents</b>	<b>Group 2 DSGN Frequency %</b>
<b><u>Original equipment manufacturers (OEMs):</u></b>				
Gauteng Province	35	41	35	25
Kwa-Zulu Natal	9	10	23	16
Eastern Cape	7	8	13	9
<b>Sub-total of OEM companies</b>	<b>51</b>	<b>59</b>	<b>71</b>	<b>50</b>
<b><u>Component manufacturing suppliers (Tier 1):</u></b>				
Gauteng province	26	30	38	27
Kwa-Zulu Natal	3	4	18	13
Eastern Cape	6	7	14	10
<b>Sub-total of Tier One Companies</b>	<b>35</b>	<b>41</b>	<b>70</b>	<b>50</b>
<b>TOTAL RESPONSES</b>	<b>86</b>	<b>100</b>	<b>141</b>	<b>100</b>

The largest percentage of respondents came from OEM companies (59% NDSGNS, with a corresponding percentage of 50% DSGN managers). The Component Manufacturing Suppliers' sectors were represented by 50% DSGNS and 41% NDSGNS.

In Table 5.3 (below) and Figure 5.1 (overleaf), the age distribution of the sample is given.

**Table 5.3: Degree of representation of age groups of respondents**

<b>Age category responses</b>	<b>No of respondents</b>	<b>Frequency %</b>
25 to 29	25	11
30 to 34	55	24
35 to 39	59	26
40 to 44	56	25
45 to 49	22	10
50 +	10	4
<b>Total responses</b>	<b>227</b>	<b>100</b>



**Figure 5.1: Age distribution of the total sample population**

The age distribution tends to be slightly skewed to the right, especially due to skills shortages and a previously white-dominated market. The distribution is therefore skewed towards the 30 to 44 year categories. Some of the respondents appeared with an evenly distributed margins that were in age categories from 25 to 29 years and 45 to 49 years respectively. It is suspected that this age distribution would be typical of all manufacturing type automotive companies. In a highly technical environment, organisations tend to recruit qualified, highly energetic and dynamic employees with some years' work experience. This may be the reason for the higher number of employees in the three aforementioned age groups.

In Table 5.4 (overleaf), a breakdown is given of respondents' years of experience in their particular organisation.

**Table 5.4: Length of respondents' experience in their current organisation**

<b>Respondents according to length of time employed in the company</b>	<b>Group 1 NDSGN No of respondents</b>	<b>Group 1 NDSGN Frequency %</b>	<b>Group 2 DSGN No of respondents</b>	<b>Group 2 DSGN Frequency %</b>
Up to 3 years	29	34	30	21
4 to 6 years	11	13	35	25
7 to 9 years	15	17	32	23
More than 10 years	31	36	44	31
<b>Total</b>	<b>86</b>	<b>100</b>	<b>141</b>	<b>100</b>

It appears that most respondents (between 31 and 36 per cent) have worked in their current organisation for more than ten years (first category), whilst the second largest category of NDSGNS (34%) have worked only up to three years in the same organisation. A slightly smaller percentage of DSGNS – between 23 and 25 per cent – has a total work experience of between four and nine years.

From the responses, one gets the impression that many of the respondents do not put down roots – they move from company to company in search of greener pastures, or they are affirmative action candidates who are job-hopping to attain attractive positions with market-related salaries. This, in turn, could adversely affect their upward mobility within organisations. It is normally good human resources practice to promote internally to senior level rather than to recruit from outside. This is in line with human resources succession planning. However, if there are no candidates suitable from within, external recruitment and appointments may be justified (NDSGN managers reveals 34 per cent at early stage recruitment), mainly due to designated managers' headcount turnover rate.

Table 5.5 (overleaf) reflects the lower career positions previously held by the respondents within the organisations in which they held their first jobs in technical positions and lower management positions.

**Table 5.5: Previous position of respondents**

<b>Previous job levels held in the company</b>	<b>Group 1 NDSGN No of respondents</b>	<b>Group 1 NDSGN Frequency %</b>	<b>Group 2 DSGN No of respondents</b>	<b>Group 2 DSGN Frequency %</b>
Executive level	-	-	-	-
Senior management level	-	-	-	-
Middle management level	4	5	17	12
Lower management level	17	20	43	31
Professional level	10	12	19	13
Technical level	37	43	31	22
Consultant level	10	12	22	16
Non-managerial jobs	8	8	9	6
<b>Total responses</b>	<b>86</b>	<b>100</b>	<b>141</b>	<b>100</b>

Of the NDSGNS, 43 per cent started off in a technical position, compared to 22 per cent of DSGNS. Those appointed at managerial levels were largely in lower managerial ranks (31 per cent DSGNS). This observation confirms the problem statement of this research, namely that DSGNS have largely held lower managerial ranks in this sector. Approximately the same number of NDSGNS and DSGNS started off in the professional and consultant level categories. Only six to eight per cent started in non-managerial jobs as clerks and blue-collar workers, for example.

Table 5.6 (overleaf) reflects the fact that most of the DSGN management respondents (37 per cent) held indirect production support functions (such as material handling, stock control and production logistics) and 24 per cent held managerial positions in direct production. This is probably due to this automotive sectors being highly unionised by a black majority. Negotiation seems to be much easier for a company using a DSGNS to provide representation and feedback in focus group sessions.

**Table 5.6: Departmental function or discipline distribution**

<b>Function /responsibility levels held in the company</b>	<b>Group 1 NDSGN No of respondents</b>	<b>Group 1 NDSGN Frequency %</b>	<b>Group 2 DSGN No of respondents</b>	<b>Group 2 DSGN Frequency %</b>
Staff development	14	16	22	16
Service department	11	13	52	37
Production department	10	12	34	24
Marketing and sales department	15	17	18	13
Finance department	2	2	3	2
Human resources development department	9	11	11	8
Industrial relations department	-	-	1	-
Industrial and process engineering	24	28	-	-
Other	1	1	-	-
<b>Total</b>	<b>86</b>	<b>100</b>	<b>141</b>	<b>100</b>

In industrial and process engineering departments, NDSGNS accounted for 28 per cent, and in the marketing and sales departments for 17 per cent. These functions in the OEMs seem to employ NDSGNS due to acute shortages of DSGNS with technical support skills. This suggests that few designated respondents in this sample category (in finance and engineering) are employed in departments where they perceive no individual career planning to be available. The feelings of DSGNS about promotion are revealed in comments such as the following: “We have normally moved up, but operationally not much has changed....” “We still do not have control over issues even at departmental level.” “We do not head departments, we do not have control over budgets and we are only in charge of blacks.” From the discussion it is evident that blacks still operate at the black-white interface and largely deal with other DSGNS. They seem to be “specialising” in African issues.

In human resources staff development functions, the numbers of NDSGN and DSGN respondents are close (11 and eight per cent respectively for the sample unit of job function levels). In the OEMs, it seems to be common to employ DSGN personnel

managers in those jobs that will bring about the most harmonious relationships between the masses of designated workforce and top management (union-driven committees or employment equity forums). On the other hand companies would like to win their customer relationship confidence with the black empowerment business clients.

In Table 5.7 (below), the educational levels of the respondents are listed. It appears that the majority of the respondents (33 per cent) have completed a degree, 25 per cent have completed a diploma, 24 per cent have an honours degree and a small number (9 per cent) only have a Grade 12 (Matric).

**Table 5.7: Highest educational qualification of respondents**

<b>Level of educational qualification of managers</b>	<b>No of respondents</b>	<b>Frequency %</b>
Matric (NQF – level 4)	21	9
Diploma (NQF – level 4/5)	57	25
Degree (NQF - level 5)	74	33
Honours (NQF – level 6)	55	24
Masters (NQF – level 7)	18	8
Doctorate and Research (NQF – level 8)	2	1
<b>Total</b>	<b>227</b>	<b>100</b>

The reason for the high percentage of respondents with some form of post-matriculation qualification is the introduction of the requirement of a diploma or degree as a minimum qualification for appointment into a salaried manager's position. Within a company, most junior level managers have diplomas, and middle and top managers have first degrees or post-graduate degrees. The positive aspect of this is that the prerequisite qualification can form the basis for relevant informal skills training for specific job functions (such as technical and managerial competencies for scarce skills). The reliance of the corporate world on university degrees when making appointments for managerial positions is evident from the respondents' answers. For external recruits, a degree is a must for a managerial position.



It would seem, therefore, that the minimum educational requirement for a managerial position is a basic degree. Of particular importance for fair employment practices, however, is the value of a basic degree for performance on the job. If such a job entry requirement does have a predictive value, the private sector may have to develop strategies for active participation in support of the process of increasing the pool of designated graduates. Given the poor socio-economic background of many candidates and their relatively limited knowledge regarding career options and choices, this increase in the pool of competent DSGNS is important.

The questionnaire used in the survey was directed at low/middle managers, who formed the unit of analysis. Table 5.8 (below) indicates that more than half of the respondents (64 per cent) of the NDSGNS and DSGNS (54 per cent) hold middle management positions. This observation needs to be checked by the strategic HRM planning against the company's business plan for scarce competency and skills needed by the organisation for real career advancement of DSGNS to take place.

**Table 5.8: Current job level of respondents**

<b>Current job levels held in the company</b>	<b>Group 1 NDSGN No of respondents</b>	<b>Group 1 NDSGN Frequency %</b>	<b>Group 2 DSGN No of respondents</b>	<b>Group 2 DSGN Frequency %</b>
Executive level	-	-		-
Senior management level	-	-		-
Middle management level	57	67	77	54
Lower management level	29	33	64	46
<b>Total</b>	<b>86</b>	<b>100</b>	<b>141</b>	<b>100</b>

The finding that all the respondents are in managerial positions has to be considered with caution, since it is possible to be in a high-ranking job (and also be in an influential department) while having little positional power (or authority and accountability). Of the DSGN respondents who held positions at a lower managerial level, 46 per cent indicated having some positive career direction in order to reach the goal of top senior positions.

Table 5.9 sets out what formal educational institutions respondents attended in preparing for a career. The responses reveal that ND<sub>SGN</sub> respondents favour universities (46 per cent) and technikons (30 per cent) as playing an important role in the provision of formal education and MCD. Following closely, 38 per cent of D<sub>SGN</sub> respondents have attended technikons and universities (35 per cent). Of the D<sub>SGN</sub> respondents, 27 per cent considered their company's in-house informal training colleges and educational service providers to have been of value.

**Table 5.9: Educational institutions attended by respondents for career building**

<b>Institutions where they completed their academic careers</b>	<b>Group 1 NDSGN No of respondents</b>	<b>Group 1 NDSGN Frequency %</b>	<b>Group 2 DSGN No of respondents</b>	<b>Group 2 DSGN Frequency %</b>
Universities (tertiary educational institutes with higher educational study levels)	41	46	75	35
Technikon (Administrative, Commerce and Technical studies)	26	30	81	38
Colleges (in-house service providers and study programmes)	21	24	60	27
<b>Total responses</b>	<b>88</b>	<b>100</b>	<b>216</b>	<b>100</b>

Table 5.10 (overleaf) shows the gender distribution of the sample. It reveals the high level of male dominance in management posts, with only between 21 and 26 per cent of female managers. Female managers are mostly involved in the service departments supportive of “soft skill” competencies.

**Table 5.10: Gender distribution**

<b>Gender</b>	<b>Group 1 NDSGN No of respondents</b>	<b>Group 1 NDSGN Frequency %</b>	<b>Group 2 DSGN No of respondents</b>	<b>Group 2 DSGN Frequency %</b>
Male	64	74	112	79
Female	22	26	29	21
<b>Total responses</b>	<b>86</b>	<b>100</b>	<b>141</b>	<b>100</b>

The suspicion that the male-female ratio in any manufacturing company would tend towards a higher male composition is confirmed by the findings set out in the above table. The reason for this is possibly the fact that males still tend to choose careers that are more technically oriented.

### 5.3 STATISTICAL RESULTS OF QUESTIONNAIRE DATA

This section uses the two-sample chi-square test to compare two groups (DSGNS and NDSGNS in terms of a variable, measured on the nominal scale (Cooper & Schindler, 1998). The two-sample chi-square test is based on a comparison of an observation in accordance with expected frequencies in various categories of the theme of interest. At the end of the previous chapter, seven important themes were identified, and an attempt is made in this section to analyse the data obtained from the questionnaire, using these themes. They are again listed briefly:

- Theme One: Does the HRM department of the organisation have an MCD programme in place, and, if so, is it effective for both DSGNS and NDSGNS?
- Theme Two: Is HRM realising the organisational strategic plan by implementing relevant MCD programmes?
- Theme Three: If there is a standardised MCD model (of any nature) in place, is there a difference between its effectiveness for NDSGN and DSGN managers?
- Theme Four: Are the designated MCD programmes aligned with employment equity expectations, and are these programmes monitored?
- Theme Five: What are the effects of employment equity on DSGNS' MCD?
- Theme Six: Do managers have a sense of security in their organisation?
- Theme Seven: How do the respondents perceive their organisation's response to their personal MCD needs?

### 5.3.1 Theme One: Does the HRM department of the organisation have an MCD programme in place, and, if so, is it effective for both D<sub>SGNS</sub> and ND<sub>SGNS</sub>?

The researcher wants to investigate the current situation with regard to the career-pathing, development, training and placement of persons from the designated groups in order to identify MCD models so that successful managers are placed on merit.

The findings corresponding to the questions relevant to the theme (see Appendix A) are tabulated and the responses are indicated in terms of frequency and percentages for each statement.

**Q13. This question was designed to collect information regarding the perceptions of D<sub>SGN</sub> and ND<sub>SGN</sub> top managers' commitment to MCD programmes within the organisation.**

As set out in Table 5.11 (below), the results indicate that there is a significant difference between some career programme activities and the perceptions of D<sub>SGN</sub> and ND<sub>SGN</sub> managers.

**Table 5.11: Are the current organisational MCD programmes and top managers' commitment strongly linked?**

Career programmes process type (Multiple career development method variables)		p<0.05 Chi-square significance level	Group 1 ND <sub>SGN</sub> No of respondents	Group 1 ND <sub>SGN</sub> Frequency %	Group 2 D <sub>SGN</sub> No of respondents	Group 2 D <sub>SGN</sub> Frequency %
1. Performance management	Yes	p = 0.4114	73	85	112	81
	No		13	15	27	19
2. Succession planning	Yes	p = 0.0382	17	20	14	10
	No		69	80	126	90
3. Projects by teams	Yes	p = 0.0051	31	36	27	19
	No		55	64	113	81

The chi-square significance test reveals a significant relationship between organisational in-house career and development models linked to succession planning (p=0.0382) and models linked to project-by-team (p=0.0051) career programmes for D<sub>SGNS</sub> (p<0.05). It was mostly the ND<sub>SGNS</sub> who were in favour of organisational adjustments to career

development in project-by-teams and succession planning. These two dimensions of the MCD assessment development framework apply to the policy career activity weaknesses in respect of the sector's development of both their ND<sub>SGN</sub> and D<sub>SGN</sub> managers. The performance management appraisals are used as a means of diagnosing training needs and seem to be less effective in MCD plans according to both the ND<sub>SGN</sub> and D<sub>SGN</sub> managers widespread of succession planning and project by team activities.

The researcher's experiences within this sector reveal that performance management and appraisals are often strongly linked to remuneration and promotion possibilities. Performance management and appraisals are not always used for the benefits of MCD evaluation in multi-national companies (Raper *et al.*, 1997). A high number of respondents indicated a need for a stronger focus on MCD capacity in operators, people, finance and, most interestingly, information technology.

A link between an organisational HRM strategy with succession planning and the strong integration of mentoring/coaching with organisational MCD programmes can create a high priority system to fast-track MCD activities for D<sub>SGNS</sub>. There is a perception by D<sub>SGNS</sub> that there is no registered career programme infrastructure in place for future managers. According to the researcher's experience, D<sub>SGNS</sub> believe that there is still a need for MCD to be the focus of the organisation's highest commitment and to fast-track and conduct succession planning programmes for the development of future managers.

**Q18. The aim of the question was to obtain information regarding the most favoured career development techniques used by respondents for their personal career development.**

Table 5.12 (overleaf) shows the results of the respondents' rankings (on a five-point scale) of the career advancement techniques they prefer.

**Table 5.12: The preferred MCD techniques within organisations**

The most favoured career programme techniques	NDSGN (Group 1) and DSGN (Group 2)	P<0.05 Chi-square significance levels	High priority Frequency % 1	Good Frequency % 2	Average Frequency % 3	Lowest priority Frequency % 4	Poor Frequency % 5
1. Job rotation	Group 1	p = 0.2229	2.3	9.3	24.4	43.0	20.9
	Group 2		6.4	7.1	30.5	30.5	25.5
2. In-company MCD programmes	Group 1	p = 0.8914	4.7	18.8	27.1	27.1	22.4
	Group 2		5.7	17.7	22.0	31.9	22.7
3. Task forces/ Special Projects	Group 1	p = 0.4830	7.0	14.0	38.4	32.6	8.1
	Group 2		3.6	19.9	35.5	29.1	12.1
4. External MCD Programs	Group 1	p = 0.0494	7.0	24.4	22.1	31.4	15.1
	Group 2		8.7	13.8	22.5	36.2	30.4
5. On-the-job training	Group 1	p = 0.4386	15.1	17.4	31.4	24.4	11.6
	Group 2		9.2	20.6	36.2	18.4	15.6
6. Coaching/ mentoring	Group 1	p = 0.5899	5.8	23.2	24.4	36.1	10.5
	Group 2		7.1	17.0	23.4	35.5	17.0
7. Performance Feedback	Group 1	p = 0.0482	10.5	18.6	24.4	33.7	12.8
	Group 2		3.6	25.0	30.7	22.1	18.6
8. Teaching / consulting with other employers	Group 1	p = 0.8303	3.5	16.3	25.6	30.2	24.4
	Group 2		4.3	17.1	20.7	36.4	21.4

According to these respondents, employers do not provide in-house career development programmes and enough opportunities for both the NDSGN and DSGN groups' development. However, on the basis of these results, it appears be worthwhile for a company to provide in-house development programmes for what is seen as the highest priority. Table 5.12 (above) represents highly significant results for both the DSGN and NDSGN groups with regard to performance feedback and external MCD programmes as methods of development. The fact that the lowest priority was given to in-house MCD programmes within the companies was highly significant for DSGN managers. It is clear that in some companies strategic commitment by HRM to MCD does not exist.

Table 5.13 (overleaf) represents the results with regard to the automotive sector's most favoured MCD techniques.

**Table 5.13: Ranking of the most favoured MCD techniques in the automotive industry**

MCD techniques	Ranking by frequency % NDSGN (Group 1)	Ranking by No sequence NDSGN (Group 1)	Ranking by frequency % DSGN (Group 2)	Ranking by No sequence DSGN (Group 2)
1. Job rotation	12	7	14	6
2. In-company MCD programmes	14	6	23	4
3. Task forces/special Projects	21	4	24	3
4. External MCD Programmes	31	2	23	4
5. On-the-job training	33	1	30	1
6. Coaching/mentoring	29	3	24	3
7. Performance feedback	29	3	29	2
8. Teaching/consulting with other employees	20	5	21	5

The responses on the MCD concepts most favoured by management can be summarised as follows: the first ranked of the most favoured MCD technique for both the designated and non-designated groups was on-the-job training. This identifies and provides the key work experiences and knowledge required for MCD in the workplace. The external programmes used by larger employers to deliver MCD to managers are increasingly becoming decentralised because of flattening hierarchies and the greater accountability expected of functional and departmental management.

The manufacturing quality movement has also encouraged greater communication and flexibility in the delivery of coaching/mentoring programmes, which were highly favoured MCD programmes among both sets of respondents. The concerns with measuring and assessing these MCD techniques have moved to how learning can be interwoven with everyday activities at the workplace. The focus is now on MCD learning through re-training to solve workplace problems, self-determined development, unfreezing barriers to NDSGNS' and DSGNS' learning, and understanding what it means to become a learning organisation.

These types of programmes are linked to numeration and promotion possibilities. Some external MCD multinational parent companies' in-house programmes are highly favoured and are commonly used in South African automotive multinationals. From the respondents' rankings, it is clear that they require more focused MCD. The availability of MCD on-the-job programmes is what the respondents want. The respondents request HRM strategic infrastructure to fast-track their MCD process for effectiveness and top management commitment.

For the South African automotive sector to create superior organisational capabilities, MCD issues must be addressed by a systems approach, as indicated by Vicere (1997). This systems approach includes establishing priorities for MCD initiatives, linked to the HRM strategic imperatives of the organisation, and to innovative approaches to MCD to create and maintain positive organisational momentum. This type of process is focused not only on individual development, but also on the ongoing development of the organisation as a whole.

**Q21. This question focused on top management actions to promote career development planning activities for designated managers' life-long learning.**

In Table 5.14 (overleaf), managers' views on senior and executive involvement in and commitment to MCD programmes are listed. There is a significant relationship between D<sub>SGNS</sub>' and ND<sub>SGNS</sub>' responses. Many D<sub>SGNS</sub> feel that senior and executive management do not carry out or commit to succession planning ( $p < 0.0071$ ).



**Table 5.14: Top management's involvement in career development planning activities and life-long learning**

Top management actions for career programme planning activities and their commitment to life-long learning	NDSGN (Group 1) and DSGN (Group 2)	p<0.05 Chi-square significance levels	Unsure 1 frequency %	Not attained 2 frequency %	Activities attained 3 frequency %
1. Monitoring of specific individual career plans	Group 1	p = 0.2162	8.1	62.8	29.1
	Group 2		14.9	63.1	22.0
2. Succession planning discussions carried out by your senior manager and career counselling	Group 1	p = 0.0071	9.3	58.1	32.6
	Group 2		12.8	72.3	14.9
3. Enforcement of career planning and career management activities	Group 1	p = 0.1285	9.3	73.3	17.4
	Group 2		17.7	70.9	11.4
4. Focus on a career that is stable, long-term, predictable and organisation-driven	Group 1	p = 0.9670	15.1	66.3	18.6
	Group 2		15.0	65.0	20.0
5. Promotion of mobility, job transfers and job rotation activities within the organisation	Group 1	p = 0.1612	10.5	59.3	30.2
	Group 2		18.4	59.6	22.0
6. Promote certification learning programs (i.e. SAQA accredited) and assessment activities	Group 1	p = 0.4706	20.0	33.0	47.1
	Group 2		14.9	30.5	54.6

The researcher focused on establishing the respondents' feelings regarding the company's current involvement and contribution to their careers. The results indicate that the majority of respondents feel that top management is not involved in career planning activities and committed to life-long learning. This finding indicates a need for organisational MCD programmes that are fully integrated with strategic HRM structures.

**Q30. The question focused on the respondents' perceptions about their current superior's management style.**

**Table 5.15: Managers' perceptions about their current superior's management style**

Organisational management styles	NDSGN (Group 1) and DSGN (Group 2)	No of respondents	Frequency %
1. Dictatorial approach	Group 1	40	46.5
	Group 2	73	51.8
2. Open management	Group 1	26	30.2
	Group 2	30	21.3
3. Sharing management	Group 1	8	9.3
	Group 2	24	17.0
4. Participative management	Group 1	12	14.0
	Group 2	14	9.9
p<0.05 Chi-square significance level	p = 0.1684		

Table 5.15 indicates that there is no significant relationship between the NDSGNs' and DSGNs' perceptions with regard to their superiors' management styles. There is a high frequency of responses between (51.8 and 46.5 per cent) indicating that a dictatorial style of management is used, whereas only 21 to 20 per cent of the respondents indicated that an open management style is used. Whether a company's management style is effective can be associated with the company's career development process for employees. Van Buren and Werner (1996) propose that a DSGN manager's approach to management style effectiveness depends not only upon a leader's power, but also upon how the leader uses his/her influence to encourage subordinates to work towards career goals. They also indicate that a significant proportion of a leader's potential power derives from his/her own personal characteristics and style.

The respondents indicated that their superiors' management style was mainly dictatorial and not fully committed to the effectiveness of NDSGN/DSGN MCD programme planning processes. An employee can have a high level of motivation for developing his/her career, but will not continue to pursue career goals in the face of obstacles and setbacks that lie in his/her superiors' management style or leadership quality (or lack thereof).

An organisation's strategic HRM model's thrust is what drives MCD planning issues. It should stress the total integration of external and internal needs and the alignment of resources to the organisation's strategic business plan approach. That is, the strategy of the organisation must be aligned with the mission, goals, beliefs and values that are

characteristic of the organisation. The internal and external needs must also be aligned with the various sub-systems that make up the organisation. Some areas that need to be addressed include management practices (how employees are managed and treated, how much employees participate in decision-making and individual career development motivation).

**Q39. This question concerned career support effectiveness**

The results of the respondents' views of their company's expected support of career improvement programmes are set out in Table 5.16 below.

**Table 5.16: Forms of organisational support expected from career improvement programmes**

Organisational effectiveness in management career improvement programmes	NDSGN (Group 1) and DSGN (Group 2)	No of respondents	%
1. Financial assistance approach	Group 1	15	17.4
	Group 2	30	21.4
2. Assistance with study loans	Group 1	10	11.6
	Group 2	16	11.4
3. Mentorship programme	Group 1	55	64.0
	Group 2	87	62.1
4. None	Group 1	6	7.0
	Group 2	7	5.0
p<0.05 Chi-square significance level	P = 0.8454		

Table 5.16 shows that the form of support respondents most expect from MCD programmes is mentorship. MCD needs more HRM structuring: significantly more responsibility needs to be taken by the organisation than by the individual concerning organisational career development structuring. On-the-job training methods (mentorship programmes) are the most common form of support, where a senior manager is paired with a junior manager in a supportive role, so that the junior manager can learn the ropes and be prepared for increasing responsibility. There is no significant difference between the perceptions of the two groups with regard to expected management support for their careers ( $p>0.05$ ).

The respondents perceived a need for a response to their career needs and financial assistance for MCD to be channelled through an established Employment Equity/HRM forum or advisory committee. The role of this advisory forum would be to meet regularly and review needs, assess and evaluate data and offer advice on the type and content of HRM management career programmes and policies. It is to be offered in conjunction with the organisational strategic objectives. The advisory committee should be composed of members from a cross-section of the organisation. This provides different perspectives on HRM needs and creates a broader level of support from all parts of the organisation.

In conclusion, this theme was designed to collect information regarding the understanding of the term MCD, plans, problems, organisational commitment and involvement, and the respondents' career-pathing suggestions. The respondents highlighted clearly that they feel that their superiors are not committed to MCD programmes, mainly due to managements' dictatorial styles, lack of skills and ineffectiveness in enhancing the formulation of their MCD future plans.

### **5.3.2 Theme Two: Is HRM realising the organisational strategic plan by implementing relevant MCD programmes?**

The findings corresponding to questions relevant to this theme are tabulated below and the responses are indicated in terms of the frequencies and percentages for each statement.

**Q17. This question focused on managers' perceptions about the concept of a career within their development programme process.**

Table 5.17 (overleaf) set out NDSGNS' and DSGNS' perceptions of the meaning of the term "career" within MCD advancement activities.

**Table 5.17: Managers' perceptions of the meaning of the term "career"**

The managers' perceptions about the term "career" within the organisation Variables	NDSGN (Group 1) and DSGN (Group 2)	p<0.05 Chi-square significance levels	Strongly Disagree 1 frequency %	Disagree 2 frequency %	Neither agree nor disagree 3 frequency %	Agree 4 frequency %	Strongly agree 5 frequency %
1. The property of an organisation or occupation (Sales or accounting within a college career)	Group 1	p =0.6133	16.2	27.9	34.9	18.6	2.3
	Group 2		17.9	34.3	25.0	20.0	2.9
2. Advancement (increasing success within occupation)	Group 1	p =0.6663	5.8	14.0	29.1	33.7	17.4
	Group 2		4.3	16.4	29.3	26.4	23.6
3. Status of a profession (a lawyer is said to have a career, while the carpenter is not)	Group 1	p =0.4295	14.0	45.3	14.0	24.4	2.3
	Group 2		14.3	53.6	15.0	14.3	2.9
4. Involvement in one's work (in a career one is extremely involved in the task)	Group 1	p =0.4156	1.2	5.8	16.3	48.8	27.9
	Group 2		2.9	9.3	9.3	47.1	31.4
5. Stability of a person's work pattern (a sequence of related jobs is said to describe a career, while a sequence of unrelated jobs is not)	Group 1	p =0.0376	3.5	15.1	22.1	34.9	24.4
	Group 2		0.7	22.1	12.9	27.1	37.1

The chi-square significance test indicated no significant relationship between the NDSGNS' and DSGNS' responses towards attitudes with regard to revealing strongly for agreed stability in a person's work pattern ( $p < 0.0376$ ). There is a notion that a career encompasses a stable, long-term and organisation-driven position. Further analysis revealed no significant differences ( $p > 0.05$ ) that an agreement between "no career is a status of a profession" and "no career a property of an organisation". Both sample categories, NDSGNS and DSGNS, agreed that they are primarily responsible for the implementation of their own career advancement planning within their occupational process career cycle. The overall process of career cycle development can be defined as an "on-going process by which individual proceeds through a series of stages, each of which is characterised by a relatively unique set of issues, themes and tasks influenced by the organisation" (Greenhaus *et al.*, 2000). Respondents agreed that MCD programmes are the organisation's responsibility for both NDSGN and DSGN career processes ( $p = 0.6133$ ). Strong involvement in one's work and the amount of information

provided by the organisation can be complementary aspects to career management activities and can reinforce each other.

**Q19. The respondents' views on how organisational MCD should be integrated with certain organisational actions were investigated.**

In Table 5.18 (overleaf), the chi-square significance test indicated no significant relationship between the  $ND_{SGN}$  and  $D_{SGN}$  responses in respect of whether MCD should be an integrated approach and requires commitment to certain organisational actions ( $p>0.05$ ).

**Table 5.18: The organisational MCD should be an integrated approach with certain organisational actions**

Action required by top executive management	NDSGN (Group 1) and DSGN (Group 2)	P<0.05 Chi-square significance level	Agree 3 Frequency %	Disagree 2 Frequency %	Neither agree nor disagree 1 Frequency %
1. Forms part of the organisational HRD strategies (what do we want to achieve?)	Group 1	p = 0.8799	4.7	3.5	91.9
	Group 2		3.6	2.8	93.6
2. Identify key management and leadership competencies (what type of people do we have?)	Group 1	p = 0.4100	2.3	1.2	96.5
	Group 2		2.8	4.3	92.9
3. Identify these competencies by reviews and referrals.	Group 1	p = 0.0930	10.5	3.5	86.1
	Group 2		4.3	7.8	87.9
4. Be developed by using established training and development frameworks.	Group 1	p = 0.3956	15.1	2.3	82.6
	Group 2		9.2	2.8	87.9
5. The organisation recognises individual development in (bi-annual incentive reviews)	Group 1	p = 0.2402	5.8	8.1	86.1
	Group 2		12.8	7.1	80.1

The findings revealed that the respondents' organisations' top management actions were genuinely concerned with the lack of participation and attempts of their HRD approaches and commitment to addressing the issues of designated MCD. This is indicated by an action average that ranged between 80 and 97 per cent in the tabulated responses.

There seems to be some indication of acceptance of the organisational role played in MCD. Respondents clearly agreed on the identification of competencies by reviews and referrals, establishing a training and development framework and recognition of individual development with incentive reviews. One of the MCD challenges faced by HRM professionals is aligning career MCD objectives more closely with strategic and organisational objectives, something that sounds logical and easy, but is very difficult to do. The challenge is that MCD has become a more professional field, with its own language, specialties and specialists. The catalyst for this perspective is a focus on the organisations' strategic imperatives, the core drivers to a reappraisal of MCD activities

and a greater push for the development of an HRM strategic and systematic approach to the function (Greenhaus *et al.*, 2000).

**Q20. The respondents' views about the quality of HRM strategies in the automotive industry were investigated.**

**Table 5.19: A manager's perceptions when thinking about the HRM strategies ranked within his/her organisation**

Managers' perceptions of HRM strategies within the organisation	NDSGN (Group 1) and DSGN (Group 2)	p<0.05 Chi-square significance level	Excellent 1 frequency %	Good 2 frequency %	Average 3 frequency %	Lowest priority 4 frequency %	Poor 5 frequency %
1. Develop all employees to close the skills gap.	Group 1	p = 0.5939	4.7	16.2	30.2	31.4	17.4
	Group 2		4.3	12.1	37.6	24.8	21.3
2. Foster MCD programmes.	Group 1	p = 0.3570	2.3	9.3	37.2	38.4	12.8
	Group 2		2.8	9.2	29.1	35.5	23.4
3. Improve the nature of employee relationships.	Group 1	p = 0.0101	1.2	17.4	29.1	44.2	8.1
	Group 2		1.4	14.9	37.6	24.8	21.3
4. Create a new life-long learning organisation culture.	Group 1	p = 0.2376	2.3	15.1	24.4	36.1	22.1
	Group 2		5.0	9.9	29.8	41.8	13.5
5. Individual entitlement towards job security and stability.	Group 1	p = 0.3630	3.5	10.5	40.1	30.2	15.1
	Group 2		1.4	12.8	29.8	36.9	24.8
6. Individual career progress in terms of promotion and incentives.	Group 1	p = 0.0279	1.2	15.1	30.2	38.4	15.1
	Group 2		3.6	9.9	15.6	46.1	24.8
7. Performance feedback	Group 1	p = 0.7241	7.1	12.9	35.3	34.1	10.6
	Group 2		5.0	15.6	39.7	27.0	12.8
8. Work hard and stay out of trouble.	Group 1	p = 0.7286	4.7	14.0	44.2	26.7	10.5
	Group 2		6.4	17.9	36.4	25.7	13.6
9. Create a new "diversity" employment relationship.	Group 1	p = 0.7870	3.6	15.5	34.5	31.0	15.5
	Group 2		4.4	15.6	33.3	25.2	21.5

The majority of the respondents felt that the organisational HRM strategies have very low implications for personal growth and relative power over all career development resources. The respondents were not very positive, as indicated by the frustration expressed in individual responses. There is a significant tendency for organisational HRM strategy to give preference to the improvement of the nature of employee



relationships and individual career progress in terms of promotion and incentives in preference to MCD. The chi-square significance test revealed a significant relationship of 0.0279 in this regard.

Table 5.20 (below) indicates the respondents' perceptions about whether to encourage a link between MCD activities and strategic HRM structure.

**Table 5.20: The responses to favour the MCD linkage to strategic HRM**

Managers' perceptions of organisational linkage requirements within HRM strategy	High priority ranking	
	NDSGN frequency %	DSGN frequency %
Develop all employees to close the skills gap (p=0.5939)	48.8	46.1
Foster the issues of career development programmes (p=0.3570)	51.2	58.9
Improve the nature of employee relationship (p=0.0101)	52.3	46.1
Create a new life-long learning organisational culture (p=0.2376)	58.2	55.3
Individual entitlement towards job security and stability (p=0.3630)	45.3	61.7
Individual career progress in terms of promotion and incentives (p=0.0279)	53.5	70.9
Give performance feedback (p=0.7241)	44.7	39.8
Create a new "diversity" organisation (p=0.7870)	46.5	46.7

In a recent survey of organisational HRM strategies, minimising lay-offs was viewed as the most likely action to promote a high level of skill and career development efforts among managers (Charness & Levine, 2000). At the same time, there is strong agreement that under the new Skills Development Act, Act No 97 of 1998 (Republic of South Africa, 1998b) employers should provide opportunities for skills development, training and career development and employee involvement in decision-making, assistance with career management (for example, by offering coaching and mentoring) and performance-based compensation (Roehling *et al.*, 2000).

MCD can be a key aspect of top management's efforts to carry out HRM strategy. Top management can make an attempt to achieve and improve their goals over time by creating a "new" employment environment that enhances career assignments and career management activities. Performance management and appraisal can be a helpful catalyst for real career learning and represents an important aspect of organisational transformation towards greater empowerment of staff (Alimo-Metcalfe, 1998:43).

Whenever a diagnostic approach is adopted, the outcome is usually a more thoughtful set of development targets for the individual, and specified MCD and training activities, perhaps incorporated into a personal development plan. According to the NDSGN and DSGN respondents, overall low research ratings using formal performance appraisals that can be associated with a helpful catalyst (performance agreement) for real learning were an organisational HRM strategic plans and policies will affect on MCD transformation towards greater empowerment of staff. The respondents' held separate views regarding the sum of the three frequencies data percentage scales that are presented as a combination of "average", "lowest priority" and "poor" with both the NDSGN and DSGN reveal weaknesses to make an impact on MCD.

The aim of Theme Two was to highlight the respondents' perceptions with regard to and to obtain information with regard to the individuals' in-house MCD processes, ranking their opinions on HRM strategies, actions and the commitment of top management to addressing MCD issues.

In summary, the respondents' views about MCD needs, responsibilities and the expectations of individual NDSGNS and DSGNS were the following:

- Respondents were convinced that their superiors know exactly what their career needs and expectations are.
- Respondents felt that these new challenging managerial positions require the creation of a new life-long learning culture for MCD purposes.
- The ranking of HRM strategy indicated that it was the lowest organisational priority. This should be addressed, especially the skills gap in respect of MCD internal communication, up-the-career-ladder promotions, job insecurity and the organisation's own vision for MCD in order to establish the required types of career resources.
- Respondents' perceptions will be about strategic MCD processes when the organisations' strategic HRM department introduces systems like an advisory focus group to expose respondents to different departments or disciplines to build transfer learning design networks.

**5.3.3 Theme Three: If there is a standardised MCD model (of any nature) in place, is there a difference between its effectiveness for the ND<sub>SGN</sub> and D<sub>SGN</sub> managers?**

The findings corresponding to questions relevant to the theme are tabulated and the responses are indicated in terms of the frequencies and percentages for each statement.

**Q25. Respondents needed to identify what factors they would rank as the most important to them in terms of their promotion and its effectiveness.**

Table 5.21 (overleaf) shows the rankings indicated by the ND<sub>SGN</sub> and D<sub>SGN</sub> respondents in respect of commitment factors contributing to promotion, competencies and the organisation's progress toward an integrated MCD approach. The ranked findings provide strong evidence that there is a lack of supportive contributing factors leading to promotion within the company for D<sub>SGNS</sub>. There was a significant relationship between the two groupings of managers' and the organisations' attitudes towards the most important responses to promotion, management competencies, personal performance, greater responsibility and commitment to the future development of D<sub>SGNS</sub>.

**Table 5.21: Ranking the importance of what both groups perceive to be contributing factors to their promotion within the company**

<b>First most important (ranked from highest to lowest)</b>	<b>Second most important (ranked from highest to lowest)</b>	<b>Third most important (ranked from highest to lowest)</b>
<p>1. Workplace competencies and experience transfer learning through a mentorship programme, industry networking and rotational learning with external technical knowledge and expertise to achieve business plan objectives.</p> <p>2. Perceptions created with no interest in Employment Equity due to high white dominance amongst decision-makers, i.e. too much favouritism with the absence of affirmative action and the issue of gender consideration – white females are strategically promoted by Employment Equity (advertisement where candidates are already pre-selected).</p> <p>3. Competence, efficiency and merit.</p> <p>4. Positive personal performance and employee impact on available positions.</p> <p>5. Attitude and capability.</p> <p>6. Willingness to accept greater responsibility (tenacity).</p>	<p>1. Skills and academic record in appropriate education levels, relevant competencies and skills.</p> <p>2. Accountability, commitment and positive track record.</p> <p>3. Diversity in workplace: breaking cultural barriers and white domination factor with Employment Equity in place.</p> <p>4. Networking with the right people for affiliation in mentorship programmes (who you know) and for transferring skills.</p> <p>5. Responsibility of leadership skills with career-pathing and succession planning “to walk the extra mile”.</p> <p>6. Stability, assertiveness, drive and personality.</p> <p>7. Quality of human relations.</p> <p>8. Remain behind to assist in solving problems that occur and not leave when work day is completed.</p> <p>9. Having the right attitude and getting rid of past failures and political baggage.</p>	<p>1. Political Employment Equity affiliation may be favoured.</p> <p>2. Being in the right department, contributing towards organisational stability, profitability and growth that is value-adding to the organisation (longitudinal communication).</p> <p>3. A track record in delivering projects (job experience, performance to full potential qualifications, time, attendance and profitability), can be seen as different aspects in terms of performance output levels.</p> <p>4. No recognition for promotion for black people holding such position (no availability of positions).</p> <p>5. Aptitude, dedication and accountability.</p> <p>6. Self-motivation with sabbatical leave.</p> <p>7. Marketing skills and talents in leadership.</p> <p>8. Good relationship with subordinates, firm but fair.</p>

**Q26. The respondents’ views were asked on each of the important factors that contribute to job success.**

The information in Table 5.22 (overleaf) shows that approximately 90 per cent of the respondents in the D<sub>SGN</sub> management group regard education as necessary for job success in management positions. The ND<sub>SGN</sub> management tends to opt more for contributing factors such as individual effort and job experience. The chi-square significance test confirmed this difference as being highly significant ( $p < 0.05$ ).

**Table 5.22: The respondents' assessment of the most important factors contributing to their job success**

The respondents' views regarding the main contributing factors to their job success	NDSGN (Group 1) and DSGN (Group 2)	p<0.05 Chi-square significance level	Very unimportant frequency %	Unimportant frequency %	Neither important nor unimportant frequency %	Important frequency %	Very important frequency %
1. Individual effort	Group 1	p = 0.5617	2.3	1.2	1.2	39.5	55.8
	Group 2		2.1	-	2.1	41.8	52.5
2. Education	Group 1	p = 0.0434	3.5	3.5	15.1	43.0	34.9
	Group 2		1.4	1.4	7.8	41.1	48.9
3. Experience	Group 1	p = 0.1875	4.7	-	5.8	55.8	33.7
	Group 2		0.7	1.4	6.4	50.0	41.4
4. Connections	Group 1	p = 0.4736	7.0	15.1	29.1	26.7	22.1
	Group 2		12.8	12.8	22.0	25.5	27.0
5. Heritage	Group 1	p = 0.5187	18.6	23.3	31.4	18.6	8.1
	Group 2		22.0	15.6	32.6	24.1	5.7
6. Luck	Group 1	p = 0.4740	20.9	27.9	22.1	16.3	12.8
	Group 2		27.1	19.3	25.0	12.9	15.7
7. Tricks	Group 1	p = 0.9527	32.6	37.2	24.4	3.5	2.3
	Group 2		35.0	35.7	21.4	4.3	3.6
8. Race	Group 1	p = 0.3302	15.1	16.3	20.9	24.4	23.3
	Group 2		20.6	10.6	13.5	28.4	27.0
9. Ideology (the way of thinking)	Group 1	p = 0.7486	14.3	10.7	23.8	44.1	7.1
	Group 2		12.2	6.5	24.5	46.8	10.1
10. Other	Group 1	p = 0.1627	43.5	30.4	-	-	26.1
	Group 2		25.8	25.8	6.5	16.1	25.8

**Table 5.23: Respondents' views about factors contributing to job success**

Respondents' views about factors contributing to job success	High agreement Frequency % NDSGN Group 1	High agreement Frequency % DSGN Group 2
Individual effort (p=0.5617)	95.3	94.3
Education (p=0.0434)	77.9	90.0
Experience (p=0.1875)	89.5	91.4
Ideology (way of thinking, p=0.7486)	51.2	56.9

Table 5.23 reveals no significant differences between the views of NDSGN and DSGN managers with regard to perceptions about individual effort, experience and ideology, which seem to be perceived as important determinants of job career success. Most NDSGN and DSGN respondents in this sample seem to rank the first four career success

factors as meaningful in the interpretation of respondents' commitment to MCD in their organisations. In Table 5.23 (previous page), the first four factors with high priority efforts can be motivators to assist managers to determine future training and career development paths (career reviews, relying on information on job vacancies, career-paths and fast-track programmes). As noted by Woodall and Winstanley (1998), however, more organisations have been inclined to adopt structured career development tools like assessment centres, career planning workshops and psychometric testing. Typically, the above categories form a strong foundation that link career development priorities to a meaningful MCD programme.

Chan (2000) has identified four elements that seem to characterise what researchers describe as the need to be adaptive:

- changes and uncertainty in the work situation create novel and ill-defined problems;
- problems make new work demands on individuals;
- established and routine behaviours that were successful in previous work situations become irrelevant, suboptimal, or less useful in the new situation; and
- adaptive behaviours in some qualitatively different form are established routines and are successful in the new situation.

Training and development education have a major impact on managerial career advancement. Human capital in terms of education and work experience, but also mental ability, can be related to career choices for more prestigious and professional jobs and short tenure and a frequent change of jobs, which in turn increases MCD levels (Melamed, 1996).

**Q33. The respondents' perceptions were asked regarding which department, in terms of competencies, is more capable of contributing to organisational survival.**

**Table 5.24: Managers' perceptions of the most important departments contributing to organisational survival (control over resources)**

Departments making important contributions to organisational survival and control over resources	NDSGN (Group 1) and DSGN (Group 2)	Most important 1 Frequency %	Second most important 2 Frequency %	Third most important 3 Frequency %
1. Staff departments	Group 1	10.6	9.1	13.3
	Group 2	9.2	9.3	13.2
2. Service departments	Group 1	38.8	20.8	18.7
	Group 2	30.5	23.3	25.6
3. Production departments	Group 1	23.5	20.8	13.3
	Group 2	26.2	23.3	8.5
4. Marketing departments	Group 1	14.1	9.1	6.7
	Group 2	12.1	4.7	5.4
5. Finance	Group 1	8.2	20.8	32
	Group 2	12.1	19.4	38.8
6. Engineering	Group 1	4.7	19.5	16.0
	Group 2	7.8	20.2	8.5
7. Don't know	Group 1	-		
	Group 2	2.1		
P<0.05 Chi-square significance level		p = 0.5649	p = 0.8719	p = 0.4014

Table 5.24 shows that NDSGN respondents (38.8%) and DSGN respondents (30.5%) favoured the service departments (for example, organising/planning and production control) as high priority disciplines for MCD. The chi-square significance test was highly insignificant differences between both the groups ( $p=0.5649$ ,  $p=0.8719$ ,  $p0.4014$ ). Both groups of respondents indicated a need to develop service and production managers in automotive firms with the above abilities, competencies and skills similar to those of their counterparts in medium-sized and large firms, which are under greater pressure to develop multi-functional competencies. Many companies operate within strong resource constraints and have a limited range of responsibilities. Therefore their MCD needs are likely to be both specialised and more intense. This is an area that has been fairly well researched in terms of basic management skills. The research by Bolton (1971) on eight areas more than a quarter of a century ago still

seems to be valid in terms of career management targets today, although the content and relative importance of these eight areas has certainly changed considerably. These eight areas are:

- raising and using finance;
- costing and control information;
- organisation and delegation;
- marketing;
- information use and retrieval;
- personnel management;
- technological change; and
- production scheduling and purchase control.

Clearly the importance of information-gathering and knowledge management has increased enormously for today's companies and the bureaucratic side of personnel management has made room for more behaviourally-based ideas with regard to HRM (which is basically the subject in this entire study). The respondents in this study also indicated that the need for all organisations and all managers to keep abreast of changes in technology has intensified enormously as the applications of new information and communication technologies have proliferated.

As Table 5.25 (overleaf) reveals, there is a strong response in relation to the functional areas of management (Service departments). There is also strong emphasis on the development of production scheduling and purchase control (Production departments) and on finance, costing and control of information (Finance). Lastly, there is a need for greater technological change competencies and skills (Engineering). Both groups of respondents' main interests appear to reflect a stronger reliance on the organisational internal provision of MCD support (informal courses, mentoring and coaching, on-the-job-training and so on).



**Table 5.25: Respondents' views about MCD importance for sustainable business growth**

Important career development for organisational survival (p=0.5649)	High importance Group 1 Frequency %	High importance Group 2 Frequency %
Service department	38.8	30.5
Production department	23.5	26.2
Finance	32.0	38.8
Engineering	19.5	20.2

**Q34. The aim of the question was to get respondents to identify the important attributes for job-related factors in their employing organisations.**

The following section is devoted to the respondents' impressions of their employing organisations with regard to empowerment-related issues. Control over valued resources, having access to important people, having the right to make decisions and the right to make suggestions (see Table 5.27, overleaf), were highlighted as significant to both the groups.

**Table 5.26: Respondent's impressions of the main important contributing job factors in relation to the organisation**

The respondent's views about main contributing job factors in relation to the organisation.	NDSGN (Group 1) and DSGN (Group 2)	p<0.05 Chi-square significance level	Strongly Disagree 1 frequency %	Disagree 2 frequency %	Neither agree nor disagree 3 frequency %	Agree 4 frequency %	Strongly agree 5 frequency %
1. I have control over valued resources like information.	Group 1 Group 2	p = 0.0496	4.7 4.3	3.5 14.2	15.1 18.4	58.1 52.5	18.6 10.6
2. I have access to important people in my organisation.	Group 1 Group 2	p = 0.0136	1.2 6.4	14.0 12.1	5.8 17.7	48.8 45.4	30.2 18.4
3. Relatively speaking, my departments are influential and powerful.	Group 1 Group 2	p = 0.4935	7.0 2.8	12.8 17.0	19.8 20.6	38.4 41.8	22.1 17.7
4. My position within the department is meaningful in terms of control.	Group 1 Group 2	p = 0.8812	5.8 4.3	12.8 12.1	16.3 19.9	48.8 51.1	16.3 12.8
5. I know who the important people in my organisation are.	Group 1 Group 2	p = 0.2671	3.5 1.4	9.3 5.0	8.1 13.5	46.5 53.9	32.6 26.2
6. I have the right to consultation.	Group 1 Group 2	p = 0.0759	2.3 3.6	14.0 5.0	11.6 21.3	41.9 43.3	30.2 27.0
7. I have the right to co-decision.	Group 1 Group 2	p = 0.3482	2.3 2.8	11.6 14.9	16.3 24.8	47.7 43.3	22.1 14.2
8. I have the right to make decisions.	Group 1 Group 2	p = 0.0497	- 2.8	5.8 15.6	16.3 19.2	53.5 45.4	24.4 17.0
9. I have the right to make suggestions.	Group 1 Group 2	p = 0.0001	- 3.6	15.1 3.6	1.2 10.7	39.5 56.4	44.2 25.7
10. I can change things that affect my life at work.	Group 1 Group 2	p = 0.1972	5.8 5.0	11.6 7.9	17.4 30.7	47.7 45.0	17.4 11.4

Tables 5.26 and 5.27 indicate, a highly significant level of disagreement responses within the three contributing factors in relationship to employees' empowerment transformation to the employing organisations. These findings emphasise management empowerment by allowing managers access to important people in the organisation, the right to make suggestions and control over valued resources like information ( $P < 0.05$ ).

**Table 5.27: Respondents' views about job-related factors (ranked on a five-point scale)**

Respondents' views about job-related factors with significance level ( $p < 0.05$ )	High level of agreement (Scales 4 and 5 added) Group 1 Frequency %	High level of agreement (Scales 4 and 5 added) Group 2 Frequency %
Control over valued resources like information.	76.7	63.1
Access to important people in my organisation.	79.0	63.8
The right to make decisions.	77.9	62.4
The right to make suggestions.	83.7	82.1

Taking the respondents' job-related views into account, the respondents who score high on these factors are expected to have strong positive feelings about their positions with the employing organisations. The decisive role is measured by the extent to which managers, on such work issues, are indeed empowering designated managers to make progress in the workplace. This data provides a snapshot of respondents' situations, usually measuring some potential or existing problem areas and stimulating change in the organisation.

**Q36. Respondents were asked to identify the responsibility for MCD within the respondents' organisations.**

As can be seen from Table 5.28 (overleaf), the majority of the NDSGNS (52.9%) and DSGNS (54.6%) favoured human resources development, individual responsibility and top management commitment for individuals as a high combination priority for MCD programmes. The chi-square test results were insignificant ( $p > 0.1813$ ). Some respondents (NDSGNS, 24.7 % and DSGNS, 20.6%) felt that it is the individual's responsibility and control over his/her own career development activities and not reliance on organisation's top management support that is important.

**Table 5.28: Managers' perceptions about who should be responsible for MCD within the organisation**

Responses on MCD responsibility within the organisation.	NDSGN (Group 1) and DSGN (Group 2)	No of respondents	Frequency %
1. Your own responsibility	Group 1	21	24.7
	Group 2	29	20.6
2. Management	Group 1	9	10.6
	Group 2	7	5.0
3. Human resources development	Group 1	10	11.8
	Group 2	28	19.9
4. External consultant	Group 1	-	-
	Group 2	-	-
5. Combination	Group 1	45	52.9
	Group 2	77	54.6
P<0.05 Chi-square significance level	p = 0.1813		

The researcher's experiences and observations confirm that the automotive sector often drives managerial careers, and that new technology facilitates managements' future competency requirements, therefore should be linked to the MCD business plans. Organisations will become increasingly cellular structures were managers become leaders of team cells, responsible for a range of activities, development of career management and self-governance skills.

Kotter (1999) has shown that management careers in the 21<sup>st</sup> century no longer involve hierarchies, but cellular organisations more akin to minimalist, professional service organisations. Respondents may increasingly control their own careers, with limited assistance from and reliance on an organisation's knowledge-based technical specialty, cross-functional and international experiences, collaborative leadership, self-management (including career-planning and time management). Continuous learning traits such as flexibility, integrity and trustworthiness are key attributes of successful managerial careers in cellular organisations. Managerial careers can increasingly be seen as do-it-yourself projects: the organisations of the future will have fewer employees but more tools to advance careers. In Table 5.28, in each case, it is suggested that the respondents of both groupings and the organisation or rather a combination appear to be responsible for MCD programmes. On the other hand, 20 per cent of the respondents accept responsibility for their own career development.

**Q37. and Q14. Respondents were asked to rate their own managerial skills for an alternative career.**

Table 5.29 (below) shows no difference between the ratings of NDSGNS and DSGNS with regard to managerial skills and their commitment to future organisational career development.

**Table 5.29: Respondents' ratings of their managerial skills**

The respondents' own skills assessment.	NDSGN (Group 1) and DSGN (Group 2)	p<0.05 Chi-square significance levels	Excellent 1 Frequency %	Very Good 2 Frequency %	Good 3 Frequency %	Average 4 Frequency %	Poor 5 Frequency %
Individual skills rating	Group 1 Group 2	p = 0.9939	2.3 2.9	17.4 17.9	55.8 54.3	23.3 24.3	1.2 0.7

The results show that ratings between good and average for NDSGNS' (55.8%) and DSGNS' (54.3%) management responses are given. This supports the research argument that furthering the MCD programmes in both management groups is a matter of urgency.

Kotter (1999) maintains that some organisations make a conscious effort to provide their potential managers with opportunities to learn, grow and change, in the hope of producing, in the long term, a cadre of managers with the skills necessary to function effectively in the organisation. Respondents felt that MCD should be seen as a specific priority for the particular organisation and that it should be directly linked to the HRM activities and business plan strategy, that is, it must meet the organisation's business needs if it is to be a sound human capital investment and ultimately successful. MCD can be described as having three main components: management education, management training and on-the-job experience.

Table 5.30 (overleaf) shows that there is no significant relationship between the rating on the individual status of the NDSGN and DSGN respondents with multiple managerial skills in terms of alternative employment (in case of company downsizing) and their commitment to future organisational career development (p=0.4616).

**Table 5.30: Respondents' rating of their multiple skilled status for alternative employment or a career change in case of job loss or retrenchment**

The respondent's own skills assessment in case of his/her job loss or retrenchment	NDSGN (Group 1) and DSGN (Group 2)	p<0.05 Chi-square significance level	Excellent 1 frequency %	Very Good 2 frequency %	Good 3 frequency %	Average 4 frequency %	Poor 5 frequency %
Individual multi-skilled rating	Group 1 Group 2	p = 0.4616	11.9 6.4	21.4 20.0	40.5 45.7	23.8 22.1	2.4 5.7

A positive result is displayed for own skills assessment in both NDSGN (40.5%) and DSGN (45.7%) managers, followed by ratings of between 23.8 and 22.1 per cent on average respectively. This supports the research argument for the urgency for furthering MCD programmes in both management groups for career mobility.

In conclusion, Theme Three covered the respondents' perceptions regarding a standardised MCD model and differences in its effectiveness within companies. The respondents felt that there is little opportunity for career growth. If an opportunity does arise, they are not given the chance to enquire about the vacancy. The following assessment and outcomes set out in Table 5.30 (above) reveal what managers' perceptions were:

- The respondents felt that added learning through mentoring/coaching with external knowledge should be part of the standardised MCD model.
- For a candidate to be identified in the MCD process plan, he/she must acquire appropriate educational levels, potential competencies and establish the right career goals.
- The respondents felt that they have no control over valued resources, little access to important people, little right to make suggestions and few opportunities to discuss their career plans with their superiors.
- The respondents felt that the responsibility for MCD programme contribution within the organisations must be a combination between the efforts of the individual, management and HRM strategy.

#### **5.3.4 Theme Four: Are the DSGN MCD programmes aligned with employment equity expectations, and are these programmes monitored?**

The findings corresponding to the questions relevant to the theme are tabulated below and the responses are indicated in terms of the frequencies and percentages for each statement.

##### **Q15. The respondents' opinions were elicited on what should be done to improve MCD programmes for employees in their organisations.**

Table 5.31 (overleaf) indicates that both manager groups feel that upgrading the organisations' current performance management systems forms part of the respondents' development at the HRM strategic monitoring level. Most of the respondents' opinions indicated that more successful implementation of programmes with upgraded performance management or psychometric testing/assessment systems should be linked to the business plan. This process should result directly in an effective opening-up of communication channels and increased sensitivity to cultural and gender differences. The respondents also indicated the need for compliance with the Employment Equity Act, Act No 55 of 1998 (Republic of South Africa, 1998a) and the Skills Development Act, Act No 97 of 1998 (Republic of South Africa, 1998b), as revealed in Table 5.31 (overleaf).

**Table 5.31: Respondent's opinions on what should be done to improve MCD programmes for employees in management in their organisation**

Respondent's opinion on MCD programmes to improve employees within the company	NDSGN (Group 1) and DSGN (Group 2)	No of respondents	Frequency %
1. Upgrade the current performance management system that will form part of the organisational business process plan and monitor employees' careers at an executive HRD strategic level that monitors and evaluates the MCD programmes.	Group 1	49	59.0
	Group 2	76	54.3
2. Incorporate diversity in MCD programmes with the company's employment equity strategy for DSGNS.	Group 1	13	15.7
	Group 2	25	17.9
3. Conduct an in-house survey to establish MCD programme needs and interests in order to create more employee mobility and opportunities for a learning organisation.	Group 1	7	8.4
	Group 2	23	16.4
4. Develop the current managers with ongoing mentoring and coaching career support programmes.	Group 1	1	1.2
	Group 2	4	2.9
5. Integrate/implement rotational training with identified MCD plans.	Group 1	13	15.7
	Group 2	12	8.6
P<0.05 Chi-square significance level	p = 0.2142		

Both the management groupings favoured improved career programmes. Of the NDSGNS, 15.7 per cent felt that rotational training should be part of the organisational career development plan. Of the DSGNS, 17.9 per cent identified with incorporating the diversity MCD programme with the company's employment equity strategy plan.

Respondents' views about maintaining effective performance management and encouraging superior performance is of interest, not only with regard to eliminating poor performance, but to ensuring that good performance remains effective or becomes even better. This implies that employees should be rewarded for effective performance, and superior performers should be provided with the necessary support and opportunities. Anthony *et al.* (1996) indicate that motivational approaches, including career goal-setting, job re-designing, employee participation programmes and the like are ways of increasing employees' sense of ownership of their performance, thereby encouraging them to remain successful.



**Q22. The aim of this question was to identify whether respondents have adequate skills to achieve the business goals of their current functions.**

Table 5.32 (overleaf) shows that 47.9 per cent of the DSGNS feel they are not adequately trained for their current jobs, whereas 54.5 per cent of the NDSGNS feel they are adequately trained. A chi-square significance test produced a significant difference between the two groups ( $p < 0.05$ ).

**Table 5.32: Respondents' views about whether they are adequately trained for their present job functions**

The respondent's views about whether or not he/she is adequately trained in his/her current job.	P<0.05 Chi-square significance level	Group 1 NDSGN No of respondents	Group 1 NDSGN %	Group 2 DSGN No of respondents	Group 2 DSGN %	
a. Are you trained adequately for this present job?	p=0.0024					
1. Not adequately trained		20	23.3	67	47.9	
2. Don't know		10	11.6	15	10.7	
3. Adequately trained		47	54.5	48	34.3	
4. Over-trained		9	10.5	10	7.1	
b. If not adequately trained: i. In what areas do you think you are inadequately trained?	P=0.2991					
1. World-class management techniques and HR policies.		3	8.8	6	7.6	
2. Informal learning on IT management, decision-making, finance management and performance management.		31	91.2	73	92.4	
ii. What can you do to acquire such skills?	p=0.8076					
1. Enrolment for informal education with tertiary institutions or service providers		24	70.6	56	69.1	
2. The company internal mentorship and training programs can improve DSGN'S career development plans.		10	29.4	25	30.9	
iii. Does the company have succession planning?	p=0.2415					
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">Yes</td> </tr> <tr> <td style="padding: 2px;">No</td> </tr> </table>		Yes	No	13	15.1	14
Yes						
No						
		73	84.9	127	90.1	
iv. If YES, please specify:	P=0.4640					
1. Currently, Senior Top Management competencies are identified for informal career education.		12	70.6	24	80.0	
2. Succession plans for leadership programmes for senior levels and higher positions only.		5	29.4	6	20.0	

Both the management groups indicated that they feel they are inadequately trained in terms of information management, decision-making, finance management and performance management. A chi-square significance test produced an insignificant difference between the two groups (p=0.2991). Both management groups indicated that to acquire such skills they must enrol with tertiary educational institutes or service

providers. Of the NDSGNS, 84.9 per cent, and of the DSGNS, 90.1 per cent indicated that their organisations did not have a proper staff succession planning process for MCD (a chi-square significance test produced an insignificant result of  $p=0.2415$ ).

**Q31. The aim of this question was to identify the respondents' involvement in any company in-house development and training programmes.**

Table 5.33 (overleaf) shows a breakdown of the in-house training programmes in which the respondents participated. The chi-square significance test shows no significant difference ( $p=0.1708$ ). The indication is that 71.8 per cent of NDSGNS and 62.9 per cent of DSGN managers are involved in some sort of informal in-house training (short courses in team leadership, planning and organising and IT software knowledge).

**Table 5.33: In-house development training programmes and activities that require the respondents' participation**

The respondent's involvement in the career development activities in the company.	p<0.05 Chi-square significance level	NDSGN Group 1 No of respondents	NDSGN Group 1 %	DSGN Group 2 No of respondents	DSGN Group 2 %	
a. The respondent's involvement in the MCD programme activities in the company.	p=0.1708	61	71.8	88	62.9	
<table border="1" style="margin-left: 20px;"><tr><td>Yes</td></tr><tr><td>No</td></tr></table>		Yes	No	24	28.2	52
Yes						
No						
b. If "yes", have you led the project?	p=0.1452	8	10.3	22	17.7	
<table border="1" style="margin-left: 20px;"><tr><td>Yes</td></tr><tr><td>No</td></tr></table>		Yes	No	70	89.7	102
Yes						
No						
c. What types of training practices? 1. Logistical in-house training.	p=0.8804	7	13.0	7	8.9	
2. On the job training for IT software analysts and technical training improvement.		13	24.1	18	22.8	
3. World class techniques, skills and quality training systems.		7	13.0	11	13.9	
4. Health and Safety Training.		5	9.3	8	10.1	
5. Short courses in team leadership, planning and organising disciplines.		16	29.6	28	35.4	
6. Management project skill practice.		6	11.1	7	8.9	

Two-thirds of respondents (71.8 per cent of the NDSGNS and 62.9 per cent of the DSGNS) perceived their organisations as placing a high priority on informal educational development. They saw their organisation as giving this a high priority in the near future. Of the NDSGNS managers, 89.7 per cent and 82.3 per cent of the DSGN managers have not led any in-house development and informal training within their departments.

There should be a strong commitment in larger firms to supply resources for informal training and development, mainly due to the shift in competencies on the part of multi-national parent companies to an on-going supply of new in-house career development interventions.

**Q35. The respondents were asked whether they aim to map out their career goals to identify their own competency needs.**

Table 5.34 (below) shows that both the NDSGN (90.7%) and DSGN (85.8%) management groups currently lack the skills needed for promotion, and require added competencies and skills development. A chi-square significance test produced no significant findings ( $p=0.2779$ ).

**Table 5.34: Managers' responses on additional competencies required for promotion**

The respondents' requirements regarding added competencies for promotion.	P<0.05 Chi-square significance level	NDSGN Group 1 No of respondents	NDSGN Group 1 %	DSGN Group 2 No of respondents	DSGN Group 2 %		
a. Are there any competencies that you are required to develop to be promoted? <table border="1" style="margin-left: 20px;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>	Yes	No	p=0.2779	78	90.7	121	85.8
Yes							
No							
8	9.3	20	14.2				
b. If "yes", do you have the means or opportunities to acquire them? <table border="1" style="margin-left: 20px;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>	Yes	No	p=0.0358	45	53.6	54	39.1
Yes							
No							
39	46.4	84	60.9				
c. If "no", what are the constraints? 1. No available funds	p=0.1457	-	-	6	6.8		
2. Company's disapproval		5	11.9	4	4.6		
3. No career-pathing		36	85.7	77	87.5		
4. Other: Time constraints for furthering your studies due to work pressures and social life		1	2.4	1	1.1		

The study indicates a chi-square significance test difference between the two management groups regarding the means of acquiring added skills for promotion ( $p<0.05$ ). Of the NDSGNS, 53.5 per cent indicated that they have the means to acquire opportunities for added competencies and for promotion, whilst 60.9 per cent of DSGNS indicated that they had no means of acquiring training resources. The third section of this question attempted to find out the constraints to further development. The chi-square significance test showed no significant differences ( $p=0.1457$ ). NDSGNS (85.7%)

and DSGNS (87.5%) indicated that constraints lie in the fact that there is no organisational career-pathing for either group of managers.

**Q38. The respondents' views were elicited about their own MCD path for the next five years.**

Table 5.35 (below) indicates the NDSGN and DSGN managers' views and decisions about their MCD skills planning for the next five years.

**Table 5.35: The respondents' views about their next five years' advancement MCD plans within the company**

The respondents' views about their improved MCD skills over five years plan within the company	NDSGN Group 1 No of respondents	Frequency %	DSGN Group 2 No of respondents	Frequency %
1. A career plan to reach a departmental head position	10	11.6	23	16.4
2. Own MCD planning in ways to reach the top or alternatively look outside for next career opportunities	31	36.1	29	20.7
3. A career plan to reach a senior consultant level	1	1.2	4	2.9
4. A career plan to reach a general managerial level	11	12.8	19	13.4
5. Unsure of company's future – Uncertainty five year career planning for advancement because the company's future employment equity infrastructure and strategic plans are not in place	32	37.2	63	45.0
6. A career plan to reach the position of an executive member at board level	1	1.2	2	1.4

The respondents from both the NDSGN and DSGN groups (36.1 and 20.7 per cent respectively) have different views about their own future MCD for internal career planning. If internal management positions become saturated than external career positions will be the next career options. The NDSGN respondents indicated that a higher proportion of the MCD for future managers' planning was then aimed at internal promotion but alternative external market positions will be of a mobility career challenge for the staff's future interest. These figures indicate that about a third of the

companies' ND<sub>SGN</sub> managers planned to reach career mobility after five years of MCD planning. The opinions reflected in Table 5.35 indicate that ND<sub>SGN</sub> (31.8%) and D<sub>SGN</sub> managers (34.1%) have a proper future attainment strategy plan to influence their MCD skills and will benefit from their long-term career goals (that is to become Departmental Head, Senior Consultant, General Manager and Board Executive).

The results on individual MCD planning constraints indicate that ND<sub>SGN</sub> (37.2%) and D<sub>SGN</sub> (45%) managers' views about their company's operational uncertainty will affect their long-term MCD five-year plan and that they find it difficult to assess their future career opportunities within the new labour legislation environment. Business Times Careers (2002a) highlights the critical success factors of employment equity – a network is needed to retain personnel and develop future managers' career development plans, so that the following criteria are met:

- diversity and change should be properly managed;
- a sound system of MCD consultation and participation must exist;
- it must be supported by open and regular MCD communication with all the role players;
- scientific data must be gathered on scarce MCD skills to satisfy business operational requirements; and
- employment equity should have its own support structures and there has to be a continuous MCD evaluation and equity monitoring.

In addition, top management must commit itself to an equitable system of equity employment, which forms part of the organisation's MCD strategic plan.

#### **Q41. Respondents' views were elicited on how to increase awareness for individual MCD.**

Table 5.36 (overleaf) shows the ND<sub>SGN</sub> (37.2%) and D<sub>SGN</sub> (60.1%) respondents' views on institutionalising the MCD system and linking it to the organisation's strategy and operational activities for a sustainable business.

**Table 5.36: Respondents' views on how the company can make employees more aware of the importance of individual MCD**

Respondent's views on improving MCD skills awareness and its importance within the company	NDSGN Group 1 No of respondents	Frequency %	DSGN Group 2 No of respondents	Frequency %
1. Communication through institutionalising the MCD system linked to the organisational strategies and activities.	32	37.2	84	60.1
2. The company cannot be responsible but the individual is primarily responsible for his/her own future, helped and facilitated by management, but the initiative lies with the individual.	7	8.1	8	5.7
3. The management commitment is to drive and communicate on career management and development participation programmes via equity forums or committee networking links.	1	1.2	3	2.1
4. Offering incentives and funded study programmes.	1	1.2	-	-
5. Advertising successful projects with practical HRD examples.	-	-	-	-
6. Strategic HRM should develop automated career data systems and set career fairs for individual MCD action plans with top management support.	45	52.3	45	32.1

Respondents emphasised the need for organisations to assist and monitor NDSGN and DSGN participation in the implementation of MCD, in their initial self-assessment, goal-setting and planning programmes. Secondly, 52.3 per cent of the NDSGNS and 32.1 per cent of the DSGNS indicated that career fairs must be set up to assist employees learn about various areas in an organization. Representatives from each division should be on hand to talk with employees about MCD opportunities in their areas of interest. Such fairs often begin with an overview of the MCD planning process and general career tips for establishing an individual development plan process.

Furthermore, the respondents indicated a need to automate the company's skills data base inventories that act as an individual support base, in line with the organisations' MCD strategic planning, forecasting and succession planning. These data base



inventories will contain information on employee skills, abilities, experience and education updates to give employees information on current and future options with regard to future MCD and advancement. Reliable up-to-date MCD skills inventories enable organisations to take full advantage of inside talent in recruiting and are often used in planning shorter-term project or rotational assignments.

Communicating and implementing individual action plans promotes top management support. One on one advisory discussions about MCD strategies can help bridge the gap between individual present needs and the organisation's vision of the future. The support of the organisation in promoting internal MCD advisory group approaches to guide the career system may be helpful.

In conclusion, this theme was aimed at establishing whether or not respondents' current MCD programmes were aligned with their organisations' strategic HRM expectations and whether those programmes were monitored. The responses can be summarised as follows:

- There is an indication that the successful implementation of personal career programmes is linked to business plans and individual development plans.
- It appears that many DSGNS are not adequately trained for their present job functions.
- Most of the in-house projects were not led by DSGN managers.
- Additional competencies are required for promotion and most DSGNS feel that they have no means to acquire them. This is mainly due to the absence of individual career plans.
- Respondents' views about gaining the support of top management is that it is an essential task for ensuring and supporting the attainment of individual career needs; creating the vision; developing and maintaining the process throughout; and for maintaining and updating change with the organisation's MCD system.

Most respondents were unsure about a five-year career plan and had no sense of job security due to the lack of MCD plans and the fact that future internal vacancies were already saturated. Therefore, respondents emphasised the need for organisations to assist them and to monitor NDSGN and DSGN participation in the implementation of MCD, during their initial self-assessment, goal-setting and planning programmes.

**5.3.5 Theme Five: What are the effects of employment equity on DSGNS' MCD?**

The findings corresponding to the questions relevant to this theme are tabulated and the responses are indicated in terms of the frequencies and percentages for each statement.

**Q10. The respondents' perceptions about informal corporate clubs and gaining membership were gauged.**

**Table 5.37: Respondents' opinions about informal clubs and corporate membership**

The respondents' opinions about corporate club memberships	P<0.05 Chi-square significance level	NDSGN Group 1 No of respondents	NDSGN Group 1 Frequency %	DSGN Group 2 No of respondents	DSGN Group 2 Frequency %		
a. Are there any informal corporate clubs? <table border="1" style="margin-left: 20px;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>	Yes	No	p=0.8205	64 22	74.4 25.6	103 38	73.1 26.9
Yes							
No							
b. Are you a member of any of these clubs? <table border="1" style="margin-left: 20px;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table> Name the clubs: 1. Football Club 2. Golf, Tennis and Action Cricket clubs	Yes	No	p=0.0329  p=0.7148	34 49 18 44	41 59 29 71	38 102 27 72	27.1 72.9 27.3 72.7
Yes							
No							
c. i. Part one (1 <sup>st</sup> reasoning): Give <b>two</b> reasons why you are not a member. 1. Limited membership due to old establish white clubs. 2. Talents & interests are different. 3. No clubs 4. Work pressures on project deadlines and family commitments.	p=0.0190	8 17 14 5	18.2 38.6 31.8 11.4	40 20 27 6	43.0 21.5 29.0 6.5		
c. ii. Part two (2 <sup>nd</sup> reasoning): Give <b>two</b> reasons why you are not a member. 1. Limited membership due to old established clubs. 2. Talents & interests are different. 3. No clubs 4. Work pressures on project deadlines and family commitments.	p=0.0010  P=0.3206	4 9 5 22	10.0 22.5 12.5 55.0	8 41 1 37	9.2 41.1 1.2 42.5		
c. iii. Do you think there is anything you can do to become a member? <table border="1" style="margin-left: 20px;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>	Yes	No		56 18	75.7 24.3	92 41	69.2 30.8
Yes							
No							

In Table 5.37, respondents' opinions about corporate club membership revealed that 75 per cent of the NDSGNS are members and only 27 per cent of the DSGNS are members of such clubs. This seems to be due to the NDSGNS' talents and interests being different. In respect of membership constraints due to the fact that such clubs are old established

white clubs, 43 per cent of the DSGN respondents revealed they had no problem in becoming a full member of the club (an indication of the increase in freedom of club association with accompanying attitudinal and social changes).

Corporate clubs do influence the perceptions of interpersonal relationships at managerial levels. Three general types of information may be exchanged in such situations, as stated by Greenhaus *et al.* (2000): information about job career openings, information needed to perform job functions and the politics of the organisation. This may result in visibility, better performance appraisals and a higher probability of promotion. In short, club membership may provide information that may increase the individual's expert power and, by promoting mobility, it may directly increase their position of power as well. The usefulness of the "old boys' network" or "old school" still exists. These findings pose a challenge to both DSGNS and NDSGNS to take another look at the corporate culture and how enabling or disabling that could be to all its members.

**Q11. Respondents' opinions were asked about the relevance of formal written job descriptions.**

**Table 5.38: Respondents' opinions about formal written job descriptions**

The respondents' views about written job descriptions	p<0.05 Chi-square significance level	NDSGN  Group 1 No of respondents	NDSGN  Group 1 Frequency %	DSGN  Group 2 No of respondents	DSGN  Group 2 Frequency %		
a. Are there any formal written down job descriptions? <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td>Yes</td></tr><tr><td>No</td></tr></table>	Yes	No	p=0.1286	67  19	77.9  22.1	96  44	68.6  31.4
Yes							
No							
b. If "yes", is the job description tight or loose? <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td>TIGHT</td></tr><tr><td>LOOSE</td></tr></table>	TIGHT	LOOSE	p=0.4267	30  43	41.1  58.9	41  75	35.3  64.7
TIGHT							
LOOSE							
c. If "yes", who compiled the job description? 1. Myself	p=0.4548	13	17.1	21	16.0		
2. My immediate superior		53	69.7	87	66.4		
3. My predecessor		1	1.3	9	6.9		
4. Don't know		9	11.9	14	10.7		

According to Table 5.38, in respect of formal written job descriptions, 69.7 and 66.4 per cent of NDSGNS and DSGNS have indicated that top management compile and evaluate their job description. The descriptions should be flexible or change according to the circumstances relating to job functions. The chi-square significance test revealed an insignificant difference ( $p=0.4548$ ). In most cases it appears that the immediate superior compiles the job description. There is manager involvement and a shared responsibility for MCD, competency-based MCD and a higher usage of personnel development plans.

Some 58.9 per cent of NDSGNS and 64.7 per cent of DSGNS have loose job descriptions which accommodate flexible time periods for internal career development. The chi-square significance test revealed an insignificant result ( $p=0.4267$ ). Lastly, most NDSGNS and DSGNS claimed that a formal job description is in place. This is one of the strong pre-requisites for a performance management appraisal system for this sector.

**Q12. The respondents were asked whether the written job description measures up to the job responsibilities, and how often the job descriptions are reviewed.**

**Table 5.39: Respondent's opinions about their job descriptions are being reviewed periodically or not.**

The respondent's views about written job descriptions.	P<0.05 Chi-square significance level	NDSGN Group 1 No of respondents	NDSGN Group 1 Frequency %	DSGN Group 2 No of respondents	DSGN Group 2 Frequency %			
a. How often is the job description reviewed with you? 1. Once a month 2. Bi-annually 3. Once a year 4. Not at all	p=0.5807	11 23 29 20	13.3 27.7 34.9 24.1	25 37 37 36	18.5 27.4 27.4 26.7			
b. And reviewed by whom? 1. Immediate manager/superior 2. Senior manager 3. Chief executive officer 4. General manager 5. Unsure or not at all 6. Reviewed by senior HR department		43 12 1 - 5 6	64.2 17.9 1.5 - 7.5 9.0	53 23 2 3 3 18	52.0 22.6 2.0 2.9 2.9 17.7			
c. Do the job responsibilities measure up to your job description? <table border="1" style="margin-left: 20px;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> <tr><td>Don't know</td></tr> </table>	Yes	No	Don't know	p=0.2254	42 27 14	50.6 32.5 16.9	57 42 36	42.2 31.1 26.7
Yes								
No								
Don't know								
d. If "no", give two reasons why you think this is so. 1. Insufficient responsibility and power 2. Job expects more professional direction and support. 3. Additional responsibility does not form part of the job description. 4. Responsibilities on the job description are endless an inaccurate activities		1 32 12 28	1.4 43.8 16.4 38.4	1 76 33 43	0.6 49.7 21.6 28.1			

It is shown in Table 5.39 that most DSGNS' job description reviews occur bi-annually or once a year, and that they are done by the immediate manager (52%). In some cases it can be measured against the job functions, for (42.2%) of DSGNS, but some negative responses to job descriptions were given by DSGNS (98.6%) and NDSGNS (99.4%), mainly due to the fact that

- job functions requires expert knowledge with more closer professional support and direction;
- additional responsibility does not form part of job description;
- responsibilities on the job description are endless an inaccurate activities; and
- large project work functions are outsourced due to a lack of internal skills.

This job function is done in order to seek more professional direction and support, since their job description of the respondents is of a specialised nature. The chi-square significance test revealed an insignificant finding of  $p=0.5807$ ,  $p=0.1925$ ,  $p=0.2254$ , in all cases job descriptions are reviewed periodically or not. Some of the respondents' approaches to job descriptions were based on boundary-less functions. Vicere (2001) reveals that managers today cross boundaries between organisations, departments, levels, functions and skill sets, either voluntarily or through organisational decisions that reflect a fundamental shift in thinking (see Figure 3.5).

**Q16. Should a manager like yourself be given more intensive MCD to prepare the way for promotion up the corporate career ladder?**

**Table 5.40: Respondents' views about whether their career planning and development leads to promotion up the corporate ladder**

The respondent's views about whether his/her career planning will lead to promotion.	p<0.05 Chi-square significance level	NDSGN Group 1 No of respondents	NDSGN Group 1 Frequency %	DSGN Group 2 No of respondents	DSGN Group 2 Frequency %	
a. Should a manager like you be given intensive career development for promotion up the corporate ladder?	p=0.0001	57	67.1	126	90.0	
<table border="1"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>		Yes	No	28	32.9	14
Yes						
No						
If "yes", briefly explain why.						
1. Top management is highly white dominant.		31	51.7	79	63.2	
2. Acquired own career planning goals advancement.		4	6.7	10	8.0	
3. Intensive mentorship with immediate manager.		22	36.7	35	28.0	
4. No career development in place for advancement.		3	5.0	1	0.8	
b. Does this activity take place within your organisation?	p=0.0741	21	24.7	21	15.11	
<table border="1"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>		Yes	No	64	75.3	118
Yes						
No						
If the answer is "no", briefly explain why.						
1. Employment Equity organisational alignment policies and plans are very slow.		16	25.0	36	30.5	
2. HRD/IR old policies and systems are in place.		5	7.8	5	4.2	
3. No supporting structures exist in top management within the HRD strategy.		35	54.7	68	57.6	
4. There is a lack of low training recruitment with no MCD application system.		3	4.7	3	2.5	
5. Lack of top skilled managers to drive the system		5	7.8	6	5.1	

Table 5.40 indicates that 90 per cent of DSGNs should like to be given intensive career MCD opportunities for promotion up the corporate ladder and 67.1 per cent of the NDSGN would like the same option. A chi-square significance test reveals highly significant findings ( $p=0.0001$ ). A large number of respondents implied that top management levels are highly dominated by NDSGN managers. As many as 84.9 per cent of the respondents felt that the implementation of the Employment Equity Act is being



delayed by upper management and 57.6 per cent of the respondents indicated that no supporting structures exist within the organisational HRM strategy.

**Q23. The respondents' frequency of meetings with the immediate managers were investigated.**

**Table 5.41: Respondent's relationship with immediate senior managers with regard to review meetings at the workplace**

Review meetings with senior management	P<0.05 Chi-square significance level	NDSGN Group 1 No of respondents	NDSGN Group 1 Frequency %	DSGN Group 2 No of respondents	DSGN Group 2 Frequency %
a. How often does your senior management meet with their subordinates?	p=0.0415				
1. Weekly		39	45.4	48	34.0
2. Once a month		25	29.1	39	27.7
3. Bi-annually		17	19.8	29	20.6
4. Once a year		4	4.7	8	5.7
5. Not at all		1	1.2	17	12.1
b. How often does your senior management walk the shop-floor?	p=0.4599				
1. Daily		20	23.3	12	8.5
2. Weekly		22	25.6	17	12.1
3. Monthly		34	39.5	84	59.6
4. Not at all		10	11.6	28	19.9

According to Table 5.41, there is a significant relationship between NDSGN and DSGN managers' frequency of review meetings with their immediate seniors (as the respondents have indicated, 45.4 per cent of NDSGNS and 34 per cent of DSGNS have weekly sessions. Once a month and bi-annual meetings occur less. The number of times DSGNS and NDSGNS meet with their management is significant. There was no significant relationship between the views of NDSGNS (39.5%) and DSGNS (59.6%) on senior management's commitment to walking the shop-floor on a monthly basis (p=0.4599). Most of the NDSGN respondents (48.9%) reported that senior management does walk the shop-floor on a daily/weekly basis.

**Q24. The respondents' views were asked of their promotion status compared to that of departmental colleagues.**

In Table 5.42 (overleaf) sets out the respondents' views about their promotion status up the corporate ladder compared to that of departmental colleagues.

**Table 5.42: Respondent's views about their promotion status compared to that of departmental colleagues**

The respondent's views about his/her promotion within the department.	P<0.05 Chi-square significant level	NDSGN  Group 1 No of respondents	NDSGN  Group 1 Frequency %	DSGN  Group 2 No of respondents	DSGN  Group 2 Frequency %		
a. Do you think that your promotion status is as follows compared to that of departmental colleagues: 1. Faster 2. The same 3. Slower 4. Difficult to assess	p=0.0002	20 22 34 10	23.3 25.6 39.5 11.6	12 17 84 28	8.5 12.1 59.6 19.9		
b. Give reasons for your assessment. 1. High white dominated management with conservative approach that fears Employment Equity policies. 2. No company statistics available in terms of promotion. 3. Have more experience, exposure and acceptable performance and a clear career path. 4. No succession plan, and promotion is slow. 5. Good performance, well qualified and motivated person. 6. Flat management structures - colleagues are working at same levels.		14 3 6 44 14 4	16.5 3.5 7.1 51.8 16.5 4.7	82 2 6 42 7 2	58.2 1.4 4.3 29.8 5.0 1.4		
c. <b>If Faster</b> , 1. Were you trained for the position? <table border="1" style="margin-left: 20px;"><tr><td>Yes</td></tr><tr><td>No</td></tr></table>	Yes	No	p=0.5112	31 55	36.1 63.5	57 84	40.4 59.6
Yes							
No							
2. Are you comfortable in the position? <table border="1" style="margin-left: 20px;"><tr><td>Yes</td></tr><tr><td>No</td></tr></table>	Yes	No	p=0.0312	52 34	60.5 39.5	64 76	45.7 54.3
Yes							
No							
3. Do people accept your position? <table border="1" style="margin-left: 20px;"><tr><td>Yes</td></tr><tr><td>No</td></tr></table>	Yes	No	p=0.0044	63 23	73.3 26.7	76 64	54.3 45.7
Yes							
No							
3.1 Subordinates? <table border="1" style="margin-left: 20px;"><tr><td>Yes</td></tr><tr><td>No</td></tr></table>	Yes	No	p=0.7424	48 38	55.8 44.2	75 65	53.6 46.4
Yes							
No							
3.2 Superiors? <table border="1" style="margin-left: 20px;"><tr><td>Yes</td></tr><tr><td>No</td></tr></table>	Yes	No	p=0.0094	54 32	62.8 37.2	63 77	45.0 55.0
Yes							
No							

The D<sub>SGNS</sub> feel they are promoted much more slowly than their ND<sub>SGN</sub> counterparts (59.6%) and the reason for the respondents' perception is that the division has a highly white-dominated management with a conservative approach to employment equity policies. The ND<sub>SGN</sub>' views about a slow rate of promotion are mainly due to the organisation's negative impact on staff succession planning and to the fact that promotion is slow ( $p < 0.0002$ ).

The ND<sub>SGNS</sub> claimed that they are very comfortable in their positions (60.5%), feel accepted by colleagues (73.3%) and feel accepted by superiors (62.8%). However, 55 per cent felt marginalised by the D<sub>SGNS</sub>. There was a highly significant chi-square test level of  $p < 0.0044$ .

**Q27. The respondents' belief and expectation that their promotion will give them full decision-making powers was investigated.**

Table 5.43 (overleaf) sets out the responses regarding the respondents' views about their promotion expectations and whether they expect to attain decision-making powers. The respondents were asked to give two reasons to support their responses regarding their future decision-making powers.

**Table 5.43: Respondents' views about their promotion status and expectations regarding full decision-making powers**

The respondent's views about his/her expecting decision-making powers status and promotion	P<0.05 Chi-square significance level	NDSGN Group 1 No of respondents	NDSGN Group 1 Frequency %	DSGN Group 2 No of respondents	DSGN Group 2 Frequency %
a. How does your experience or promotional status influence decision-making in the company?	P=0.0004				
1. Full decision-making powers		25	29.1	14	10.0
2. Some decision-making powers		61	70.9	116	82.9
3. Don't know		-	-	5	3.6
4. No decision-making powers		-	-	5	3.6
b. Part one: Give first reasons for your assessment.					
1. Rigid senior management with dictatorship qualities protected against reporting structures.		23	27.1	68	48.2
2. Top management fears losing control of power after a job transfer.		11	12.9	8	5.7
3. Still to report to managers on follow-up operational issues.		4	4.7	13	9.2
4. Field experience and the right scarce technical competencies enable full decision-making.		16	18.8	14	9.9
5. Policy requirements place limitations on decision-making power.		8	9.4	18	12.8
6. Decision-making power is influenced and determined by the management structure levels over operational resources.		23	27.1	20	14.2
b. Part two: Give second reasons for your assessment.					
1. Rigid senior management with dictatorship qualities protected against reporting structures.		25	29.4	53	37.6
2. Top management fears losing control of power after a job transfer.		-	-	3	2.1
3. Still to report to managers on follow-up operational issues.		4	4.7	22	15.6
4. Field experience and the right scarce technical competencies enable full decision-making.		23	27.1	19	13.5
5. Policy requirements place limitations on decision-making power.		5	5.9	6	4.3
6. Decision-making power is influenced and determined by the management structure levels over operational resources.		28	32.9	38	27.0

Table 5.43 sets out the NDSGNS' and DSGNS' assessments and views their future decision-making choices. There is a difference between management empowerment and decision-making power choices with regard to their perceptions they hope to achieve through promotion. DSGNS' perceptions are negative (48.2%) and NDSGNS' perceptions reveal that decision-making about operational resources is determined by management structure levels (27.1%).

**Q28. The respondents were asked about the type of relationship they have with their immediate superiors.**

**Table 5.44: Respondents' assessment of the relationship with their immediate superior**

The respondent's own relationship assessment with immediate superior.	NDSGN (Group 1) and DSGN (Group 2)	P<0.05 Chi-square significance level	Positive (friendly, accepting, and honest) 1 Frequency %	Lukewarm 2 Frequency %	Difficult to access 3 Frequency %	No relationship 4 Frequency %	Negative 5 Frequency %
1. Individual's relationship ratings with immediate superior	Group 1 Group 2	p = 0.0054	67.4 44.7	27.9 42.6	3.5 5.7	1.2 7.1	- -

Table 5.44 shows that 67.4 per cent of the NDSGNS feel that they have a positive relationship with their immediate superiors, whilst more of the DSGNS reflect a positive response (44.7%) than a lukewarm response (42.6%) about the relationship with their immediate superiors. Significant levels emerged on a chi-square significance test difference between the two groups ( $p < 0.0054$ ). The DSGNS group reveals that their immediate superior relationship opinions were evenly represented between friendly and lukewarm relationships. If MCD efforts are truly to provide value and add to an organisation's success there must be a connection with immediate managers and to the business strategy, as was argued forcefully by Seibert and Hall (1995).

**Q29. The respondents assessed their relationship with immediate colleagues.**

**Table 5.45: Respondents' assessment ratings of the relationship with their colleagues**

The respondent's assessment of their relationship with immediate colleagues.	p<0.05 Chi-square significance level	NDSGN Group 1 No of respondents	NDSGN Group 1 Frequency %	DSGN Group 2 No of respondents	DSGN Group 2 Frequency %
a. What type of relationship do you have with your colleagues? 1. Positive (friendly, co-operative, accepting, honest). 2. Lukewarm. 3. Difficult to assess. 4. No relationship. 5. Negative (unfriendly and tense).	p=0.3894	55	64	81	57.5
b. Part one: Give two reasons for your choice. 1. The Employment Equity Act enforces challenge on attitude change and diversity. 2. Mutual respect and honesty supports the spirit of co-operation at work. 3. Not friendly, just get the work done and operate as an individual. 4. Good team spirit for a common goal and objectives. 5. Not highly friendly or integrated but just work together on problem-solving and sharing work experiences.		25	29.4	31	22.0
		2	2.4	3	2.1
		13	15.3	33	23.4
		41	48.2	69	48.9
		4	4.7	5	3.6
b. Part two: Give two reasons for your choice. 1. The Employment Equity Act enforces challenge on attitude change and diversity. 2. Mutual respect and honesty supports the spirit of co-operation at work. 3. Not friendly, just get the work done and operate as an individual. 4. Good team spirit for a common goal and objectives. 5. Not highly friendly or integrated but just work together on problem-solving and sharing work experiences.		3	3.5	3	2.1
		10	11.8	5	3.6
		28	32.9	52	37.1
		6	7.1	8	5.7
		38	44.7	72	51.4

Table 5.45 indicates that there are no significant differences between DSGN and NDSGN's relationships with their colleagues ( $p>0.05$ ). Both NDSGNS and DSGNS share the same views of a positive collegial relationship. In both groups, 48.9 per cent indicated that a good team spirit for a common goal and objectives is shared. Lastly, some respondents from both the management groups (44.7 and 51.4 per cent of NDSGNS and DSGNS respectively) indicated that they do not have friendly relations with colleagues, but that they just work together and share job-related activities or operate as an individual.

**Q40. The respondents were asked about their career goals, whether their organisation is aware of their development needs and whether it does forms part of their performance appraisals.**

**Table 5.46: Respondent's views about awareness by the departmental manager of their career goals and needs**

The respondent's views about his/her career goals and needs awareness on the part of the manager.	P<0.05 Chi-square significance level	NDSGN Group 1  No of respondents	NDSGN Group 1  Frequency %	DSGN Group 2  No of respondents	DSGN Group 2  Frequency %		
1. Is your manager aware of your career goals and needs?  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>	Yes	No	p=0.7719	58  28	67.4  32.6	97  43	69.3  30.7
Yes							
No							
2. Have you been on any career MCD/training within the company?  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>	Yes	No	p=0.0660	10  75	11.8  88.2	30  110	21.4  78.6
Yes							
No							
3. Does career development form an integral part of your performance evaluation and appraisals?  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>Yes</td></tr> <tr><td>No</td></tr> </table>	Yes	No	P=0.0599	29  57	33.7  66.3	65  75	46.4  53.6
Yes							
No							

There is no significant relationship between the NDSGN'S (67.4%) and DSGN'S (69.3%) perceptions of awareness by top management of staff career needs and the commitment of departmental activities linked to career goals. Table 5.46 indicates that top management is perceived to be aware of respondents' career goals and the needs of both the NDSGNS (88.2%) and the DSGNS (78.6%), but the organisations do not appear to favour MCD and training and MCD does not form an integral part of the staff's performance appraisals and evaluations. Some 66.3 per cent of the NDSGNS and 53.6 per cent of the DSGNS held this view. The chi-square significance test had insignificant results (p=0.7719, p=0.0660 and p=0.0599).



In conclusion, Theme Five aimed to establish and highlight the importance of respondents' views of Employment Equity effects on D<sub>SGN</sub>'S and ND<sub>SGN</sub>'S MCD, as attached to their identified career paths. The following main points arose:

- Top management must direct MCD communication through performance appraisals (IDP) for identified individual career needs and staff career advancement (see Item 3 in Table 5.46).
- A lack of knowledge about basic career planning and practical experience in MCD causes ineffective career advancement and limits the decision-making powers of managers (see Item 1 in Table 5.46).
- Current yearly job reviews with superiors are not effective in giving professional advice, direction and support (see Item 3 in Table 5.46).
- There are no focus group discussions every month where D<sub>SGNS</sub> can voice their experiences and problems (see Item 2 in Table 5.46).
- There is a lack of communication with D<sub>SGNS</sub> on an intensive MCD plan and career agreement policy (see Item 2 in Table 5.46).
- The respondents stated that the top management are the primary decision-makers on designated MCD activities and action plans supporting Employment Equity managerial competencies (see Item 2 in Table 5.46).

#### **5.3.6 Theme Six: Do managers have a sense of security in their organisation?**

The findings corresponding to the questions relevant to this theme are tabulated and the responses are indicated in terms of the frequencies and percentages for each statement.

#### **Q42. The respondents' perceptions of and feelings towards the organisation were ascertained.**

The respondents were shown "face" images corresponding to emotions about their organisation, and were asked to choose the one that most accurately depicted their organisation. The results are shown in Table 5.47 (overleaf).

**Table 5.47: Respondents’ first “face” impressions or feelings about their organisations**

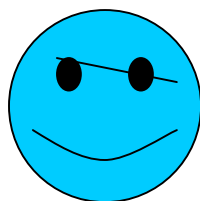
The respondent’s feelings about his/her organisation.	NDSGN (Group 1) and DSGN (Group 2)	P<0.05 Chi-square significance level	Very unhappy at work 1 frequency %	Unhappy 2 frequency %	Neutral at Work 3 frequency %	Happy at work 4 frequency %	Very happy at work 5 frequency %
1. Individual’s ratings on feelings about his/her organisation.	Group 1 Group 2	p = 0.0324	11.8 11.5	19.1 33.7	16.1 25.0	20.6 13.5	32.4 16.4

Table 5.47 shows that 33.7 per cent of the DSGN’s feelings about the issues in their organisations were unhappy, whilst 32.4 per cent of NDSGN’ had positive “very happy” perceptions. The chi-square test revealed a highly significant result ( $p < 0.0324$ ):

DSGNS’ face impression (Frustrated) about their organisation.



NDSGNS’ face impression (Satisfied) about their organisation.



When presented with different face options that reflected different feelings and asked to choose the one that best depicted the feelings of most people like themselves about their organisations, the DSGNS’ response was to improve their frustrations by involving themselves in MCD. NDSGNS’ satisfied response was attributable to the fact that previously advantaged staff had over the years gained a wealth of managerial competencies and experience, which can be an advantage to the organisation and can

help the organisation to transfer this career support knowledge by bridging the MCD gap to assist the frustrated DSGNS.

#### 5.4 FACTOR ANALYSIS RESULTS OF CAREER DIMENSION SURVEY

**5.4.1 Theme Seven:** The career dimension survey is aimed at discovering key dimensions that need to improve an investigating outcome that enable an organisation to build a successful MCD process model.

The intention of this underlying structure trends is to engage in the effective and scientific development of a MCD model for previously disadvantaged managers in the workplace. The concepts of MCD are not always well understood by all levels of employees and misconceptions may prevail regarding career expectations. This is highly an effective MCD system that will unite the employees' aspirations with the strategic direction of the organisation. Factor analyses were performed on all the variables listed below to examine the organisations' ability to build a successful MCD process resulting from underlying patterns, understanding and communicating the following:

- to determine the future MCD perspective trends in the organisation and their implications for NDSGN and DSGN managers;
- to determine the influence of the organisational systems, practices, management resources and human resources development initiatives that interact and support the MCD system;
- to determine the variables in the work design in the organisation in relation to the degree to which respondents find their work satisfying and motivating;
- to determine the level of management support in the organisation and the ability of managers to support the development of their staff and teams; and
- to determine individual concerns in the organisation and the ability of individuals to self-manage their careers.

To establish the number of factors to be extracted the latent root criteria were used as a guideline. Only factors with latent roots or eigenvalues greater than one were considered significant; all factors with latent roots or eigenvalues less than one were considered insignificant and were discarded. In viewing the eigenvalues for the factors

in this study, two factors emerged. These factors were Factor 1: Future perspective of the organisation, and Factor 2: Organisational systems and practices.

Factor loadings represent the correlation between an original variable and its factors. Factor loadings greater than  $\pm 0.30$  were considered to meet the minimum level; loadings of  $\pm 0.40$  were considered more important; and if the loadings were  $\pm 0.50$  or greater, they were considered practically significant. Because a factor loading is the correlation of the variables and the factor, the squared loading is the sum of the variable's total variance accounted for by the factor (Cooper & Hair, 1998). Cooper & Hair (1998) argue that 0.80 and above is not typical and that the practical significance of the loadings is an important criterion when the sample size is 100 or larger.

When a satisfactory factor solution has been derived, some meaning must be assigned to variables, which involves substantive interpretation of the pattern of factor loadings for the variables. While all significant factor loadings are usually used in the interpretation process, it is suggested that, as a rule of thumb, variables with loadings less than 0.30 (Cooper & Hair, 1998) be ignored.

Factor rotation is a process of manipulating or adjusting the factor axes to achieve a simpler and pragmatically more meaningful factor solution. The orthogonal VARIMAX normalised rotation (axes are maintained at  $90^\circ$ ) was performed to obtain a clear pattern of loadings, in other words factors were clearly marked by high loadings for some variables and low loadings for others in accordance with Cooper & Hair (1998).

One of the factors work design dimensions was later discarded when it was determined that although the eigenvalue of Factor Two was below 1, the loadings were lower than 0.5. For the purposes of this study, only loadings equal to or greater than 0.5 were used. The factor retained represented 40 per cent of the variance of the original variables. In Table 5.48 (overleaf) the results for the extraction of factors are set out.

**Table 5.48: Results for the extraction of factors**

<b>Factor</b>	<b>Eigenvalue</b>	<b>Percentage of variance</b>	<b>Cumulative percentage of variance</b>
<b>1</b>	<b>3.855</b>	<b>5.965</b>	<b>0.2978</b>
<b>2</b>	<b>2.912</b>	<b>1.513</b>	<b>0.3735</b>

An oblique rotation (direct oblimin) was then performed to obtain a clear pattern of loadings – that is, factors were clearly marked by high loadings for some variables and low loadings for others. The rows have been rearranged so that, for each successive factor, loadings greater than 0.50 appear first. Loadings less than 0.25 have been replaced by zero. See Table 5.49 (overleaf) for the results on the factor loadings.

**Table 5.49: Factor loadings for the Career Dimension Survey**

<b>Item</b>	<b>Factor 1 Future perspective of the organisation</b>	<b>Factor 2 Organisational systems and practices</b>
C7	0.762	0.000
C4	0.734	0.000
C5	0.706	0.000
C12	0.627	0.000
C10	0.620	0.000
C6	0.555	0.000
C17	0.000	0.818
16	0.000	0.629
C15	0.000	0.589
C8	0.000	0.551
C20	0.000	0.496
C11	0.000	0.449
C3	0.269	0.395
C18	0.281	0.347
C1	0.000	0.342
C9	0.443	0.282
C14	0.409	0.266
C13	0.468	0.000
C19	0.000	0.000
C2	0.403	0.000

Cronbach alpha for all variables = 0.8802

In terms of what is suggested by Cooper & Hair (1998), it was expected that the content would be a significant factor in organisational MCD process choice. Although the eigenvalues on the factor were above 1, the loadings were lower than 0.5, and as mentioned, only loadings equal to or greater than 0.5 were used.

Tables 5.50 and 5.51 (overleaf) provide the results for each individual factor and its factor loadings, as identified from the factor analysis.

**Table 5.50: Factor 1: Future perspective in the organisation**

<b>Items</b>	<b>Statements</b>	<b>Factor loadings</b>
C7	My manager advises me on my career options and alternatives within my organisation.	0.762
C4	My manager encourages me to develop skills that will qualify me for other jobs in my career field.	0.734
C5	My organisation/division uses succession planning to identify and prepare candidates for key positions.	0.706
C12	I have been told of my standing in the succession plan for key positions in my division.	0.627
C10	This division's expected work force requirements for the next two or more years have been explained to me.	0.620
C6	Information moves easily between my division and the senior of management of the organisation.	0.555

The above statements were expected, according to the literature, to reflect how important the respondents are when top management has to choose to encourage career development skills and use succession planning for future planning requirements, development skills career preparation for key positions and logical thinking processes for management strategic information flow.

The outcome can possibly be explained by statements by Saunders *et al.* (1997) that both the organisation and the respondents should develop an understanding of the organisational strategic HRM information flow from top management to others in the organisation.

**Table 5.51: Factor 2: Organisational systems and practices in the organisation**

Items	Statements	Factor loadings
C17	In my work, I am involved with many different tasks and/or projects.	0.818
C16	My manager has informed me of his/her personnel assessment of my current competence and ability in the past three months.	0.629
C15	I have initiated career discussions with my co-workers.	0.589
C8	My job allows me to decide how I am going to do my work, as long as I meet certain recognised standards.	0.551

Dimension assessments and evaluations by the respondents should contain a statement of equality, and are always assumed to be true unless they are rejected because of the factor testing and analysis procedure. These statements were expected, according to the literature, to reflect how important the respondent is in the organisation's MCD process choice. Contrary to the expectations of the researcher, the variables emerged as underlying variables on the various organisations used to develop managers' careers and also used in succession planning for designated and non-designated managers. These variables formed part of MCD planning requirements linked to the strategic HRM information flow.

- Statement C10 appears to be unimportant for the expected work force requirements for the next two or more years and has not been discussed with the designated and non-designated respondents in terms of their future plans. The views of the future held by the respondents who work in these organisations play a significant role in determining their choice of action. Organisations need to work at communicating their future needs in order to develop new competencies.
- Statements C17 and C8 appear to be unimportant to respondents' involvement with multiple projects and lack of decision-making empowerment to a significant degree. Organisational systems and practices do have an impact: MCD cannot succeed in a vacuum. MCD must be integrated with the organisation's strategic HRM career programmes and reviewed planning process.
- Statements C5, C12 and C6 reflect the degree to which respondents find their work satisfying and motivating. A low score in this section indicates a need to restructure jobs and foster employee involvement.



- Statements C16, C7 and C4 reflect managerial support in the organisation, in other words, the ability of managers to support the development of their staff and teams. A low score in this variable could indicate a need to help managers increase their effectiveness.
- Statements C15 reflects that to a significant degree individual concerns are regarded as unimportant in initiating career discussions with managers and the ability of the individual to self-manage their career. A low score in this factor could indicate a need to encourage employees to take responsibility for their own career development. If employees fail to acquire new skills, the organisation cannot keep ahead of the competition.

In conclusion, Theme Seven aimed to establish and highlight the importance of respondents' views, to assess and evaluate organisational applications of MCD models linked to a strategic HRM planning process. The following variables were extracted and signify the impact of automotive organisations' efforts on respondents' professional career development, linked with the organisations' strategic plans:

- It seems that organisational future perspectives, systems and practices, work designs, management support and individual concerns findings influence respondents' MCD strategic planning process.
- Future research on the influence of South African organisational culture in promoting life-long quality learning commitment is recommended.

## **5.5 CONCLUSION**

The findings of this empirical research provide clear support for the argument that NDSGN and DSGN MCD must be linked to organisational HRM strategic business plans. Support by top management and commitment to life-long learning is also required. Development programmes, techniques, interventions such as special project assignments, job rotation, special projects, on-the-job training, coaching/mentoring and in-house MCD programmes are likely to bear fruit, especially if there is strong support in the form of an internal monitoring focus group. Such a group should oversee strategic HRM to ensure that it plays a positive role in creating programme momentum, to promote regulatory functioning of frequent feedback, continuous improvement of HRM techniques and top management commitment and dedication to MCD programmes.

The next chapter highlights the conclusions of the study and makes practical recommendations, including suggestions about directions that future research could take.