

GENERATIONAL DIFFERENCES IN SOUTH AFRICAN WOMEN'S LEADERSHIP APPROACH: A LIFE HISTORY INVESTIGATION

by

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DECLARATION

I, Samantha Cammarata, hereby state that the mini dissertation titled “Generational Differences in South African Women’s Leadership Approach: A Life History Investigation” submitted for the degree Magister Industrial Psychology (Human Resources Management) at the University of Pretoria, is my own original work.

I have made due acknowledgement and reference according to departmental requirements by means of a comprehensive referencing system where resources were used.

I declare that the content of this dissertation has never been used for any qualification at any tertiary institution.

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5 April 2013

ABSTRACT

Generational Differences in South African Women's Leadership Approach: A Life History Investigation

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Recent literature shows an increased interest in generational differences among the workforce, particularly in Western societies. This has coincided with a focus on the role of women as successful leaders in the workplace. Despite this, the exploration and understanding of generational differences amongst female leaders in organisations has received limited attention, particularly in the South African context. The main purpose of the study was therefore to explore whether generational differences among women have an influence on how they approach leadership roles in a South African context. The study also sought to examine whether there are differences in gender identity across the generations as a result of socialisation.

The study adopted a qualitative, life histories methodological approach to address the research purposes. Semi structured interviews were conducted with nine South African women in leadership positions from both the Baby Boomer and Generation X generational cohorts. The two generational cohorts were selected as they make up the majority of the current workforce while also being more likely, due to their age, of occupying leadership positions. The interviews were recorded and transcribed, and were imported into Atlas.ti for data analysis.

The findings indicated that mothers played a dominant role in the socialisation of women, while fathers were significantly less present in the women's stories. In terms of the effect of socialisation on career and leadership expectations, Baby Boomers were taught that they should be 'stay-at-home-mothers' and after having raised their children could then begin their careers. Generation X believed that they could be career women just as easily as 'stay-at-home-mothers'.

Despite both generations favouring a transformational approach to leadership, each generation differed in the way it practiced leadership. Baby Boomers led in a shared, structured and empowering manner, whereas Generation Xs focused on being attentive, unlocking potential, identifying talents of followers, and assisting in the growth and development of followers within their leadership approach.

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CHAPTER 1: INTRODUCTION TO THE STUDY

1 INTRODUCTION

1.1 BACKGROUND

Currently the workforce in South Africa is made up of four different generations, each of which brings its own perceptions, values and dimensions into workplace leadership. Leaders develop as a result of the vital interaction of personal values, particular circumstances or influences of their personal histories and personal events which motivate and set in motion their actions (Madsen, 2007). This can be attributed to the occurrence of generational differences which are a result of various influences within the environment during early socialisation and further impact on the development of the individual's personality, values and expectations (Macky, Gardner & Forsyth, 2008).

Ely and Padavic (2007) describe that the research on women leaders and managers has grown exponentially during the last thirty years. Nkomo and Ngambi (2009), state that despite this, the body of literature available on women as leaders is as of a result of the studies conducted predominantly from a Western perspective. This means that "African women leaders and managers have been largely invisible in this accumulated body of knowledge" (Nkomo & Ngambi, 2009, p. 50). According to Eagly and Carli (2007), the latest articles in newspapers and business magazines reflect a re-alignment of culture with the idea of women being effective leaders. This indicates a significant contrast from the former sole focus of feminist writings to the current broad mainstream literature taking an interest in women leaders, which is fast becoming popular culture. South Africa has one of the highest numbers of parliamentary positions that are occupied by women. In 2007, South Africa held the eleventh position globally (Gouws & Kotzé, 2007) which has now increased to seventh position (United Nations Entity for Gender Equality and the Empowerment of Women, 2012) and could be attributed to a change in culture.

Globally there is a vast amount of literature on the different leadership styles of men and women (Eagly & Johannesen-Schmidt, 2001; Powell, Butterfield & Parent, 2002;

Rosener, 1990). The importance, however, of exploring and understanding the different generational characteristics of leaders within organisations has received limited attention within the last few years. Notable exceptions are Sessa, Kabocoff, Deal and Brown's (2007) exploration of generational differences in leader values and leadership behaviours as well as Gouws and Kotzé's (2007) study on the role of values of women in leadership positions in South Africa. The little research that is available has not been conducted in the South African context that specifically focuses on the generational influences of women's approaches to leadership.

The majority of the literature available in the South African context has primarily focused on men in leadership and, as such, there is a limited amount of research on women in leadership roles. With the recent global growth in the interest of the effect of generational differences on leadership, the increasing attention has led to a wealth of knowledge concerning the effects on job orientation, attitude, beliefs and perspectives of differing generations within the working environment. Research on this trend should also be examined in the South African context.

Previous literature shows that there are generational differences which affect work values and methods of performing work and are as a result of social trends, childhood socialisation and shared experiences of specific generations (Cennamo & Gardner, 2008; Dries, Pepermans & De Kerpel, 2008). A search of the EBSCOHOST database revealed that the research available has specifically focused on the generational differences in work, psychological traits, personality and motivation and has thus not examined women in leadership positions. In terms of available South African literature on generational differences, the SABINET database has shown that the primary concern of recent research has been on women in leadership positions and not on the possible influence of generational differences.

1.2 PROBLEM STATEMENT

Although some researchers (Cennamo & Gardner, 2008; Dries, Pepermans & De Kerpel, 2008; Lester, Standifer, Schultz & Windsor, 2012; Costanza, Badger, Fraser,

Severt & Gade, 2012) have studied the generational differences between employees, little is known about the generational differences in how women approach leadership. The era in which women were raised is pertinent because even though women still lag in leadership roles, the current social environment is generally more accepting of women in non-traditional roles.

1.3 PURPOSE STATEMENT

The main purpose of the study was to explore whether generational differences among women have an influence on how they approach leadership roles in a South African context. A secondary purpose was to examine whether there are differences in gender identity across the generations as a result of socialisation.

1.4 RESEARCH PURPOSES

This study aimed to address the following specific research purposes:

- Determine how generational differences in the socialisation of women shape their gender identities.
- Determine whether different generations of women differ in their approaches to and views of leadership.

1.5 METHODOLOGY

The methodology used within the qualitative study was that of life history interviews. Interviews were selected as the data gathering tool due to the need for women's subjective experiences of their socialisation and approach to leadership. The advantage of making use of semi structured interviews was to ensure that the basic information was gathered while also to allowing the women the freedom to express additional information which they perceived as important to the study. Interviews also provide the advantage of allowing a researcher to collect more in-depth information. In addition life histories methodology was used as this type of research is based an

individual's account of their experiences and the way in which they explain these meanings which was the overall focus of the study (Saunders *et al.*, 2010).

The interviews were recorded by making use of a Dictaphone. The data was then transcribed verbatim and a copy of the transcription of the interview sent to each woman to ensure that the data gathered had been correctly noted down. The researcher then coded the data by making use of a computer program and thereafter began to identify themes. The themes were then written up into the findings chapter.

1.6 IMPORTANCE AND BENEFITS OF THE PROPOSED STUDY

The research on women in South Africa, as previously shown, has been limited as research in the past focused on men in leadership positions. It is, thus, important to advance the knowledge of women in leadership positions. Firstly, to recognise that women were predominantly excluded from such positions and secondly, to continue the current trend in the re-alignment of culture that creates an awareness of women as effective leaders. The pattern of the global research on employees is currently focused on generational differences as a result of the work force, comprising four different generations of individuals in employment. Therefore, the pattern of research needs to be contextualised in South Africa and the results thereof explored.

Academically and practically, examining this section of research in South Africa will enlarge the current body of information about generational differences. The research would be most beneficial if it is focused on women, as this area of research has predominantly been focused on stereotypes of women (Gouws & Kotze, 2007) as leaders. There is a great need to examine the possible effects of generational differences, specifically with the diverse experiences of women due to changes in attitudes about the role of women and the historical context shaping their gender identities.

1.7 DELIMITATIONS AND ASSUMPTIONS

1.7.1 Delimitations

The study examined only two groups of generational cohorts namely the Baby Boomers (1950-1960) and Generation X (1961-1974). The Traditional or Silent generation was excluded as this generational cohort would typically have retired from working. In addition, the Millennial generation was excluded because this generational cohort recently entered the work force and would most likely not have held significant leadership positions as of yet. The study was limited to women leaders in the workforce as they are still currently seen as a minority group within South Africa and furthermore, there is less literature available on this group.

Although this study should have been conducted across South Africa in order to generalise the findings, this was not feasible. Thus, the sample was confined to the Gauteng province, specifically to the city of Pretoria. The study was too impractical to be conducted in all provinces within South Africa because of the limited funds and time resources available to the researcher.

The study focused on gaining a subjective understanding of the different generations approaches to and views on leadership and it should be noted that the interest of the study was not in measuring these women's styles of leadership. Therefore, the literature review on leadership is rather brief and in outline form. The goal is simple, to gain the women's subjective overall views about leadership.

1.7.2 Assumptions

The first assumption was that there would be generational differences in women's gender identity and socialisation. The second assumption was that there would be generational differences in how they think about their leadership roles. The third assumption was that selected participants would be willing to express and vocalise their life stories and the necessary information required within the interview.

1.8 DEFINITION OF KEY TERMS

The study involved several important terms which needed to be defined within the context of the study and are done so below.

Generational cohorts: Kopperschmidt (2000, p. 66) defines generational cohorts as an “identifiable group that shares birth years, age location and significant life events at critical developmental stages”.

Generational Identity: Joshi, Dencker, Franz and Martocchio (2010, p. 392) describe generational identity as a “multifaceted construct that is broadly defined as an individual’s knowledge that he or she belongs to a generational group/role together with some emotional and value significance to him or her of this group/role membership”.

Gender identity: Alvesson and Due Billing (2009, p. 97) state that “identity marks the experienced consistency and distinctiveness of a person. It answers the question ‘Who am I?’ through referring characteristics and orientations that a person believes defines him or her, giving some guidelines for existence.” Furthermore according to Ely and Padavic (2007, p. 1130) “For a woman it develops from the stories she tells herself about what it means to be a female, how being a female shapes who she is, and how it influences what happens to her. The process works similarly for a man”.

Gender socialisation: Eagly, Wood and Diekmann (2000, cited in Powell & Butterfield, 2003, p. 89) describe gender socialisation in the following terms: “...cultures communicate shared expectations of the types of behaviour and conduct that is expected from males and females”.

Gendered: Pilcher and Whelehan (2004, p. 86) describe something being gendered “when it is, in and itself, actively engaged in the social processes that produce and reproduce distinctions between men and women”.

Leadership: “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2007, p. 3).

1.9 OVERVIEW OF THE STUDY

The study contains six chapters, Chapter One provided an introduction to the study by supplying the background to the study by means of explaining the reasoning behind the chosen topic. This section also included the assumption and delimitations as well as key terms which were important to define within the study.

Chapter Two examines the existing literature on the various key terms identified as important within the study. The chapter has three subsections, namely, research on generational cohorts, research on women in leadership and generational differences in leadership approaches. The first subsection involves the presentation of existing research on generational cohorts which includes distinguishing between the various generational cohorts, the differences between the cohorts i.e. characteristics, values etc., the generational differences in work and finally the gender socialisation of women. The second subsection involves the presentation of the research on women in leadership and examines the gender differences in leadership, the gender stereotyping of leadership and the work-family balance for women leaders. The final subsection examines the generational differences in leadership approaches.

Chapter Three provides a detailed outline of the research methodology used throughout the study. The chapter initially sets out the research paradigm, strategy of inquiry and data collection method used within the study. The chapter then illustrates the method of data collection, the sources of data, the manner in which the data was recorded and finally the method in which the data was analysed. Finally the most critical aspect of the study is discussed, which was ensuring the quality of the study. Trustworthiness which involves transferability, credibility, dependability and confirmability are discussed and the chapter ends with the discussion of the ethical considerations taken during the study.

Chapter Four provides a detailed outline of the findings which are categorised into five key themes. Chapter Five then follows on this by providing a discussion, which examines the comparability of the literature to the findings. The chapter also provides the findings to the research purposes set out above. Finally, Chapter Six provides a conclusion to the findings of the study, the limitations and future research implications of the study.

CHAPTER 2: LITERATURE REVIEW

2 INTRODUCTION TO THE CHAPTER

It might be well established in the literature that there are generational differences in terms of the way in which generations act and perceive the world, however, a great deal of this literature is stereotypical about the generational cohorts and the differences that exist between them. Furthermore, although the current literature takes into consideration gender differences of the various generational cohorts in terms of their approaches to leadership, this is viewed from the perspective of Western society. The literature focuses on the differences in behaviours, perceptions and traits of the differing generational cohorts, the leadership styles of men and women and leadership theories, but fails to take into account differing leadership perceptions and views of women in their respective generational cohorts. The focus of this discussion will endeavour to review the evolution of literature on several domains. The most prominent aspects to be reviewed in terms of the generational cohorts are the definitions of the differences between the cohorts and the characteristic ways in which these generations work within organisations. A review of the development and shift of leadership literature will follow this and will outline the early leadership theories, trait theories, behavioural leadership, situational leadership and finally the most current leadership approaches, transactional and transformational leadership. The final discussion will examine the research that has been conducted on women and leadership. The main aspects to be covered include examining the gender differences in leadership, the gender stereotyping of leadership, work-family balance of leadership and finally the generational differences in leadership styles.

2.1 RESEARCH ON GENERATIONAL COHORTS

2.1.1 Generational Cohorts

It is important to begin by understanding what is meant by the term generational cohort, as this will form the foundation of the research. According to Kupperschmidt

(2000, p. 364) a generational cohort can be defined as an “identifiable group that shares birth years, age, location and significant life events at critical developmental stages”. This means that generational membership is based on the shared age-group of people within a specific historical time. The significant life events could include wars, advances in technology, transitions in the national and global economies, as well as, any significant historical events that shape the development of human kind. These events have a direct effect on the individuals within that generational cohort in terms of their expectations, experiences, personalities, norms and values.

Strauss and Howe (1991, cited in Kowske, Rasch & Wiley, 2010) identified five different generational cohorts based on the year of birth of the specific cohort. These cohorts also have theoretical descriptors which characterise them. The first cohort born between 1901 and 1924 are the Traditionalists or the GI’s. GI is the name given to any person that was enlisted in the U.S. army; a person who is an army veteran and is usually associated with the generation that fought in World War I during 1914 and 1918. The GI’s are brave and fearless and are dedicated to progress and innovation. There is less concern over their spiritual life and more concern over their outer lives.

The Silent’s or Traditionalists born between 1925 and 1942 have contrasting characteristics to the GI’s which include preferring job satisfaction over innovation and entrepreneurship, being unimaginative, cautious and, facilitators rather than taking on the leadership roles available to them. The Silent’s general values are centred on conformism, maturity, conscientiousness and thriftiness. The work values of the Silent’s are centred around obedience of work rules, loyalty to the company i.e. working for a company on a long term basis and obligation (Dries *et al.*, 2008).

The next generational cohort is the Baby Boomers, who are the generation born directly after the Second World War between the years of 1943 and 1960. This generation is characterised as being critical thinkers and intellectually egotistical, spiritual, controversial, and non-conformist. The general values of the Baby Boomer generation centres around idealism, creativity, tolerance and freedom. Their work

values, however, include the need for a challenging working environment, the tendency to become workaholics, their acceptance of criticism and ability to be innovative (Dries *et al.*, 2008).

The subsequent generation is Generation X born between 1961 and 1981. This generational cohort is characterised as cynical, distrusting, under-achieving, uneducated, shallow, and politically disengaged. Typical values of Generation X include individualism, scepticism, flexibility, control and fun. The work values of Generation X involve being free agents, learning, entrepreneurship, high materialism and maintaining a work-life balance (Dries *et al.*, 2008).

The final generational cohort is those born between 1982 and 2003. This group is described as optimistic and cooperative, team players, trusting, sheltered, and confident. This generational cohort is labelled as the Millennial generation as well as being known as the Echo Boomers, Generation Y, or Generation Next. The general values instilled in the Millennial's include collectivism, positivity, morals and confidence. Their work values are centred around being passionate about what they do a high focus on learning, security in place of stability and a willingness to work.

For the purpose of this literature review, the focus will be on the Baby Boomers, Generation X and Millennial's. The Baby Boomer and Generation X's are the generational cohorts that make up the majority of the working population globally, while the Millennial generation are just beginning to enter the work force and, thus represent the future working population (Kowske, Rasch & Wiley, 2010).

Generational Cohort	Year of birth
GI	1901–1924
Early Silent	1925–1930
Middle Silent	1931–1936
Late Silent	1937–1942

Early Boomers	1943–1948
Middle Boomers	1949–1954
Late Boomers	1955–1960
Early Generation X	1961–1967
Middle Generation X	1968–1974
Late Generation X	1975–1981
Early Millennial's	1982–1986
Late Millennial's	1987–2003

Table 2-1: An illustration of the various generational cohorts groups and respective years of birth

Source: Adapted from Strauss and Howe (1991, cited in Kowske, Rasch & Wiley, 2010)

The generational cohorts as shown in the Table 2-1 above are not all discussed within the study as the sample size would have been too large. In addition, some generational cohorts are no longer employed within the business environment such as the Silent's while others, are too young to be leaders i.e. Millennial's. The two generations that will be used for the purposes of this study will be the Baby Boomers and Generation X.

2.1.2 Generational cohort differences

As stated by Deal, Altman and Rogelberg, (2010, p. 194), it must be kept in mind that an “individuals behavior is a result of an interaction between an individual's predispositions and what behavior the environment encourages and discourages.” With this in mind it is clear that generational cohorts behaviours need to be examined within the context, in which they were raised, are currently living, and their work contexts. Furthermore, Macky *et al.*, (2008), state that generational differences

are theorised to occur because of the major influences that take place within their environment. This environmental influence is one in which socialisation of individuals transpires. The influences that occur from socialisation further impact on the development of individual's personalities, values and beliefs and the expectations that are formed, which will later stabilize in adulthood.

Following what has been previously stated; each generation will most likely proceed and mature through various socio-cultural events. Wars, advances in technology, changes in economy and changes in family dynamics are typical examples. Furthermore, political events such as the fall of the Berlin wall, apartheid and nuclear war threats and socio-economic events such as the recent recession, unemployment, government changes and downsizing is another example (Macky *et al.*, 2008). Each generation will develop varying characteristics that are relative to them and are products of their experiences. This results in each generation being different from the preceding and following generations in terms of personalities, work values and attitudes (Smola & Sutton, 2002). Thus, the socialisation of individuals in different generational cohorts based on the context, will impact them in adulthood with regards to not only their personalities, characteristics and values, but also their work and family life.

Generation	Birth Year	Salient events	General values	Work-related values
Silent's	1925-1945	Great depression World War II	Conformism Maturity Conscientiousness Thriftiness	Obedience Loyalty Obligation
Baby Boomers	1946-1964	Kennedy-King assassinations Moon landing 1960s social revolution	Idealism Creativity Tolerance Freedom	Challenge 'Workaholism' Criticism Innovativeness

Generation X	1960-1980	Aids First oral contraceptive pills Cold War	Individualism Skepticism Flexibility Control Fun	Free agency Learning Entrepreneurship Materialism Balance
Generation Y	1981-2001	Fall of Berlin Wall MTV Internet 9/11-War on terror	Collectivism Positivity Moralism Confidence	Passion Learning Security (not stability) Willingness to work

Table 2-2: A synopsis of the four generations socio-cultural events, general values and work values

Source: Adapted from Dries *et al.*, (2008)

In terms of the cultural differences between the generational cohorts, it is always crucial to examine the effects that culture may have on a particular group. Baby Boomers have generally been raised in two parent families, where the man or husband was the chief breadwinner (single income) and head of the household. This is in contrast with Generation X and the Millennial cohorts, as there has been a shift in the culture of household dynamics. According to Levinson (2010), the family structure has changed, although, the shift did not occur rapidly but rather over time. This coupled with straining economies has resulted in more dual income families, more women entering the work force, and delayed child bearing.

Twenge and Campbell (2008) state that theory exists that purports that a generation is a psychologically meaningful variable, because the generation produces a “snapshot” of the culture that has influenced the upbringing of a person within a specific time. This means that each generation will differ as they have been shaped by distinct experiences that occurred during their critical development periods. Twenge and Campbell (2008) further suggest that the influences of parents, media, friends, value systems and the popular culture at the time of an individual’s socialisation will be the distinguishing factor between one generational cohort and

another. This reasoning follows that a Baby Boomer and a Generation X individual would have different values and beliefs due to their upbringing and influences.

2.1.3 Generational differences in work

Baby Boomers as previously stated were born after the Second World War and were raised in optimistic and positive economic times. Baby Boomers embraced the competitive world of work by working long hours and climbing the corporate ladder, as this contributed to the enhancement of themselves and learning new skills. The main aim of work, according to Collins (1998, cited in Cennamo & Gardner, 2008) for the Baby Boomer employees, was to build careers, and become accomplished in their working environment, as these are the constructs that are valued by this generation. Baby Boomers have sacrificed work-life balance by focusing on hard work, to become recognised as contributing to the organisation and moving up within the hierarchy of the organisation. Having good relationships with co-workers and higher authority is also highly valued by the Baby Boomers (Cennamo & Gardner, 2008).

Generation X on the other hand, was raised in a period which experienced rapid technological advances and social change in terms of financial and family insecurity. As discussed previously, this generational cohort has been described using negative words, however, Generation X's are perceived as independent and committed employees, not to the organisation per se but to their vocations (Cennamo & Gardner, 2008). Further difference shows, that Generation X does not value the hierarchy climb or company loyalty, as the Baby Boomers do, but instead desire, work-life balance and skills development. An area that is comparable in both Baby Boomer and Generation X cohorts, is that both groups worked equally as many hours, although for differing reasons. Generation X was raised in difficult economic times, which meant that they needed to work longer hours, while the Baby Boomers are hard workers by nature and owing to their age and job experience, generally hold higher authoritative positions, lending to more hours on the job.

The Millennial's have also been raised in times characterised by rapid technological advances and more importantly the growth of the internet. As this generation is only just beginning to enter the work force, it is difficult to analyse the differences, although there are several pertaining to the way of work that should be highlighted. Firstly, according to Lyons (1994, cited in Cennamo & Gardner, 2008) Millennial's are more flexible and adaptable to the use of new technology and are focused on the continuous development of their skills. This is further shown in the growing interest and platforms for social networking such as MySpace, Facebook, and Twitter, which allow instant and continuous communication between globally located individuals. Secondly, Millennial's also have high expectations in terms of a work-life balance and want more leisure time. Thirdly, Millennial's are very ambitious and thus expect to be promoted and have rapid career progression within a short period of working within an organisation. Generation X share this impatience of being recognised contributors to the organisation and prefer not to wait for their turn to be promoted, as the Baby Boomers advise.

Millennial's also expect to be trained and developed by their organisations, and prefer to work for organisations that provide financial rewards as well as job satisfaction. Generation X is comparable to Millennial's as both generations recognise that lifelong employment is unrealistic, and thus have low expectations concerning job security (De Hauw & De Vos, 2010).

It has been demonstrated that the Baby Boomers, Generation X and Millennial's are different in the way in which they perceive their work and lives, their needs and wants and the priorities within their lives. Table 2-3 clearly shows the difference between the work perceptions and work values between the three generations. It should be noted however, that the research conducted on generational differences has not focused on differences in gender of the generations but rather generations as a whole.

	Baby boomer	Generation X	Millennial's
Training	Too much and I'll leave	Required to keep me	Continuous and expected
Learning style	Facilitated	Independent	Collaborative and networked
Communication style	Guarded	Centred and spoken	Collaborative
Problem solving	Horizontal	Independent	Collaborative
Decision making	Team informed	Team included	Team decided
Leadership style	Get out of the way	Coach	Partner
Feedback	Once per year	Weekly/daily	On demand
Technology use	Unsure	Unable to work without it	Unfathomable if not provided
Job changing	Sets me back	Necessary	Part of my daily routine

Table 2-3: Generational cohorts work related differences

Source: Adapted from Stanz (2010, p. 47)

2.1.4 Gender socialisation of women

Following on what has been examined in terms of socialisation affecting different generational cohorts - specifically their personalities, work attitudes and behaviours, the effect of socialisation will be examined in terms of shaping women's approach to leadership. Astin and Leland (1991, cited in Madsen, 2007, p. 99), claimed that "leaders emerge from the critical interplay of personal values and commitments, special circumstances or historical influences, and personal events that motivate and

mobilize people’s actions”. From this it is clear that different generational cohorts based on their socialisation at an early age, will most probably make use of differing approaches to leadership.

According to Schoon (2001, cited in Powell & Butterfield, 2003, p. 88), “occupational aspirations at an early age, predict occupational attainment at a later stage.” Furthermore, the development of early occupational aspirations has been attributed to the social learning theory proposed by Albert Bandura in 1978, and many subsequent theories have been based on his work. Farmer (1985) makes use of Bandura’s work by proposing that the development of occupational aspirations are characterised aspirations, which result in learning from three different interactive influences. These influences are firstly, background which encompasses gender, ethnicity and abilities; secondly, psychological or personal influences which includes attitudes, beliefs and previous experiences; and thirdly, environmental and cultural influences.

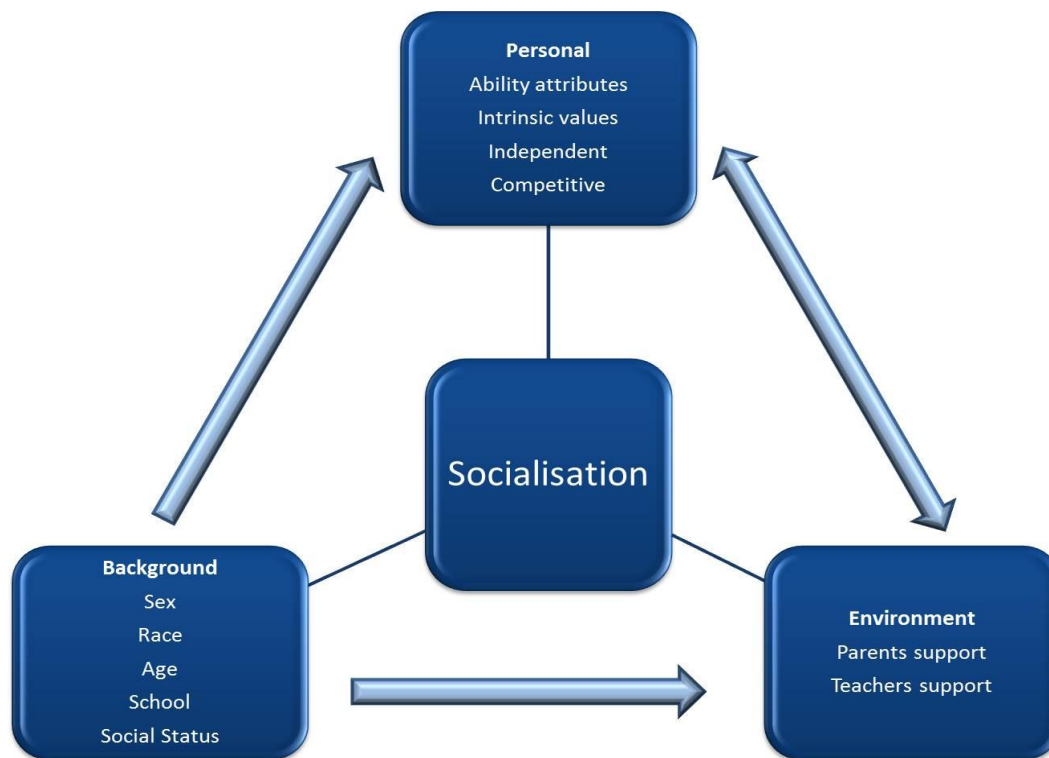


Figure 2-1: Factors influencing socialisation

Source: Adapted from Farmer (1985)

Focusing specifically on theories related to gender and the influences thereof, the social role theory, explained by Eagly *et al.*, (2000, cited in Powell & Butterfield, 2003), show that cultures communicate shared expectations of the types of behaviour and conduct, that is expected from males and females. Individuals from a young age continuously search for gender cues such as, who is allowed and should do what, with whom they are allowed to play and interact, and the ways in which girls and boys differ from one another. The gender cues that are available in the child's environment allow the child to build gender awareness, recognition, perceptions, and reasoning as well as gender identity (Martin & Ruble, 2004). This cultivates the differences in gender that have been entrenched in society. The resultant behaviour is that men seek to enter male dominated vocations as these represent masculine qualities and values, while women seek to enter feminine vocations, as these represent feminine qualities and values.

Following this pattern of thought is that individual's gender identity or sex-role identity (established from childhood) which is described as the concept of possessing masculine or feminine characteristics, predicts occupational aspirations. This means that individuals, who describe themselves in more masculine characteristics i.e. have a male gender identity which reflects male stereotypes, are more prone to aspire to top management. According to the study conducted by Powell and Butterfield (2003) although men tended to aspire to male-dominated occupations and females to a lesser degree, to female-dominated vocations, recent studies have found that women's occupational aspirations have become more similar to men's. These changes may reflect a societal change.

Henning and Jardim (1977, cited in Madsen, 2007), argue that successful leaders are those that exhibit more masculine characteristics, behaviour and attributes such as drive to achieve, task orientation, competition, and ability to take calculated risks. The authors further state that these behaviours and qualities are a result of childhood interactions and experiences. Women in leadership positions portrayed qualities as children such as being highly achievement orientated, being held in high regard by teachers, highly competent and admiring their father's occupations and activities. In addition, these women leaders were able to participate in activities that

were seen as male activities. Their fathers encouraged them to move beyond stereotypical roles and activities reserved for females. Women leaders in a study by Stephens (2003) often had a mentor or aunt who acted as a positive role model throughout their childhood. As young women, they felt more comfortable with adults than their peers and had open relationships with their parents.

According to Levin and Currie (2010, p. 153):

Mothers and fathers play different roles in the development of young people. These differences are especially pronounced in middle childhood and adolescence when young people undergo physical, behavioural and social changes (Collins and Russell, 1991, cited in Levin). This is further complicated by the gender of the child with distinctions in perceived family support found between mother-son, mother-daughter, father-son and father-daughter relationships (Russell and Saebel, 1997).

In their study Levin and Curry (2010) found that equivalent percentages of boys and girls reported easy communication with their mother, approximately 79 per cent. However, there was a significant gender difference in ease of communication with their father. 62 per cent of boys and 44 per cent of girls reported easy communication and overall girls were more than twice as likely to report difficult communication with their father as with their mother.

School years seem to have contributed to the growth, development and success of these women leaders. In many studies on women leaders, it has shown that those highly supported by their families, friends, and communities may have resulted in their aspirations and motivation to study further, and thus have the knowledge and skills to become leaders. This coupled with the three findings in Robinson's (1996, cited in Madsen, 2008) study indicated that many women leaders at a young age felt that they were leaders among their class mates, and felt that they were competent. In addition, most realised that leadership was also an honour and responsibility. These experiences further increased aspirations to become leaders. Furthermore, Robinson (1996, cited in Madsen, 2008, p. 52) also found that women "sought

education in virtually all their experiences.” Women of different generations would have had different experiences of socialisation which ultimately affected their gender identity. This can be seen for instance as Baby Boomers have a “you-can-have-it-all” (Interchange group, 2006) mentality. They believed that they could maintain their careers while caring for their families. Career models ranged from linear models to non-linear models.

Linear career models typically occurred when women competed with men until the “glass ceiling” had been reached and non-linear career models occurred were women expected to have a “time-out” to raise their families. These Baby Boomer role models held mostly traditional roles and by not moving beyond the “glass ceiling” shows that they did not go into management positions. Generation X, however, has the mentality that family comes first, although it may be delayed. Career models ranged from having multiple careers over a lifetime versus being a “stay-at-home-mother” who may be an entrepreneur (Interchange group, 2006). Generation X would have had a greater exposure to women in non-traditional roles.

2.2 RESEARCH ON WOMEN IN LEADERSHIP

According to Miner (1993, cited in Eagly & Carli, 2003), historically the theories and research surrounding leadership have been understood in terms of stereotypical masculine qualities, male experiences and behaviour – assertive, commanding and powerful. In order for an individual to be a successful leader, they had to exhibit masculine behaviours and qualities. Fine and College (2009), describe leadership as being based on the male ideology, as there is a great lack of representation of women in literature and the style of leadership is based on masculine qualities. Women’s leadership styles are described as unique and are characterised by nurturing, collaborating and encouraging specific qualities and behaviours (Rosener 1990, Eagly & Johannesen-Schmidt, 2001).

In addition to these behaviours and qualities, leaders in the past, according to Lipman-Blumen (1996, cited in Eagly & Carli, 2003), based their authority on the ability to gain access to power in political, military and economic contexts. This,

however, as shown in current literature, has shifted and the idea that women may also be successful leaders has begun to surface. This is particularly noted in an announcement by Business Week, that women have the “Right stuff” (Eagly & Carli, 2003). A further shift has occurred in the view of leadership, as it is no longer based on the access to power, but rather on teamwork, collaboration, support, empowerment and engagement of followers (Eagly & Carli, 2003).

While the research on leadership has focused primarily on men, there has been growing attention on women in leadership. Haslam and Ryan (2007) summarise the focus of historical research into gender and leadership, the under-representation of women leaders and reasons for the inequality in gender, with four explanations commonly found in literature. These are namely, “over sexism in the workplace, perceived incompatibility between women’s abilities and the requirements of leadership, women’s competing responsibilities in the home and women’s fear of success” (Haslam & Ryan, 2007, p. 530).

2.2.1 Gender differences in leadership

Specifically there is a body of research that focuses on gender differences in leadership approaches. This research focused on whether men and women lead differently. Despite mixed results in different studies, Eagly and Johnson (1990) conducted a meta-analysis and reported that male and female leaders performed similarly in both interpersonal and task orientated assignments within the studies conducted. The results, thus show, that men are capable of leading with an interpersonal approach, while women, are capable of leading by focusing on task orientated approaches. The differences that were found indicated that women were more likely to use participative or democratic approaches, whereas their male counterparts made use of more directive and autocratic approaches.

As noted previously, today women have begun entering the work force and assuming positions of leadership at much higher rates than previous generations. These women according to Rosener (1990) are making use of skills that are unique to women leaders, which they have developed from socialisation in childhood and

from 'sharing their experiences'. Traditionally, there have been few women in the work place owing to discrimination and stereotypes and not necessarily due to their lack of ability. Rosener (1990) describes how overcoming the obstacles faced by women have enabled them to develop skills that are focused on co-operation and becoming more flexible, as well as encouraging other discriminated against minority groups into becoming involved. Furthermore, qualities that are stereotypically reserved for women are proving advantageous for women leaders. Such qualities include, communication, interpersonal skills, resolution of conflict, and prioritising. Yet no-one has really examined whether these qualities differ among women from different generations.

Rosener (1990) in contrast to Eagly and Johnson's (1990) study describes the differences between male and female leadership with the belief that men view job performance as a "series of transactions with subordinates-exchanging rewards for services rendered or punishment for inadequate performance" (Rosener, 1990, p. 120). Men are more likely to use the power and formal authority afforded by their position and organisation. This is in contrast to women who "describe themselves in ways that characterise 'transformational' leadership-getting subordinates to transform their own self-interest into the interest of the group through concern for a broader goal" (Rosener, 1990, p. 120). Women leaders also tend to ascribe their power to personal characteristics such as charisma, interpersonal skills, hard work or personal contacts, rather than to the organisation or leadership position.

Rosener (1990) describes women's leadership style as interactive leadership as women actively work to make interactions with subordinates positive. Women typically "encourage participation, share power and information, enhance other's self-worth and get subordinates excited about their work" (Rosener, 1990, p. 120). Rosener (1990), further states that women leaders believe that in creating a winning situation for the employees and the organisation, subordinates should be allowed to contribute and feel powerful.

The women leaders in Rosener's (1990) study believe that employees perform at their best when they feel good about themselves and their work, so it is important to

create situations that can contribute to these feelings. Leaders must therefore strive to energize and enhance employee's sense of self-worth. Women leaders further described their aim to make employees feel part of the organisation, with the following examples, by encouraging employees to voice their opinions, by setting performance goals and determining strategy. Women leaders believe that although it is important to ensure participation, in certain situations, such as conditions which have a limitation on time, participation does not work and the leader must forgo her participatory approach and make a decision (Rosener, 1990).

According to Rosener (1990), sharing power accomplishes several things according to women leaders.

- It creates employee loyalty by demonstrating that employees are trusted and their ideas are respected.
- It provides an ideology of sharing information and improves communication through-out the organisation.
- It increases the collaboration in solving problems and increases creativity in finding solutions.
- Enhances the self-worth of employees as sharing information and encouraging participation makes employees feel important.
- Increases the probability that employees will share information concerning risks before these risks evolve and escalate to serious problems (Rosener, 1990).

2.2.2 Gender stereotyping of leadership

Another body of research has focused on gender stereotyping of leadership and management. Alvesson and Due Billing (2009) indicate that the extensive research conducted on women and leadership can be divided into two perspectives. On one hand, there is research that proves that there are relatively few or no differences in gendered leadership, while the other body of research is focused on the gender stereotype of leadership. According to Powell *et al.*, (2002, p. 178), “stereotypes tend to be durable over time” as a result of being reinforced by social and cognitive

mechanisms. Stereotypes of men and women have remained unchanged even though the roles, rights and attitudes of women have changed.

Research on stereotypes has shown men as having “agentic” (Powell *et al.*, 2002, p. 178) qualities such as being, daring, assertive, courageous, strong, decisive, competitive and in control (Rosener, 1990). Women have typically been expected to be mothers, wives, teachers and nurses. In these roles there is the expectation that women possess communal qualities such as being cooperative, supportive, understanding, gentle, kind, and affectionate, while providing service to others. Their satisfaction and sense of self-esteem is to be derived from the act of helping others which includes their spouses. Men and women have also had different career opportunities. Women have typically pursued different opportunities to those of men and upon entering the world of business they have found themselves in positions consistent with roles they have played at home i.e. staff positions rather than line positions in the fields of communications and human resources (Rosener, 1990).

Schein (2001) explains that one of the most important hurdles for women to overcome is the persistent stereotype that relates management to being male. Underlying this ideology is that men are perceived as more qualified by “virtue of such sex-typing” (Schein, 2001, p. 676) than that of women. In addition, the international studies conducted by Schein and colleagues, indicate that the “think manager-think male” phenomenon is global, and is especially perceived as such by men. Women are also perceived as less likely to possess the required management characteristics. In a study conducted by Booysen and Nkomo (2010) within the South African context, the findings indicated that men were perceived to more likely possess the characteristics that are necessary to become successful managers. This shows a link that the “think manager-think male” phenomenon is also perceived within the South African context and is not limited to Western society.

According to Schein (2007) the higher the organisational level, the greater the gender gap and the more prominent the barriers to women in management positions. Powell *et al.*, (2002) indicate that as long as the perception that masculine characteristics are highly valued in top management, the longer those who enter into

management positions will be required to act accordingly. Organisational structures, policies and practices marginalize women, while supporting their male counter-parts. In addition, male models of thinking, feeling and acting are supported within organisations, while female models are devalued (Fine & College, 2009). Furthermore, managerial stereotypes act as self-fulfilling prophecies, due to the self-selection, organisational selection and organisational socialization that is entrenched into organisational cultures which reinforces the perception of a good manager as masculine.

The glass ceiling is a commonly described and depicted metaphor in the top echelons of management, being dominated by males. Greenhaus, Callanan and Goldshalk, (2008, p. 326) describe the glass ceiling as “a barrier so subtle that it is transparent, yet so strong that it prevents women and minorities from moving up into the management hierarchy”. Haslam and Ryan (2007) describe the metaphor of the glass cliff which is an extension of the glass ceiling metaphor. Women are described to be more likely to find themselves on a glass cliff, which means that their leadership positions are relatively more risky or precarious. These leadership positions are typically more prone to involve the management of organisations that are in crisis. Haslam and Ryan (2007) indicate that as a result of the company being in crisis, more attention will be directed to the company’s poor performance. This in turn will lead to “two relatively rare events” (Haslam & Ryan 2007, p. 531) being misconstrued as a result of one another, a woman being appointed as a leader and the continued poor performance of the organisation. The individual’s abilities as a leader will come under fire rather than the situational and contextual factors that affected the company, even though the woman was employed after the company showed a decline in performance. This, therefore, leads to the increased stereotypical belief that women are not good leaders.

2.2.3 Work-family balance for women leaders

A third body of research has focused on the issue of work-family balance for women in leadership roles. According to Alvesson and Due Billing (2009), researchers have shown that the work-family connection disfavours women. Women are less likely to

take on positions which require a great amount of travelling, long working hours and relocation as their family obligations come first. “Women continue to be the ones that interrupt their careers, take more days off, and work part-time” (Eagly & Carli, 2007, p. 68). This means that a women’s job experience is less than their male counterparts and damages, not only their career paths, but also limits their earnings. In addition, Gouws and Kotze (2007) point out that leadership avenues are more open to men. Male career paths are linear and uninterrupted compared to their female counterparts. Eagly and Carli (2007), describe the metaphor of women’s paths to leadership as similar to the passage within a labyrinth. Although a woman’s path or goal of leadership is attainable, however, there are “twists and turns, both unexpected and expected” (Eagly & Carli, 2007, p. 64) which acknowledges the obstacles of a career path, but is not entirely discouraging. Thus, women experience considerable angst in their efforts to balance work and family. It is important to investigate whether generational differences exist in how women perceive the trade-offs between work and family and choices thereof.

Those that do take on leadership positions experience a double burden, which involves their family responsibilities and the roles and responsibilities of their jobs. Eagly and Carli (2007) state that one problem with women taking on this double burden is that they have little time for socialising with colleagues outside of work hours, to build networks and relations and prove their organisational citizenship i.e. commitment to the social sphere of the organisation. This means that women “underinvest in social capital” (Eagly and Carli, 2007, p. 68) of the organisation, which is even more important for the advancement to management positions than skills or performance.

2.3 GENERATIONAL DIFFERENCES IN LEADERSHIP APPROACHES

Arsenault (2004, p. 129) explains that “differences in the attitudes, values, and beliefs of each generation e[a]ffect how each generation view leadership”. Furthermore, Zenke (2000, cited in Arsenault, 2004) states that these differences manifest in different leadership styles. Salahuddin (2010, p. 2) describes transformational leadership as focusing “on the ability of leaders to influence and

inspire followers through their visions, creativity, goals and actions”. Salahuddin (2010) described participative leadership as focusing more on the consensus aspect of the organisation to meet leader’s goals. It is thus the leaders desire to create a sense of ownership in the decision-making process. Two pertinent studies by Arsenault (2004) and Salahuddin (2010) on the leadership styles and characteristics of Baby Boomers and Generation X have been discussed below.

Baby Boomers, according to Salahuddin (2010), believe in the participative approach to leadership. However, they experience difficulty in implementing it in the work environment. Salahuddin (2010) explains that Baby Boomers require skills in understanding, listening, communicating, motivating and delegating, which they lack. Furthermore, Baby Boomers admire competence as their top leadership characteristic, with forward-looking and inspiring as secondary characteristics (Salahuddin, 2010). In addition, according to the study conducted by Arsenault (2004); Baby Boomers indicated a higher preference for caring, competent and honest leader characteristics. The comparisons between the two studies show that the competence of a leader is the most significant characteristic valued by Baby Boomers.

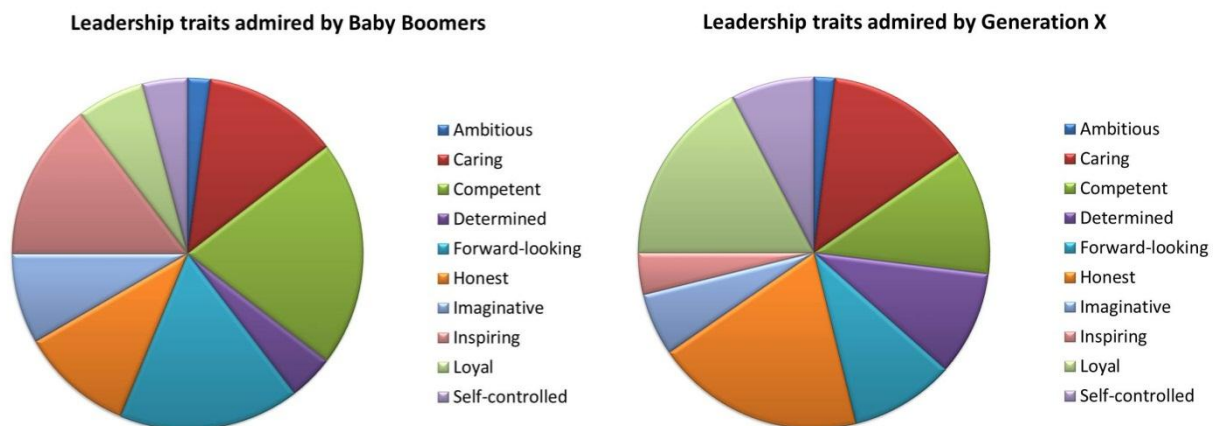


Figure 2-2: Pie charts representing the leadership traits admired by Baby Boomers and Generation X’s.

Source: Adapted from Salahuddin (2010)

Generation X’s, however, led by challenging the thinking and ideas of others and bringing in the masses to the decision-making process. Salahuddin (2010) adds that

Generation X's may lack people skills and that their forwardness may affect employee retention. Generation X however, admires honesty as the top leadership characteristic, with loyalty and caring as secondary leadership characteristics (Salahuddin, 2010). The results of Arsenault's (2004) study for Generation X and Millennial's indicate that they want leaders who challenge the system and create change. The comparable leadership trait deemed as most important by Generation X within both studies is thus the ability to challenge the status quo. Table 2-4 details the preferred leadership styles of Baby Boomers, Generation X and Millennial's.

Generation	Preferred leadership style
Baby Boomer	<ul style="list-style-type: none"> • Prefer equally designated authority and consensus. • Passionate and concerned with the participation and spirit in the workplace. • Embrace lots of communication, sharing responsibility, and respect from each other's self-direction. • Despise the traditional hierarchy and make every effort to turn the hierarchy upside-down.
Generation X	<ul style="list-style-type: none"> • Tend to be fair, competent and straight-forward. • Do not respect authority as past generations have as they prefer egalitarian relationships. • Like to be challenged and thrive on change. • Brutal honesty is a trademark of this generation.
Millennial's	<ul style="list-style-type: none"> • Prefer a polite relationship with authority. • Like leaders who pull people together. • Believe in collective action and a will to get things changed.

Table 2-4: Differences in the preferred leadership styles of differing generations

Source: Adapted from Zemke (2000, cited in Sessa *et al.*, 2007) and Conger (2001, cited in Arsenault, 2004).

Although the leadership approaches of the Baby Boomers and Generation X's has been discussed above, these studies have taken place in Western society and among both genders. It is thus still pertinent to identify the leadership approaches of

Baby Boomers and Generation X's in South Africa, particularly as Arsenault's (2004) definition of generational leadership centres on the differences in attitudes, values and beliefs of each generation. This brings to mind one of the most significant factors that have shaped Baby Boomers and Generation X's attitudes, values and beliefs in South Africa, which was the political history of the apartheid regime. This factor is illustrative of the vast differences between the Western Baby Boomer and South African Baby Boomer generations. The study will endeavour to establish the approach to leadership of the South African Baby Boomer and Generation X women.

Although women leaders began entering the working world some time ago, they have only recently been considered in literature. There are various authors (Eagly, 2007; Madsen, 2007; Rosener, 1990) that have focused on women's leadership approaches and the generational differences in leadership styles. However, there has been virtually no focus on different generations of women and whether or not they have a particular approach to leadership. It has also been noted that gender socialisation in childhood may affect leadership approaches and perspectives in later adulthood. Therefore, the study aimed to determine whether or not generational differences exist between women's leadership approaches and whether or not the gender socialisation experienced in childhood affects the leadership approach of women.

CHAPTER 3: METHODOLOGY

3 INTRODUCTION TO THE CHAPTER

This chapter explains the methodology used for the research undertaken in the study. It covers the research paradigm, strategy of inquiry, the method used to collect the data and the sample and context of the data. Furthermore, a detailed explanation of the data is provided in terms of the sources of data, the specific way in which the data was collected, how the data was recorded and finally how the data was analysed.

Two additional sections, relating to trustworthiness and ethical considerations, are included in the report. The researcher details how the quality of the data was maintained through-out the study and the ethical issues taken into consideration during the research process.

3.1 RESEARCH PARADIGM

The research paradigm that guided this research was interpretivism. Interpretivism, as the word suggests, is the study and practise of interpretation. The interpretive approach endeavours to understand phenomena by making use of the meaning that people have assigned to the phenomena. The interpretivist approach is described by Maree (2010, p. 59) as the “attempt to put themselves [researchers] within the authors ‘horizon’ in order to reconstruct meaning of the text” or life story undertaken by researchers. The aim of interpretivism is to extend a perspective or analyse a situation, in order to provide insight into the manner in which a group of people make sense of a phenomena or situation that they experience. Interpretivism is based on several assumptions. Firstly, as described by Maree (2010), human life can only be understood from an internal perspective and not from an external or detached reality. The focus of interpretivism is thus on the subjective experiences of people and the manner in which they “construct” the social world by meanings that are shared and how people interact with, or relate to one another.

The second assumption is based on recognising that social life is a unique human product. Reality is thus socially constructed, so in order to understand the reality of a person, the person should be placed within their social context and social situation. In this way the unique perceptions that people possess about their own activities will be better understood and the researcher would be able to interpret the constructed meanings given to activities.

The third assumption is that a person's "mind is the purposive source or origin of meaning" (Maree, 2010, p. 59). In order to gain an understanding of the meanings borne by people to phenomena, researchers should begin by examining the richness, depth and complexity of a phenomena and the social context. Researchers will then need to explore and gain insights into how 'meanings' attached to phenomena, are constructed. This understanding will enable researchers to derive a holistic understanding of people.

The fourth assumption is that a person's behaviour is affected by the knowledge they have of the social world. Interpretivism suggests that there are multiple realities of a phenomenon and not solely single realities. Furthermore, interpretivism suggests that these realities differ over time and the place in which they are constructed (Maree, 2010). Therefore, as a person's knowledge and understanding of reality increases, so does a person's theoretical and social framework. Social theory informs our understanding of issues and our ability of making sense of the world.

Finally, the social world according to Maree (2010) does not "exist" separately from the knowledge of people. This means that the knowledge that a person has is based on the experiences that they have had. Researchers are thus influenced by their own knowledge and understanding of phenomena in terms of the way in which the research is conducted. Due to the research representing the shared experiences of women's socialisation and their approaches to and views of leadership, the interpretivist paradigm was most suited to the study. A diagrammatic presentation of interpretivism is presented in Figure 3-1.

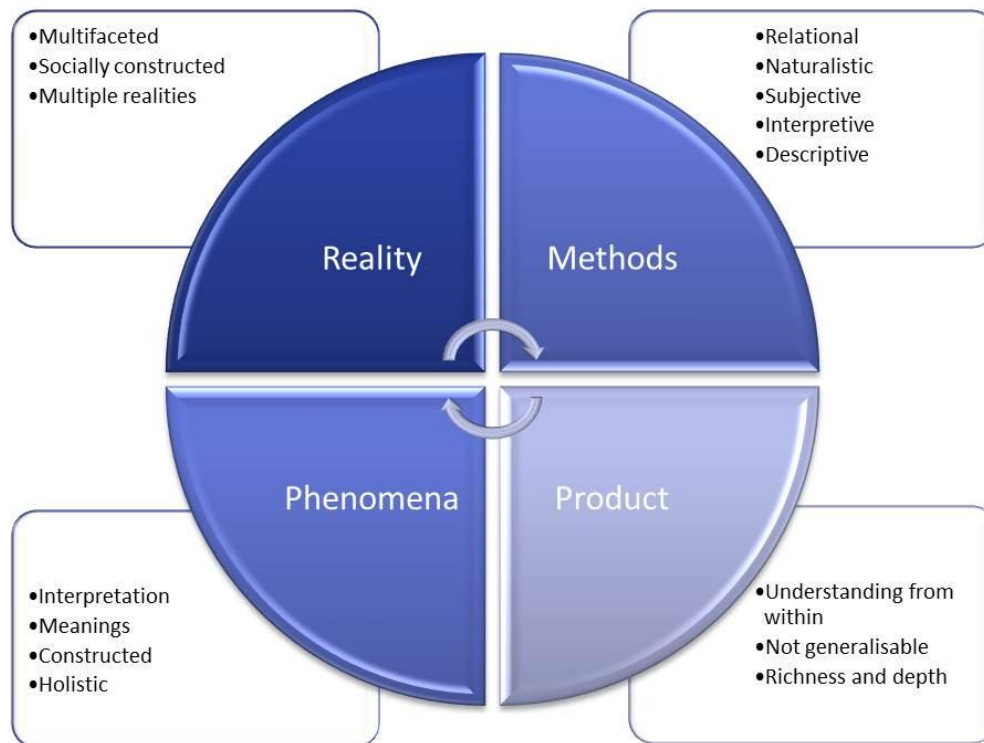


Figure 3-1: Diagrammatic representation of interpretivism

Source: Adapted from Maree (2010)

Axiology can be defined as “a branch of philosophy that studies judgements about value” (Saunders, Lewis & Thornhill, 2009, p. 116). It is important to take axiology into consideration as this branch takes into account the role that a person’s values play in research. Heron (1996, cited in Saunders *et al.*, 2009) states that a person’s values are the guiding action for all the behaviours that people engage in. Researchers should be able to express their values as a basis for making judgements and in this way will show their axiological skills. This means that the researcher should examine the formulation of a person’s values which lead to specific behaviours. Therefore, to add to the credibility of the research results it was important to take note of the researcher’s values through-out the process of the research.

Ontology as described by Saunders *et al.*, (2010, p. 110) is “concerned with nature of reality”. Ontology thus raises questions about the assumptions held by the researchers, about the way in which the world functions and the associated views. The qualitative research approach thus focuses on the social construction of

people's ideas and concepts, how and why they interact with one another, their motives and the relationships that they have formed (Maree, 2010). Maree (2010, p. 54) further states,

We can therefore say that it is about the 'deeper' meanings of social actions; how these are interpreted, understood and appreciated by individuals and groups and how they have been shaped over time and history by a series of social, political, cultural, economic, ethnic and gender factors and then crystallised into a series of structures that are now taken as 'real'.

This means that the world cannot be understood from an external reality but can only be understood from within. This further purports that the researcher's reality should not be separated from the research, and thus required the researcher to keep notes about their feelings, perceptions and experiences, so that the findings would be viewed in a more objective manner, therefore, ensuring the trustworthiness of the data.

Epistemology was also considered within the study. Epistemology is defined by Maree (2010, p. 55) as "how things can be known", and includes, how a person knows reality and the method used to get to know the nature of reality. Maree (2010, p. 55) adds that qualitative researchers propose that the world is made up of people, who have "...their own assumptions, intentions, attitudes, beliefs and values" and the way in which researchers uncover this constructed reality is by exploring the experiences of others. "Qualitative research therefore acknowledges an interactive relationship between the researcher and participants as well as between the participants and their own experiences and how they have constructed reality based on those experiences" (Maree 2010, p. 55). An illustration of the researcher and respondent's realities is depicted in Figure 3-2.

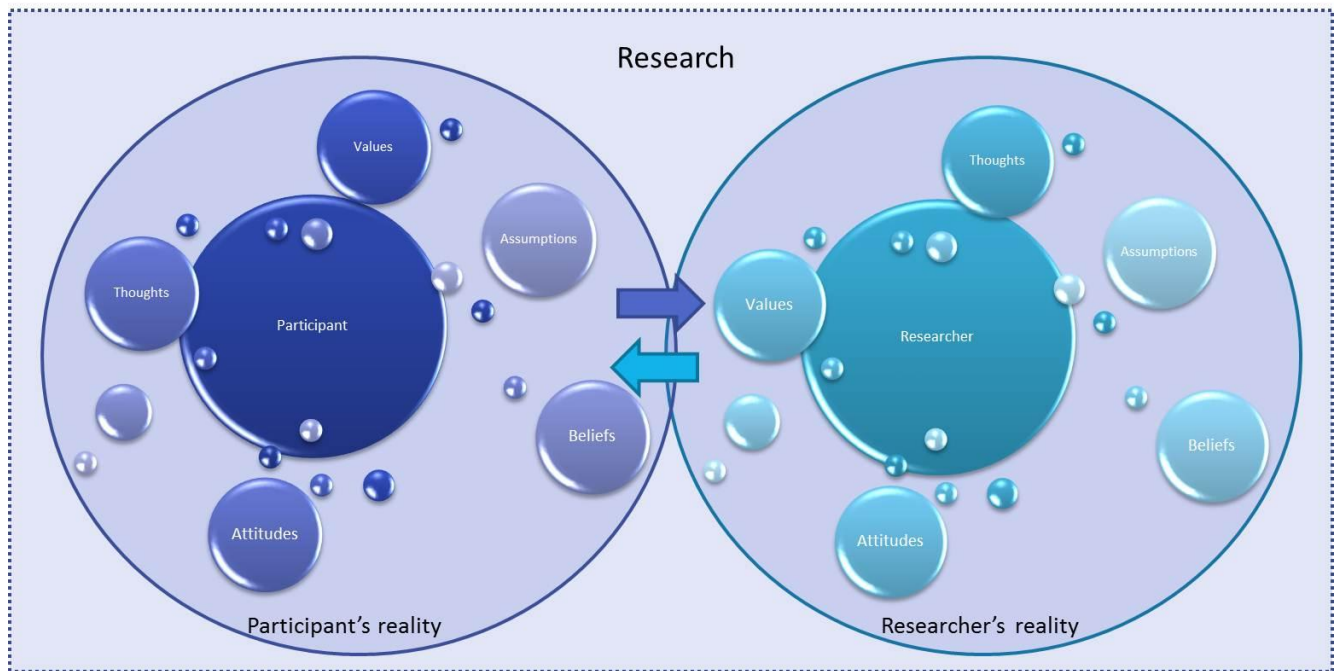


Figure 3-2: Graphical representation of the realities between the researcher and the participant

3.2 STRATEGY OF INQUIRY

The study followed a qualitative design which according to Creswell (2007, cited in Maree 2010, p. 259), “is an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting”. The strategy of inquiry used within this study was the life history methodology. As there is little information about the area of study, the life histories strategy allowed the collection of qualitative data in order to reconstruct the life history of the woman (Mouton, 2001).

This type of research is according to Saunders *et al.*, (2010) based on individual’s account of their experiences and the manner in which they explained these meanings. These meanings are usually depicted through a person’s subjective interpretations and individuals relate them to constructs within their social world. Life history and life stories are sometimes used interchangeably. “Life-stories express the storytellers’ identities, which are products of the relationship between life experiences and the organized stories of these experiences” (Shamir & Eilam, 2005, p. 402). According to Gergen & Gergen (1986, cited in Shamir & Eilam, 2005, p.

402), life stories which are self-narratives refer to the “individual’s account of the relationships among self-relevant events across time. In developing a self-narrative the individual attempts to establish coherent connections among life events.” According to Shamir and Eilam (2005) “the narrative method views individual descriptions, explanations, and interpretations of actions and events as lenses through which to access the meaning which human beings attribute to their experience.” However, life history is a broader methodology in the sense that the focus is on understanding the life story of an individual within the relevant historical and social context. Watson (1976, p. 97) further argues that the only aim of life history “is a commentary of the individual’s very personal view of his own experience as he understands it.” Watson and Watson-Franke (1985, p. 2, cited in Tierney, 2000) add that “life history is any retrospective account by the individual of his life in whole or part, in written or oral form, that has been elicited or prompted by another person.”

Due to the research having focused on the generational differences in women’s approach to leadership, it was important to gain an understanding of the socialisation and upbringing of the two different generations. Gathering this type of data required data collection based on the women’s life histories taking into consideration the relevance of historical events occurring during the eras in which they were raised.

3.3 DATA COLLECTION METHOD

The data collection method used to gather the respondent’s life histories was semi-structured interviews. According to Babie (2008, p. 291), an interview is defined as “a data collection encounter in which one person (an interviewer) asks questions of another (a respondent).” The use of structured interviews would not have allowed the respondents to express their life histories adequately, while an unstructured interview would not have allowed the focus on the collection of important information. Semi-structured interviews were therefore identified as the most appropriate method to collect the data required for the study; the basic information needed from the respondent was acquired while allowing the respondent the freedom to express additional important information pertaining to the study. Klenke (2008, p. 126) adds

that semi-structured interviews “are modelled more closely on the unstructured than structured interview”. This means that the use of semi-structured interviews guides the interview on the topics to be discussed, but allows the researcher more freedom to rephrase questions or pose follow-up questions (Klenke, 2008).

According to Kumar (2005), there are various advantages and disadvantages of making use of interviews to collect data. Table 3-1 provides an overview of the factors which were taken into consideration during the research.

Advantages of Interviews	Disadvantages of interviews
Method more appropriate for complex situations	Interviewing is time consuming and expensive
Useful for collecting in-depth information	The quality of data depends on the interaction
Information can be supplemented	The quality of data depends on the quality of interviewer
Questions can be explained	Quality of data may vary when many interviewers are used
Interviewing has a wider application	Researcher may introduce his/her bias
	Interviewer may be biased

Table 3-1: The advantages and disadvantages of interviews as a method of data collection

Source: Adapted from Kumar (2005)

The semi-structured life history interview was based on an interview protocol which was included in Appendix B. The interview protocol included the most important questions that needed to be answered with the overall aim of resolving the research questions. The general topics covered included, early life history, school experience, early adulthood, work experience, relationships with others, leadership and work and family.

3.4 SAMPLE AND CONTEXT

The study utilised a non-random probability sample, specifically a convenience, purposive and snowball sample. A non-probability sample according to Saunders *et al.*, (2009) is described as a haphazardly selected sample which is the easiest to obtain. The reason for this type of sampling was that the target population selected were high ranking employees within organisations, which generally have time constraints placed on them as well as the need to identify women from the two specific generational cohorts. Convenience sampling is when a sample is chosen based on accessibility, ease and feasibility (Cohen & Crabtree, 2006). Respondents were asked to identify other women leaders within the same generational cohort, race, and/ or industry sector. Purposive sampling is defined by Trochim (2001) as sampling with a specific purpose in mind. Purposive sampling was used in the research as the researcher was looking to identify one or more specific predefined groups, namely the Baby Boomers and Generation X. Snowball sampling is when experts or key individuals are used to identify or recommend other key individuals or experts knowledgeable about a certain phenomena (Trochim, 2001). This method of sampling is used specifically when the population the researcher is trying to reach is inaccessible or hard to find.

The grounds for choosing the Baby Boomer and Generation X's was that the literature reviewed indicated that the Silent generation (1925-1942) would be between 70 and 87 years old, which confirms that at the time of the study this generation would have already retired at the age of 65, thus not being suitable participants for the study. The early Millennial's (1982-1986) would at the time of the study, have been between the ages of 26 and 30, and would not have had sufficient experience in the working environment or experience in a leadership position, thus also making them unsuitable participants for the study.

Baby Boomers, at the time of the study were at the height of their careers and would be the most likely to be in leadership positions. The differences between the Baby Boomer and Generation X's were thought to be particularly relevant due to the effects of apartheid. Apartheid (1948-1994) was the entrenched and systematic

discrimination against non-Whites by the hegemonic white group that pervaded all aspects of life. Baby Boomers would have come of age during the height of apartheid as they were born between 1943 and 1960, which is in contrast to Generation X who were born between 1961 and 1981. 1960 marked the turning point in the struggle against apartheid (Sibeko, 2012) which purports that the socialisation of Generation X's would have been different from that of the Baby Boomers.

3.5 DATA

3.5.1 Data Sources

This study drew on data collected through interviews which lasted approximately one hour on average, with women in leadership positions from the two samples, Baby Boomers and Generation X. In certain instances this time limit was exceeded by an additional half an hour, but this was with consent from the respondent. A total of nine women accepted the invitation to participate, and interviews were scheduled with the women at the most convenient location and time. Table 3-2 shows the date, time and location of the various interviews.

Name of respondent	Date of interview	Length of interview	Location of interview
Judith Mbikhazi*	14-05-2011	28 min 15 sec	Brooklyn
Hope Cooksen*	07-04-2011	1hr 30 min 52 sec	Randburg
Susan du Plessis*	24-08-2011	35 min 44 sec	Centurion
Sybil Smith*	24-08-2011	1 hr. 0 min 30 sec	Hatfield
Charmaine Fourie*	30-04-2011	55 min 38 sec	Pretoria
Gwen Manningham*	05-07-2011	1hr 6 min 37 sec	Lynnwood
Katherine Cooper*	30-04-2011	54 min 44 sec	Midrand

Pravashnee Naidoo*	18-07-2011	59 min 28 sec	Bryanston
Samira Moodley*	19-05-2011	44 min 52sec	Johannesburg

Table 3-2: Table detailing the date, location and length of each interview

* The pseudonyms have been allocated to the respondents in order to maintain their confidentiality.

It is important to highlight the reasons for the interviews with Judith Mbikhazi and Susan du Plessis being 28 minutes and 35 minutes long respectively. The researcher had in fact gathered all the information required from the participants and the interviews were thus ended.

The women came from a broad range of industries which included tertiary education, aviation, a non-governmental organisation, mining, banking, telecommunications, media and consulting. Two of the women were regional managers; two were head of departments, while the other women ranged from positions such as a CEO, director and a manager. Six were Caucasian, and the remainder were Indian, Coloured and African. Four were Baby Boomers aged between 50 and 62 while five were Generation X's aged between 39 and 48. The average age of the Baby Boomers was 54 years old while the average age of Generation X was 40 years old. Half portraits, which provide an overview of each of the respondents, have been included in Appendix D. Table 3-3 illustrates the demographic information from the Baby Boomer and Generation X respondents.

Generation	Name	Race	Age	Industry
Baby Boomers	Hope Cooksen	White	52	Aviation
	Judith Mbikhazi	Black	51	Education
	Susan du Plessis	White	49	Media
	Sybil Smith	White	62	NGO

Generation X	Charmaine Fourie	White	41	Consulting
	Gwen Manningham	White	40	Engineering
	Katherine Cooper	White	36	Banking
	Pravashnee Naidoo	Coloured	42	Telecommunications
	Samira Moodley	Indian	42	Education

Table 3-3: Demographics of the Baby Boomer and Generation X sample

3.5.2 Data Collection

In order to identify potential respondents for the study, the researcher contacted the assigned supervisor as the first point of contact. Women were identified by making use of networks and as stated in the sample and context section, by means of a convenience sample. Women were provided with the details of the study and invited to participate via email. The respondents that accepted the invitation were asked for the most convenient time, date and location to conduct the interview. A confirmation email was sent one day prior to the scheduled interview to ensure attendance.

Trochim (2001) explains that a researcher should have all the materials that they would need to conduct a professional interview. The researcher's kit contained the following materials:

- A professional note pad holder
- A note pad and pen
- Two copies of the 'Informed consent' document (one for research audit purposes, and a copy for the respondent)
- A copy of the interview protocol
- The researchers student card for identification
- A Dictaphone for recording the interview

The researcher began the interview by thanking the respondent for her time. The researcher then explained the aim of the study to the respondent. Subsequent to

this, the researcher explained the purpose of the informed consent document, emphasising that the respondent's anonymity would be maintained through-out the study and should the respondent want to discontinue participating at any stage during the study, their decision would be respected. The respondent was then asked to sign the two copies of the informed consent document (Appendix A). Following this the researcher gave a brief outline of the interview protocol (Appendix B). The purpose of this was so that the respondent could gain an understanding of how the questions would flow during the interview and what the respondent could expect. The researcher also stated that should the respondent feel uncomfortable to answer a specific question that she should say so, and the researcher would continue onto the next question.

It was important to set the tone of the interview with the first few questions (Trochim, 2001). The researcher did this by ensuring that the first few questions were related to general topics and were easy to answer. This allowed the respondent to become relaxed and at ease with the researcher. An example of the first question was, "Tell me about where you grew up?" As the interview protocol focused on the life history of the respondent, questions were asked in chronological order and about one topic at a time (Trochim, 2001). A transition was used when moving from one topic to another, i.e. early life history to school experience. Difficult questions were factored in through-out the interview protocol to ensure that if the researcher ran out of time, there would be rich data to examine during the analysis phase. The researcher remained alert for any sign that the respondent was uncomfortable with the questions posed and tried to be aware of the respondent's needs i.e. limitation on time (Trochim, 2001).

After the completion of the interview, the respondent was given an opportunity to contribute any additional comments or thoughts. Once the researcher had downloaded the audio file and saved the file (by making use of the standard naming convention with the name of the respondent, date and time), the researcher then stored the file in a number of different locations in case the device malfunctioned at any point, a final thank you email was sent to the respondent to acknowledge the time that the respondent spent during the interview. After the transcription of the

audio file had been completed the researcher sent a copy of the transcription to the respondent to ensure the accuracy of the life history as discussed by the respondent. Figure 3-3 illustrates the process followed during the data collection phase.

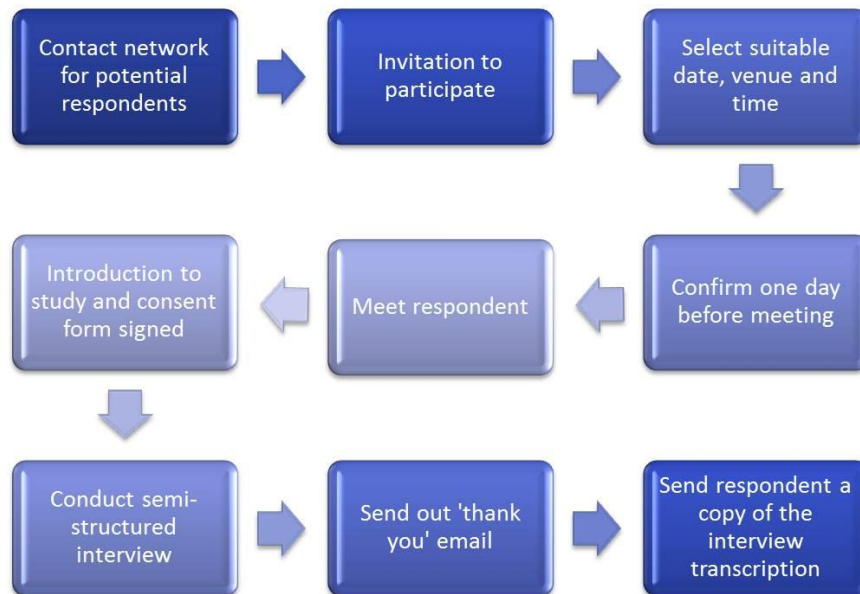


Figure 3-3: The data collection procedure followed

3.5.3 Data Recording

The data was recorded by making use of audio-recording equipment which was tested during the pre-test. The test gauged the sound quality of the device and necessary adjustments were made. The accuracy of the data could not be determined as the data was based on personal life stories of respondents. However, historical facts described were verified. Although this was a limitation, the data gathered from other women leaders within the same generational cohort was used as a verification tool in certain instances. It should be borne in mind that the data was based on women's life histories and their perspectives and it was thus irrelevant to check the historical facts. More importantly was to learn which historical events they perceived as significant. The contextual factors of respondents were also noted in order to identify whether or not these factors had an impact on the findings.

In addition to the recording of the data, notes were taken as a precautionary measure in case of technological failures. These notes ensured that any mistakes

made during transcription could be corrected. The interview files were transcribed verbatim solely by the researcher. This increased the trustworthiness of the data as the researcher conducted the interview and transcribed the data. In addition, this allowed the researcher to become immersed in the data offering insight and multiple opportunities of analysis.

Although the researcher modified the interview protocol during each interview to take advantage of emerging themes, common to each set of protocols were questions in categories about early life history, school experience, first work experience and leadership. The common set of questions allowed the researcher to see changes to member's responses between generations.

A research diary was kept on Microsoft OneNote (see Figure 3-4 below) in which the researcher wrote detailed notes. The notes were subdivided into three categories namely; field notes, technical notes and lessons learnt/reflection. The field notes included notes concerning the study such as initial findings, potential changes to questions in the interview protocol and limitations identified concerning the interviews or the data. The technical notes were used instead of developing a standards document. These notes centred on maintaining a standard when transcribing the interviews and ideas about the writing of the chapters. Finally the lessons learnt or reflection category contained notes about how to better the remainder of the interviews conducted and self-reflection notes on how steps in the research should have been conducted.

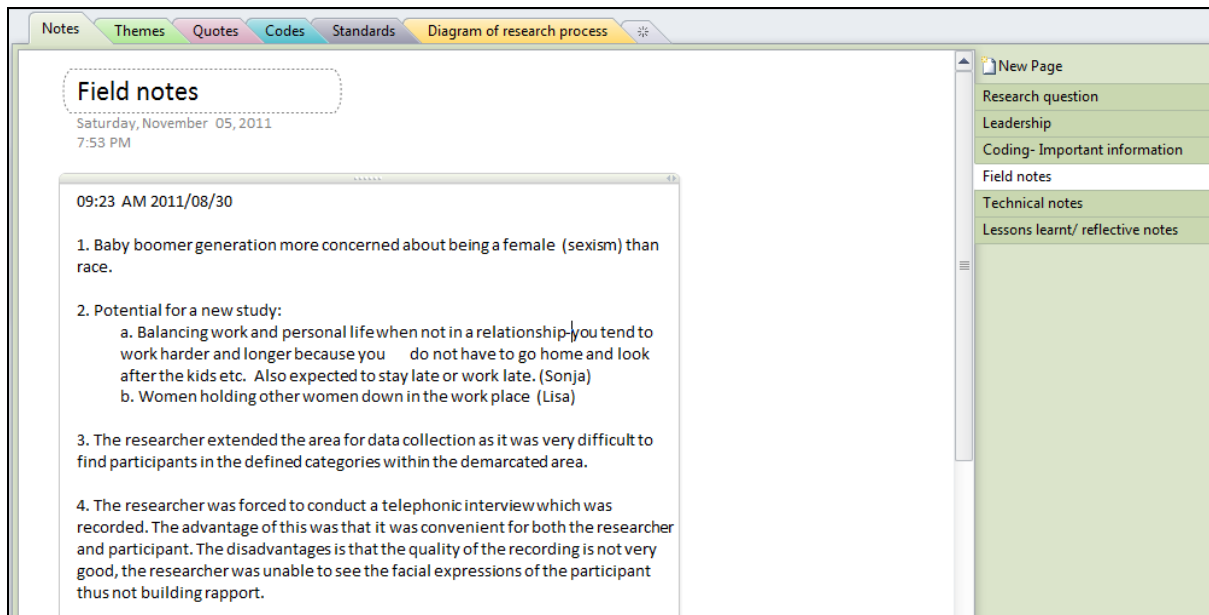


Figure 3-4: Snap shot of Microsoft OneNote: Researcher's notes

3.5.4 Data Analysis Approach

Creswell, (2009) describes the qualitative data analysis process in a step-by-step fashion. However; it occurs in an interactive and interrelated manner. Each step provides a detailed outline of the way in which the researcher executed the data analysis shown in Figure 3-5.

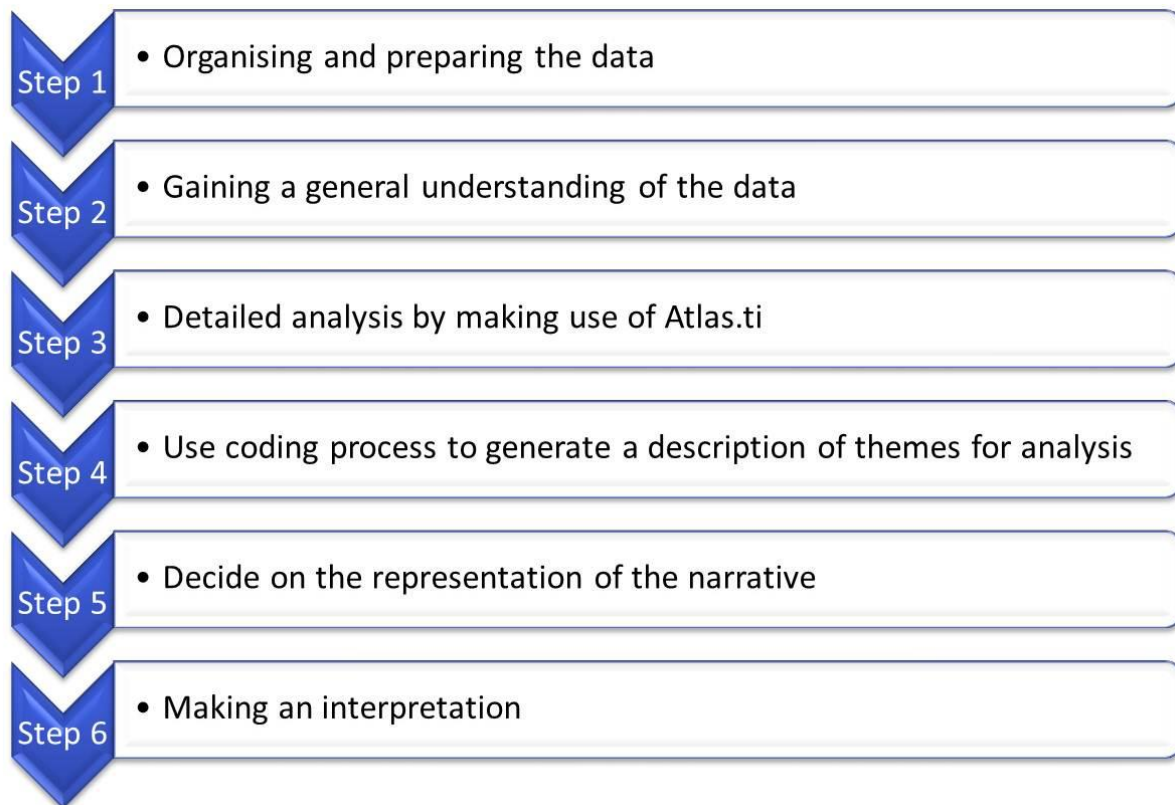


Figure 3-5: The step-by-step outline of the data analysis process

Source: Adapted from Creswell (2009)

3.5.4.1 Step 1

Step one involved organising and preparing the data for analysis by transcribing the interviews, typing up notes made during observations and sorting or arranging the data. The transcription process involved reproducing what had been audio recorded into a written account. The audio files were transcribed verbatim. The transcription process was a lengthy process which according to Saunders *et al.*, (2009) also needs to give an indication of the tone that the participant expressed and any non-verbal communication shown. It was decided that only the researcher would complete transcriptions as this would decrease any costs associated with the hiring of a typist, as well as mitigating the risk of data credibility and accuracy when making use of more than one person.

In order to ensure validity of the transcriptions, member checking was completed whereby all the respondents were asked to check the correctness of their transcriptions and provided with a copy of the transcripts. Although the method of

member checking is not the norm, as the focus of the study was on the life history of the respondent, it was thus recognised that only the respondent could comment on the correctness of their personal story.

In order to ensure the reliability of the data, the researcher first checked for obvious mistakes such as spelling and grammar. The researcher then read through each transcript while comparing the transcript to the notes made during the interview.

3.5.4.2 Step 2

Step two involved reading through all the data with the aim of gaining a general understanding of the data and reflecting on the overall meaning of the data. The transcripts were read several times in order to “note core ideas and concepts, to recognise emotive stories and to locate themes” (Bell & Nkomo, 2001, p. 275). A potential obstacle during this stage of the study that was kept in mind was that the researcher should not bias the data by including their own subjective meaning in place of what the participant had expressed.

3.5.4.3 Step 3

According to Klenke (2008) one of the key elements in content analysis is the systematic coding of text. Step three signified the beginning of the coding process. Creswell (2009) describes coding as the process of organising the material into chunks or segments of text, before bringing meaning to the information. Coding is also defined as the transcribing, categorising, recording, or interpretation of given units of analysis such as words or speeches, into the terms of a data analysis language so that it can be analysed (Babie, 2008; Saunders *et al.*, 2009; Maree, 2010). There are three methods of coding data. However, in the context of the study, the development of codes was allocated only on the basis of the emerging information collected.

Certain researchers have the perception that the coding of transcribed documents leads to fragmented information (Saunders *et al.*, 2009). However, coding enabled the researcher to identify themes. It is thus expected that researchers use data with integrity and use the transcripts or the data in its entirety. In order to understand the

meaningfulness of the data, it should be considered in the logical and sequential manner in which it was narrated by the respondent (Saunders *et al.*, 2009).

There are according to Klenke (2008), several types of coding; theoretical, open, axial, selective and thematic coding. The two types of coding in this study that have informed the data analysis were open and axial coding.

“Open coding is designed to express data in the form of concepts” (Klenke, 2008, p. 95). This means that data was segmented and classified by units of meaning which are usually single words and/or short sequences of words and aims to attach concepts or codes to them. The second step in coding comprised of the codes being grouped into categories around a concept and/or phenomenon, associated with the data. These concepts and/or phenomena were then correlated to the research questions. The text was coded by line, sentence or paragraph and linked to the interview protocol. In an iterative fashion, the qualitative data was analysed by travelling back and forth between the data and an emerging structure of the findings. The end result of the above steps was that there was a list of codes and categories that were attached to the text (Nkomo & Kriek, 2011, p. 6). The researcher added to the codes, memos and definitions (Appendix C) to assist in explaining or defining the content of the codes and categories (Klenke, 2008).

Axial coding follows from open coding and involved the refining and differentiation of categories from open coding. Axial coding is “the process of recognising relationships between categories” (Saunders *et al.*, 2010, p. 509). As in open coding the relational clarification is achieved by making comparisons and asking questions. The most prominent categories are selected for further elaboration. The “axial categories are enriched by their fit with as many passages as possible” (Klenke, 2008, p. 94). Coding was accepted as completed when the researcher perceived that theoretical saturation had been reached and when further coding, enrichment of categories and other processes ceased to provide new knowledge (Klenke, 2008).

After an overall understanding of the transcriptions had been reached, a preliminary coding scheme was developed, based on the themes that were reflected within the

interviews. Each interview was then coded. Further to this, the use of qualitative coding software namely, Atlas.ti was used due to the volume of information that was generated within each interview. “Computer-assisted techniques offer some shortcuts for coding, sorting, and integrating the data” (Charmaz, 2000, p. 520). According to Archer (2009), Atlas.ti allows for the analysis of textual, graphical and audio data. Charmaz (2000, p. 520) further states that “data analysis programmes are also effective for mapping relationships visually on screen”. Figure 3-6 shows the outline of the Network Manager function of the Parent’s Influence theme in Atlas.ti.

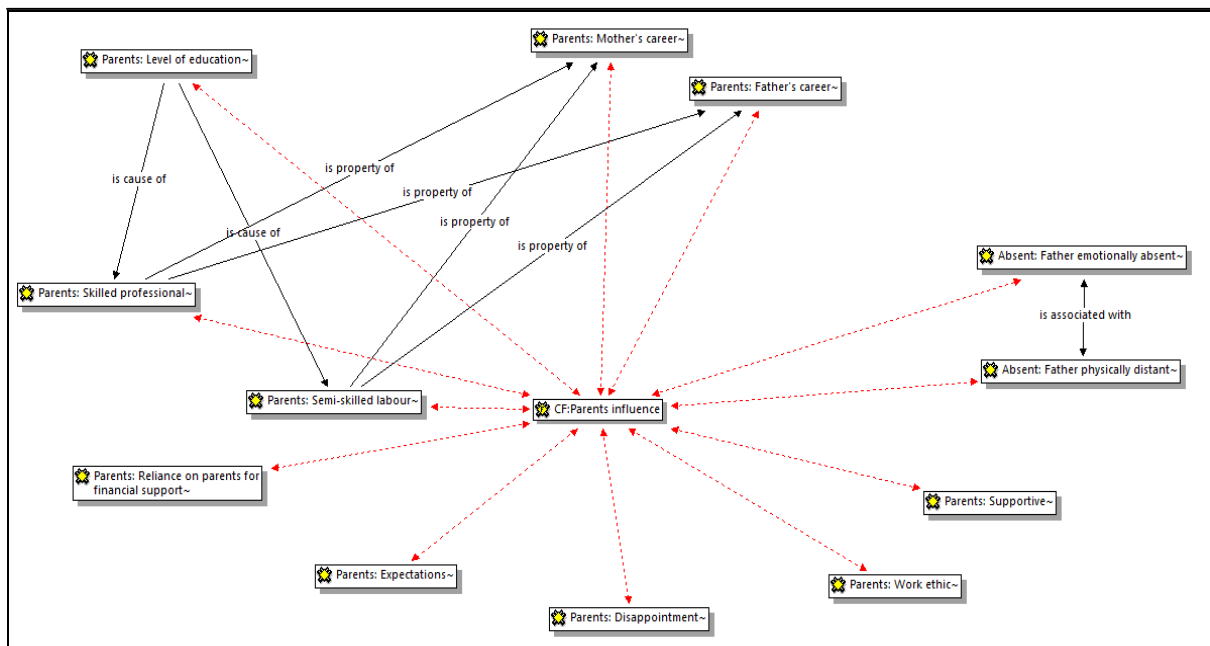


Figure 3-6: Atlas.ti Network Manager View of the Family (Theme): Parent’s influence

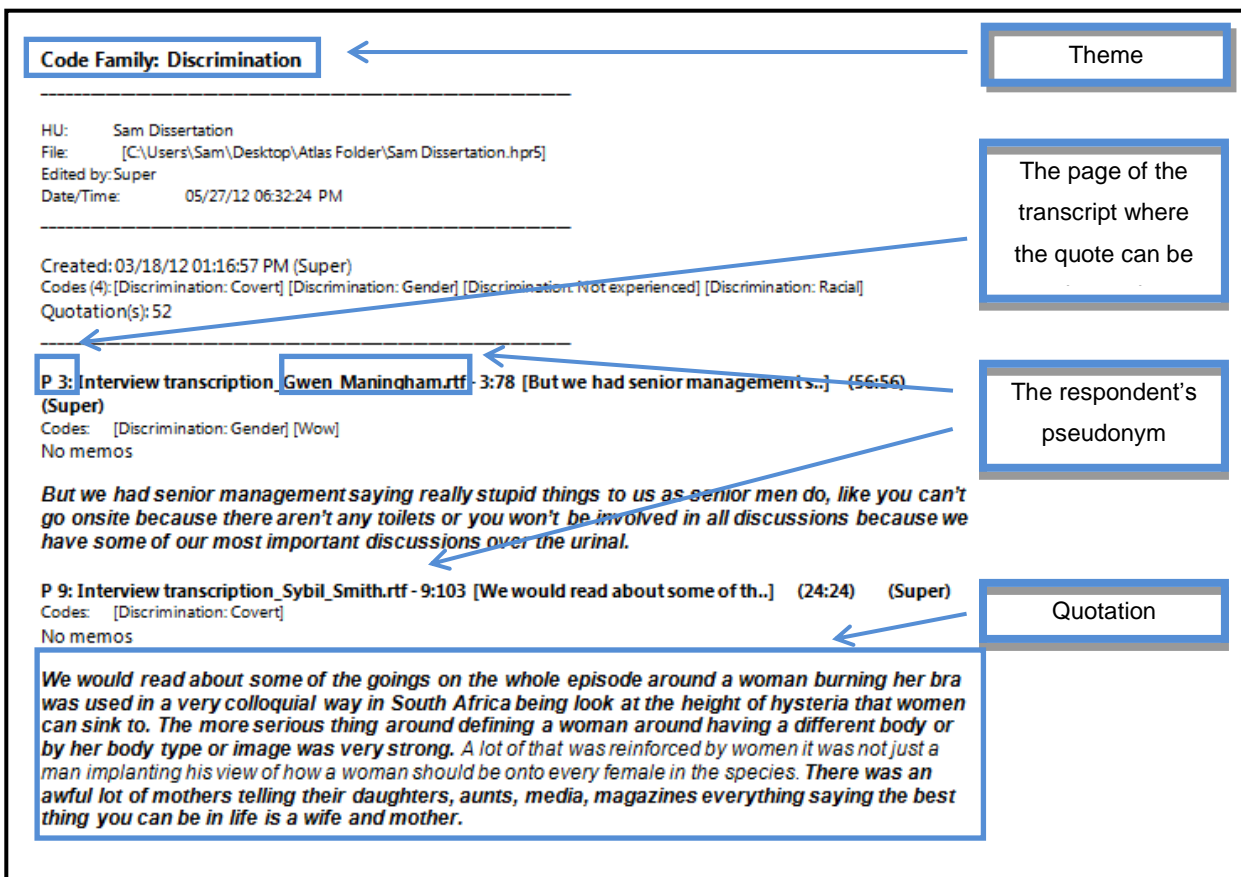
A second ‘coder’ was not used due to the financial limitation. However, to ensure confirmability during this phase of the study, cross checking of codes was conducted. Confirmability is described by Trochim (2001, p. 163) as the “degree to which results could be confirmed or corroborated”. For this study, one of the transcripts was given to an independent researcher who coded the data. The researcher was briefed on the purpose of the research as well as the research questions. The rationale behind having only one transcript cross checked was due to time limitations. The researcher and independent researchers’ transcripts were then compared and the final codes created were adjusted accordingly.

3.5.4.4 Step 4

Step four involved the generation of categories and families for analysis. The themes exhibited multiple perspectives from the respondents and were corroborated by a variety of quotations and sources. A detailed illustration of the themes and consistent quotes can be found in Appendix E of the study.

3.5.4.5 Step 5

Step five involved deciding how the description and themes would be presented in the narrative. This description included specific illustrations, multiple perspectives and quotes. Atlas.ti according to Archer (2009, p. 4) facilitates the use of direct quotations to enrich the data presentation. The researcher made use of the output function in Atlas.ti (see Figure 3-7 below) which allowed individual codes or themes to be printed which contained the respondent's quotes. This enabled the researcher to identify the themes and the way in which they should be presented.



Code Family: Discrimination ← Theme

HU: Sam Dissertation
File: [C:\Users\Sam\Desktop\Atlas Folder\Sam Dissertation.hpr5]
Edited by: Super
Date/Time: 05/27/12 06:32:24 PM

Created: 03/18/12 01:16:57 PM (Super)
Codes (4): [Discrimination: Covert] [Discrimination: Gender] [Discrimination: Not experienced] [Discrimination: Racial]
Quotation(s): 52

← The page of the transcript where the quote can be

P 3: Interview transcription_Gwen Maningham.rtf - 3:78 [But we had senior management(s...)] (56:56) ← The respondent's pseudonym
(Super)
Codes: [Discrimination: Gender] [Wow]
No memos

But we had senior management saying really stupid things to us as senior men do, like you can't go onsite because there aren't any toilets or you won't be involved in all discussions because we have some of our most important discussions over the urinal.

P 9: Interview transcription_Sybil_Smith.rtf - 9:103 [We would read about some of th...] (24:24) (Super) ← Quotation
Codes: [Discrimination: Covert]
No memos

We would read about some of the goings on the whole episode around a woman burning her bra was used in a very colloquial way in South Africa being look at the height of hysteria that women can sink to. The more serious thing around defining a woman around having a different body or by her body type or image was very strong. A lot of that was reinforced by women it was not just a man implanting his view of how a woman should be onto every female in the species. There was an awful lot of mothers telling their daughters, aunts, media, magazines everything saying the best thing you can be in life is a wife and mother.

Figure 3-7: Output from Atlas.ti

3.5.4.6 Step 6

Step six required the researcher to make an interpretation of the data collected and compare this to the literature presented. This is shown in the discussion chapter.

3.6 ENSURING QUALITY IN THE RESEARCH

3.6.1 Trustworthiness

Trustworthiness is described by Guba and Lincoln (1985) as the way in which the researcher can persuade his or her audience that the research findings are worth paying attention to and are worth taking into account. The most conventional criteria for judging the rigour for these inquiries include internal validity, external validity, reliability and objectivity (Guba & Lincoln, 1989). The traditional criteria, however, were unfeasible “for constructivist, responsive approaches on axiomatic grounds” (Guba & Lincoln, 1989, p. 235). The following criteria (See Figure 3-8) to ensure trustworthiness in qualitative research is suggested by Guba and Lincoln (1989) namely, transferability, credibility, dependability and confirmability.

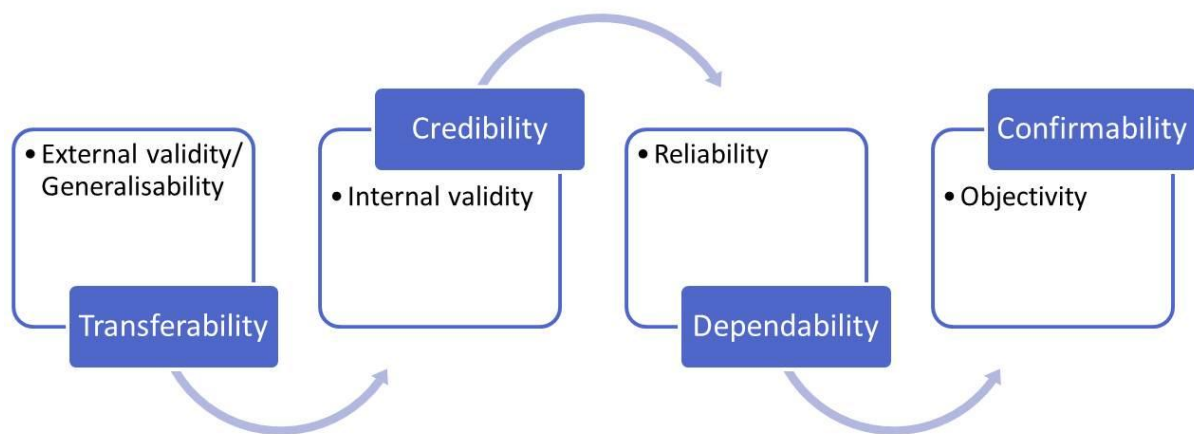


Figure 3-8: Strategies in ensuring quality research

Source: Adapted from Guba and Lincoln (1985)

3.6.2 Transferability

Transferability is defined by Malterud (2001, p. 484) as “the range and limitations for application of the study findings, beyond the context in which the study was done”. Guba & Lincoln (1989, p. 241) define transferability as the “empirical process for checking the degree of similarity between the sending and receiving contexts”. In essence this signifies that in the study, the life histories described by the respondents, should have been recorded and noted by the researcher in the same manner that they expressed. Therefore, not losing the meaning of what was conveyed. Guba and Lincoln (1989) describe that checking the degree of similarity should be done by way of thick description. A thick description is created by setting out all the research questions and providing extensive and deliberate descriptions of the time, place, context and culture in which the research questions are found to be salient (Guba & Lincoln, 1989). The researcher presented thick descriptions regarding the respondents, their respective ages and race, industries in which they work (Figure 3-3) and detailed transcriptions of the interviews conducted (Appendix E). In addition, the researcher provided detailed descriptions regarding the way in which respondents were selected, the types of questions contained in the interview protocol (Appendix B) and the codes created using Atlas.ti (Appendix D). The exact method used by the researcher in the study and descriptions thereof, signified that another researcher could replicate the study presented.

3.6.3 Credibility

Credibility seeks to establish how congruent the findings are with reality (Shenton, 2004). Credibility is further described as being enhanced when researchers describe and interpret their experiences as researchers (Koch, 1993). Koch (1993) further describes that self-awareness of the researcher is essential. One way in which to increase self-awareness is to keep a journal in which the researcher makes pertinent notes related to the study and provides material for reflection.

Firstly, in order to establish credibility, well-established research methods should be adopted by the researcher. Shenton (2004, p. 64), states the following, “the line of

questioning pursued in the data gathering sessions and the methods of data analysis, should be derived, where possible, from those that have been successfully utilised in previous comparable projects”. The researcher examined previous life histories literature from prominent authors such as Shamir and Eilamb (2005), and notable research conducted by Bell and Nkomo (2001). After having reviewed the documentation, the researcher developed an interview protocol which guided the questioning during the interviews (Appendix B). The interview protocol was reviewed by the researcher’s supervisor.

The use of purposive sampling and a random approach may negate charges of researcher bias in the selection of participants. Bouma and Atkinson (cited in, Shenton, 2004, p. 65) state, “A random sampling procedure provides the greatest assurance that those selected are a representative sample of the larger group”. Due to the restriction in terms of time, the researcher relied on word of mouth and referrals as a way in which to identify respondents in the sample.

Thirdly, respondents approached were given opportunities to refuse participation, which ensured that the respondents involved in the study showed a willingness to participate and offered information freely. The researcher encouraged respondents to be honest from the initial contact via email and respondents were given assurances that their anonymity would be maintained through-out the study. Any references to places, organisations and people which could lead to the anonymity of respondents being revealed were replaced and highlighted. Respondents were afforded an opportunity to review their transcriptions and make any changes necessary, so that the most accurate data was presented in the study.

Fourthly, frequent debriefing sessions were held between the researcher and the allocated supervisor which took place through-out the research process. During initial discussions, assistance was provided to the researcher to ensure that the questions contained within the interview protocol were appropriate and would ensure maximum data collection. During the data collection phase, the transcripts were reviewed by the researcher’s supervisor to ensure rich quality information was gathered and noted. These discussions also ensured that the researcher was

provided with guidance in terms of coding words and phrases. The researcher upon completion of each chapter sent these to the supervisor for review, thereafter making the required updates and changes. Shenton (2004, p. 67) further argues that “through discussion, the vision of the researcher may be widened as others bring to bear their experiences and perceptions.”

Fifthly, peer scrutiny of the project should be performed. During the coding process, the codes were controlled by an independent researcher. Shenton (2004) describes how peer scrutiny allows a ‘fresh’ set of eyes to review the study, and challenges the assumptions made by the researcher, whose closeness to the study may prevent the researcher from objectively examining the study. The changes suggested by the independent researcher are noted in Table 3-4 below.

Current codes	Suggested codes
Upbringing: Predominantly former Indian homeland	Indian cultural norm
Upbringing: Religion	Role of religion
Upbringing: Isolated/Protected	Conservative upbringing
Father: Emotionally absent Father: Physically absent	Parents detached Limited parents role
Messages about being a woman: Reinforcing stereotypical gender norms	Views of gender transferred by the church and family
Mothers career Pioneering woman	Mother modelled employment for women Mother modelling divergence from cultural norms

Table 3-4: Differences and similarities between coders

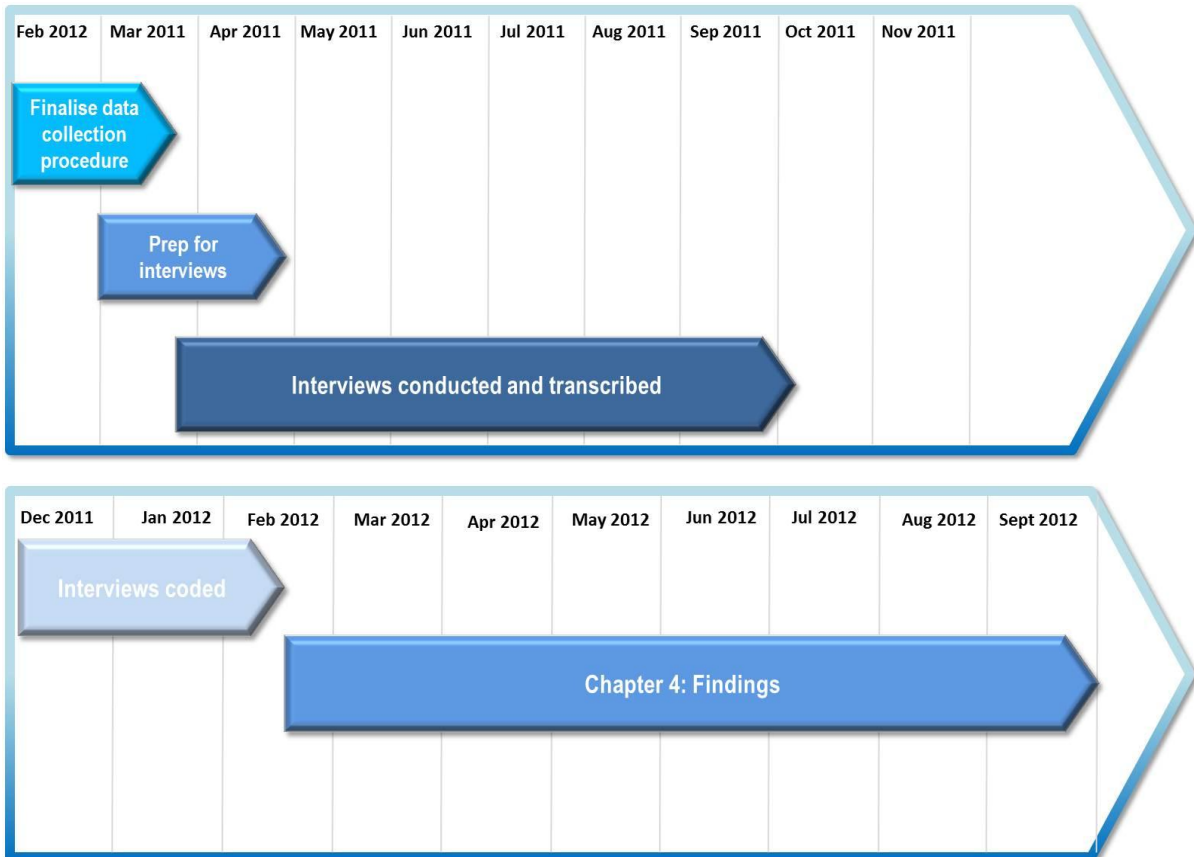
Sixthly, the researcher allowed respondents to verify their transcriptions to ensure the accuracy of the data. All respondents were emailed copies of their transcriptions. However, only three out of the nine respondents replied to the email. None of the respondents who replied made any changes to the transcriptions. Lastly, the researcher examined previous studies. The discussion around the previous studies has taken place in Chapter Two and Chapter Five.

3.6.4 Dependability

Dependability is described by Guba and Lincoln (1989, p. 242) as the “technique for documenting the process and method decisions”. An elaboration on this definition is provided by Koch (1993), where she states that a research study may be shown to be dependable if its processes are audited. Describing the research process in detail will enable a future researcher to repeat the study (Shenton, 2004).

Shenton (2004) states that in order to enable readers of the study to develop a comprehensive understanding of the selected methods and the effectiveness of

those methods, the study should include detailed descriptions of the following areas. Firstly, the research design and its implementation must be provided. This means that the researcher must describe what was planned and what was executed on a strategic level. The researcher detailed the outline of the study on a strategic level in Figure 3-9. The strategy of inquiry for this study, the method for data collection and the sample and context has been detailed in the preceding sections.



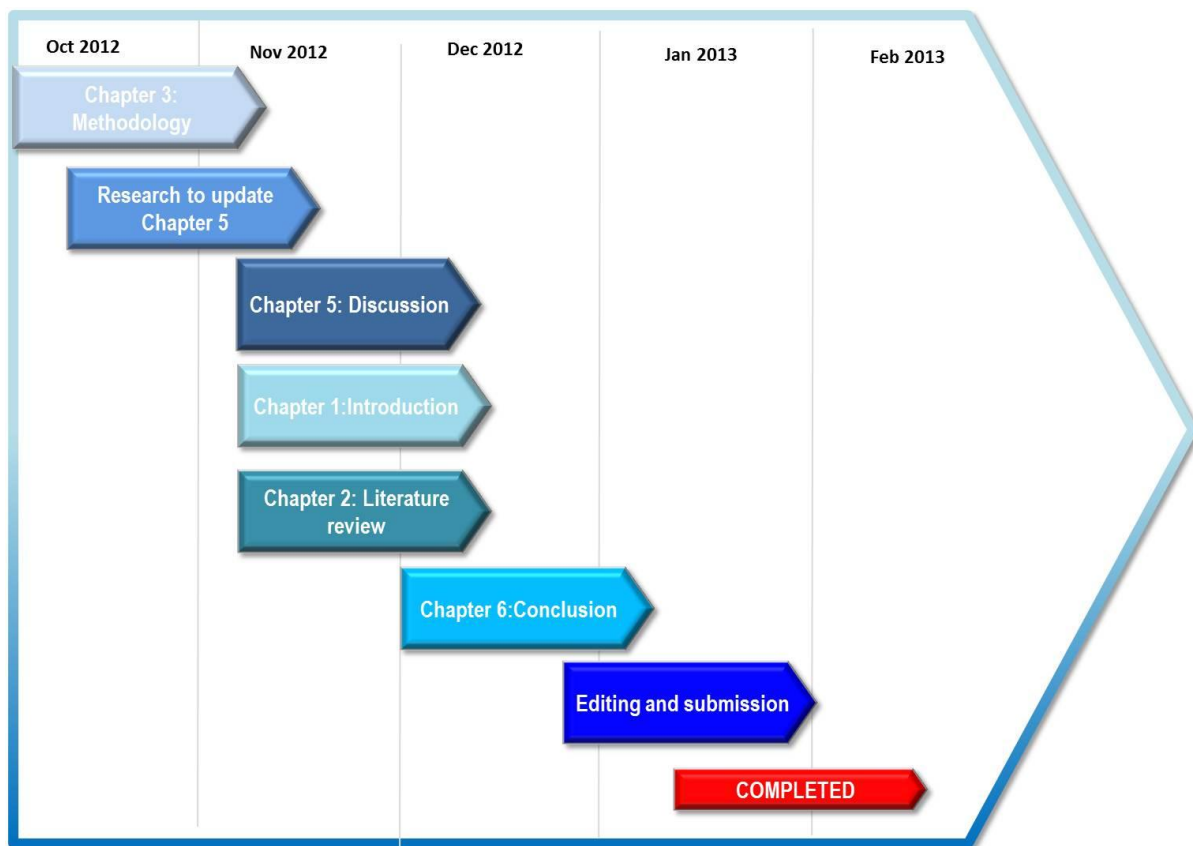


Figure 3-9: A strategic illustration of the outline of the study

Secondly, the researcher must highlight the operational detail of data gathering. This means that the researcher must address the details of what was done in the field. The researcher detailed the development of the interview protocol, the manner in which respondents were identified, the methods used to capture and code the data, and finally how the data was analysed. Lastly, the researcher must evaluate the effectiveness of the process of research undertaken. The effectiveness of the research, limitations of the study and future research implications have been outlined in Chapter Six.

3.6.5 Confirmability

Confirmability is described by Shenton (2004), as the steps taken to ensure that the research findings are the result of the respondent's experiences and perceptions, instead of the characteristics and perspectives of the researcher. Guba and Lincoln

(1985) describe how credibility is created through an audit trail. There are six areas in which an audit trail must be proven which are represented in Table 3-5 below:

Audit trail categories	Evidence	Chapter
Raw data	Voice records of each interview Written field notes Transcriptions of each interview	Appendix C Appendix E
Data reduction and analysis products	Written-up field notes Working hypothesis Concepts Hunches	Chapter 4: Findings Chapter 5: Discussion
Data reconstruction and synthesis product	Findings Themes Definitions of codes Final report Connections to literature Integration of concepts Relationships Interpretations	Chapter 4: Findings Chapter 5: Discussion
Process notes	Procedures Interview protocol Standards for write-up of data Rationale Audit trail notes	Chapter 3: Methodology
Materials relating to intentions and dispositions	Inquiry proposal Personal notes Motivations	Appendix A Appendix B
Instrument development information	Pilot forms	Chapter 3: Methodology

Table 3-5: Audit trail to prove confirmability

3.7 ETHICAL CONSIDERATIONS

Researchers undertaking a qualitative research design must take into consideration the ethical implications throughout the study. The ethical considerations discussed are guided by the outline presented in Saunders *et al.*, (2009), Figure 3-10.

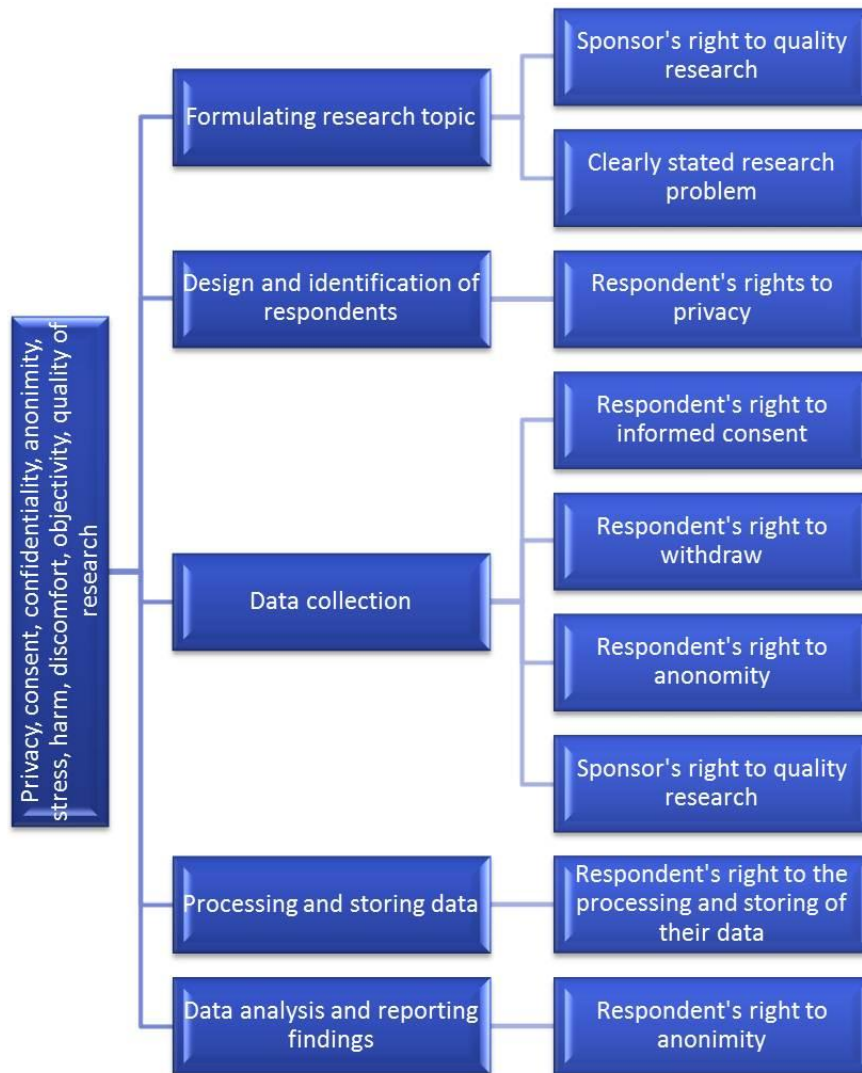


Figure 3-10: Ethical issues at different stages of research

Source: Adapted from Saunders, *et al.*, (2009)

3.7.1 Ethical issues in the formulation of a research topic

The research problem was decided upon as the topic had not been discovered during the brief literature review conducted. Research does exist, although this is limited to generational differences and women's approach to leadership. It was

perceived that this type of research would depict the effects of socialisation on women's approach to leadership. The problem statement was clearly presented and did not mislead any of the respondents.

3.7.2 Ethical issues during design and the identification of respondents

Individuals have their right to privacy and should not feel pressurised or coerced into participating in the study (Saunders *et al.*, 2009). The researcher ensured a non-intrusive manner of contacting potential respondents by way of email. In this way potential respondents had the opportunity to decide whether or not they would like to participate and the time in which to decide. This is in contrast to placing a telephone call which may have made potential respondents feel 'confronted' and need to decide immediately.

During the scheduled interview the researcher also ensured that the respondent understood that the information gathered would be used solely for academic purposes. In addition, the researcher ensured that the respondent signed a letter of consent and provided a copy of the signed consent form to the respondent. A copy of the consent form has been included in Appendix A.

3.7.3 Ethical issues during the collection of data

During the data collection phase of the study, respondents should maintain their right to withdraw from specific parts or entirely from the study. In an instance where information related to the research changes, on which the respondent's consent was based, the respondent should be informed immediately. If this is not done, this amounts to deceit.

Through-out the data collection phase, the researcher maintained objectivity and collected the data as accurately as possible. This was ensured by making use of audio recording equipment and note taking during the interviews. The researcher ensured that the interview was conducted at a time most convenient for the respondent and adhered to the allocated time set aside by the respondent. The

researcher made use of an interview protocol which ensured that respondents received similar questions. These questions were presented in a straight forward manner and did not intend to deceive or trick the respondents.

3.7.4 Ethical issues associated with data processing and storage

The data must be processed fairly, be accurate, kept securely and kept for no longer than is necessary (Saunders *et al.*, 2009). The researcher ensured that the audio recordings were transcribed verbatim and solely by one person, to limit any discrepancies which may have occurred, when more than one researcher was involved. This also ensured fairness as the data was transcribed in the same way across all interviews. The accuracy of the data was ensured by transcribing the audio recording verbatim, checking for basic mistakes, such as spelling, re-listening to the recording to check for additional mistakes and including field notes from the interview. The confidentiality of the respondents was also been maintained by making use of pseudonyms for each respondent and storing the information accordingly. The researcher ensured confirmability by allowing an external researcher to re-code the data. The transcripts were then compared and the codes were adjusted accordingly.

3.7.5 Ethical issues related to analysis and reporting

The ethical issues of confidentiality and anonymity are crucial at this stage of the research. The anonymity of respondents was maintained by assigning a pseudonym to each respondent while analysing and reporting on the data. The researcher tried to maintain objectivity through-out the analysis of the data.

CHAPTER 4: FINDINGS

4 INTRODUCTION TO THE CHAPTER

In this chapter, the themes that emerged from the interview data are presented. The aim of the research was to:

- Determine how generational differences in the socialisation of women shape their gender identities and;
- Determine whether different generations of women differ in their approaches to and views of leadership.

The findings to be discussed in this chapter are illustrated in Figure 4-1.

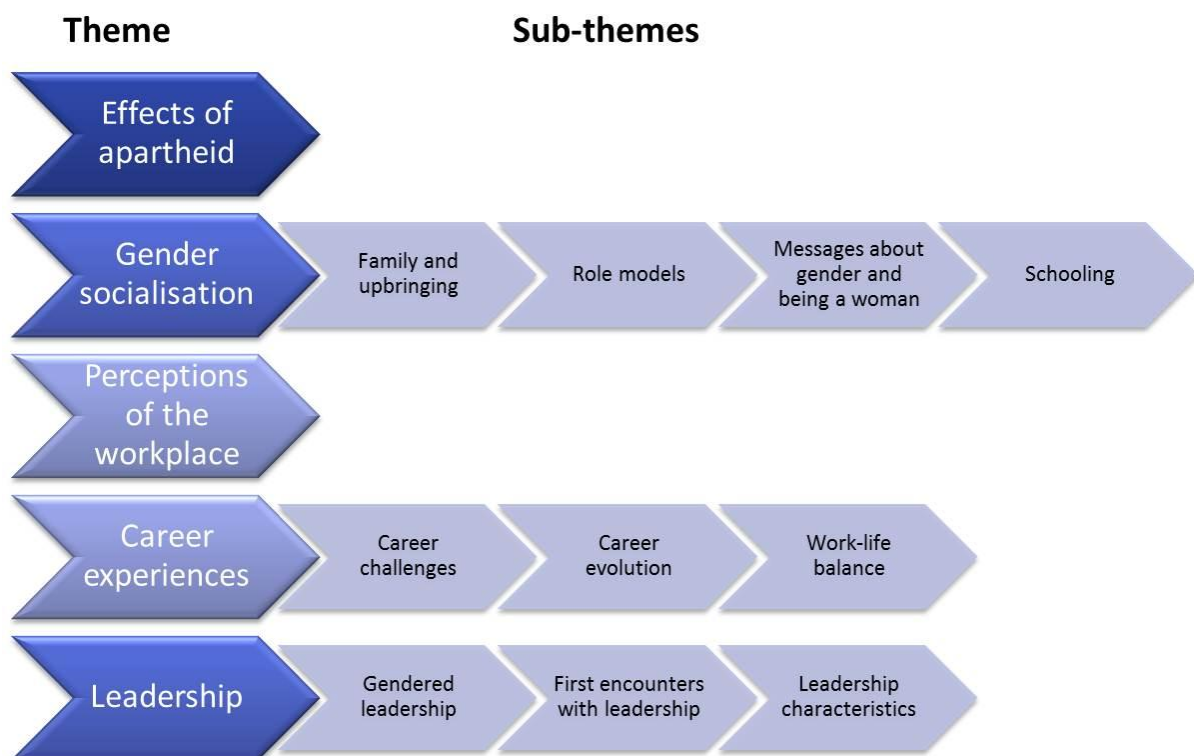


Figure 4-1: Outline of themes and sub-themes

Quotes have been used at pertinent points during the presentation of the findings in order to emphasise what was narrated by the respondents. The quote will be in

italics and a smaller size of text. In addition, the following will be presented after the quote i.e. (9:53). The first number (9:53) indicates the number of the transcript according to where it has been stored on Atlas.ti, while the second number (9:53) indicates the line of the transcript where the quote can be found. Therefore, Sybil Smith was the 9th interview transcript, and in line 53 her specific narration is found. A detailed outline of the findings in relation to the themes has been presented in Appendix E.

4.1 EFFECTS OF APARTHEID

The effect of apartheid was a significant theme in the women's early lives for both generations, in terms of to how race affected their experiences and perceptions. Characteristically because apartheid divided South African society on the basis of race, race was very salient but also intersected with gender to influence the women's lives.

Baby Boomers

Apartheid was officially adopted by the National Party government of South Africa in 1948. This resulted in legislation that divided the society along racial lines as well as subsequent laws that entrenched the separation of Whites, Blacks, Indians and Coloureds. Additionally, the government repressed any opposition to apartheid by force or imprisonment. At the same time apartheid also intersected with patriarchy reducing women to the private sphere of gender stereotypical jobs. All of these aspects of apartheid were directly experienced by the respondents as the Baby Boomer and Generation X cohorts were born during the establishment and height of apartheid. Thus, the effects of apartheid were quite dominant in the stories they shared about their lives. The 1950s saw the South African population being classified by race and the Group Areas Act being passed to segregate Black and White races. According to Boddy-Evans (2012), "The Group Areas Act No 41 of 1950 (commenced 7 July) forced physical separation between races by creating different residential areas for different races. Implementation began in 1954 and it led to forced removals of people living in "wrong" areas and the wholesale destruction of communities, for example Coloureds living in District Six in Cape

Town”. The women were typically raised in segregated communities due to the effects of the Group Areas Act. Hope Cooksen, like other white Baby Boomers, was raised in a predominantly White middle class suburb, or as Susan du Plessis experienced, in a predominantly White farming community, while Judith Mbikhazi, a Black woman was raised in a predominantly black township.

The Baby Boomers, depending on their race, experienced different aspects of apartheid. Judith Mbikhazi, while at school, participated in a protest against the government and as a result was expelled. This also occurred while she was attending university. In order to return to school, it was expected that she name the people responsible for organising the protest and when she would not co-operate, she was asked to leave and had to re-register the following year. Susan du Plessis experienced a more sheltered life, having lived in a rural farming community. She added that she believed early on that apartheid was wrong, as did the majority of the Baby Boomer respondents.

Sybil Smith’s grandmother played a significant role in her life, specifically in the debunking of the rationale behind apartheid. She explained to Sybil that apartheid was a great injustice in South Africa’s history and that when South Africa became a democracy, apartheid would get stronger, which it did. Her parents however, typically advocated the racial dogma that was apartheid and the following quote from Sybil Smith represents what white South Africans typically believed at the time, *“I remember even earlier than that in the 1950s, it was probably 1954 or 55 when there was a huge uprising in Durban, when there was conflict between Zulu’s and Indians and I remember that very clearly. We were at a school swimming gala that was on the main drag where the marchers marched passed. I remember seeing that and trying to understand what that was about. I remember asking my parents and the answer I got was quite frightening in terms of what they would have liked to see in terms of the result of that. That they had all killed one another and that kind of thing, it was really quite horrid.”* (9:53). This may have influenced Sybil Smith to lead the change in her circle of influence as later in her life she became a volunteer of the Black Sash, as well as driving the change within universities when elected to the university senate. “Born in 1955 out of outrage over apartheid laws, the Black Sash has fought tirelessly against injustice and inequality in South Africa for nearly six decades.” Although the Black Sash’s initial focus was on constitutional issues, it expanded to include the moral,

legal and socio-economic issues around racial discrimination (<http://www.blacksash.org.za/index.php/our-legacy/our-history>). Sybil Smith also had the opportunity to experience the reality of the racial divide when volunteering at the Black Sash which would not have been experienced by many Whites.

Apartheid also intersected with patriarchy which limited the progression of women. In fact, legally women were considered to be minors (Nkomo, 2012). Women were largely regulated to the home and if they did work, they worked in stereotypically female type jobs (i.e. secretary, nurse). A quote from Sybil Smith captured this reality, *“the progress of women whilst maybe not legislated certainly was not encouraged. So in those days you really did not see women progressing. A woman doctor was an unusual thing”* (9:39). Black women were affected by both their race and gender and subjected to menial jobs as domestic workers in homes or confined to the homelands as they were not allowed to join their husbands many of whom worked on the mines or in the cities (Nkomo, 2012).

Generation X

The stories of the Generation X women also reflected the impact of apartheid. During the 1960s and 1970s some of the most brutal effects of apartheid occurred including the infamous Sharpeville Massacre, the banning of the African National Congress (ANC), imprisonment of leaders like Nelson Mandela and the forced removal of millions of Indians and Blacks to isolated areas (Anon, 2012). Generation X respondents were raised in their respective segregated communities, predominantly white suburbs and Indian townships. The Indian and Coloured respondents, despite their race, typically lived sheltered lives due to the extensive segregation in their respective communities which meant that they experienced Whites only later on in their lives when they began working. Pravashnee Naidoo experienced the effects of apartheid at an early age. She recalls going into town with her dad to buy shoes for her birthday, the last pair in her size and the sales person asking her father to give him the shoes because a White customer wanted them. This was her first real experience of racial discrimination. Pravashnee Naidoo also only had her first discussion with a White person at 22, whereas Samira Moodley

first directly encountered what apartheid meant when she went to university and found that courses were only offered in Afrikaans.

In addition, both respondents experienced the effects of apartheid within their respective universities, in terms of being awarded marks that were not reflective of their knowledge, skills or competencies, but based on their race. The following quote by Pravashnee Naidoo represents what was heard from Indian women, *“You still, you can’t change people over night, you can change systems, policies and processes but you can’t change people that grew up in a system like ours that sometimes didn’t know any better as well”* (7:75). An extremely diverse perspective from other Generation X’s was held by Pravashnee Naidoo that apartheid forced the focus to be on race and not on gender, *“whether it was being a woman, I wouldn’t say so. It was too much a part of the elements of the political arena at that stage for the whole issue of being a woman to take more priority”* (7:81).

Apartheid was also experienced within the predominantly White working environment as Samira Moodley was forced to go to the city to look for job opportunities. This resulted in a five month delay getting a job as she was competing against Whites for a position. This is in contrast to Pravashnee Naidoo who went to work in a predominantly Indian community and found work more easily. Both respondents took on stereotypical female positions, namely secretarial and teaching positions.

The Black and Indian women also experienced more violence typically associated with apartheid than that of their White counterparts, specifically in terms of political involvement and protest violence. Samira Moodley recalls that her family went to visit her aunt in Johannesburg and her house had bullet holes in the walls. No questions were asked at the time, but later she found out that her uncle was a political freedom fighter on the run. Samira Moodley also explained that those of her friends who were unable to cope with the discrimination experienced in the previously White universities, usually relocated to predominantly Indian universities. This is where they usually got politically involved with the ANC and the political underground movement.

4.2 GENDER SOCIALIZATION

One of the dominant themes that emerged was the women's gender socialisation. Socialisation refers to the manner in which an individual acquires the rules and regulations, belief systems and attitudes which enable the person to function as a member of society. (Davis & Wills, 2010; Moen, Erickson, & Dempster-McClain, 1997; Shamir & Eilamb, 2005) As the study seeks to examine whether or not socialisation plays a role in the women's approach to leadership, it is important to establish how these women were socialised, particularly in respect to gender, and the messages they received about being a woman. Figure 4-2 indicates the many influences on gender socialisation. The major influences were family, significant others, schooling and role models. These influencing factors had a significant influence on what the women learned about being a woman and their place in society.

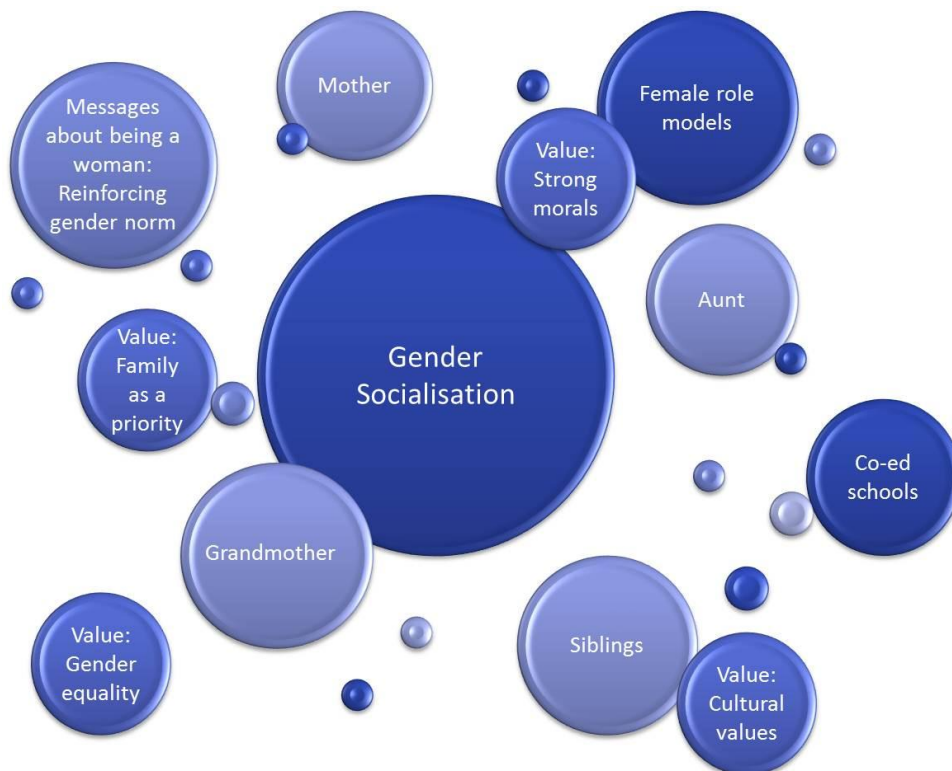


Figure 4-2: Factors influencing gender socialisation

4.2.1 Family and Upbringing

The influences that are discussed below are related to the social influences that the Baby Boomers and Generation X's have experienced. This influence is portrayed in two sub categories, namely the influence that family has imparted over the women and the influence afforded by individuals the women perceived as role models. The relationships with family members were some of the very first relationships established in early childhood. Many of these relationships shaped the women's view of the world and the family members and/or role models had a great deal of influence over the way in which these women were socialised.

Baby Boomers

Hope Cooksen, raised in a Portuguese household, was one of five children and came from a middle class background. She grew up in Zimbabwe and went to a predominantly Jewish school. Hope Cooksen described herself as having a very poor self-image as a young child and feeling very insignificant. She had poor self-assurance which is captured in the following exemplary quote, "*But I never thought oh I am going to be MD*" (4:116). She also did not believe that she would make it into university. As a young child she was very introverted and shy but realised later on during adolescence that she had a strong character.

Susan du Plessis grew up on a farm near Vereeniging, in the Free State. She had an older brother of six years. She explains that although her family was not seen as poor in those days, she now realises that they were poor. Her father favoured her brother as he was to be the head of the household, but she believes that it has made her stronger. Susan du Plessis believed in herself and always wanted to be self-reliant. She had an uncanny self-awareness from a young age and always dreamed of becoming an entrepreneur. Self-achievement played a very important part in Susan du Plessis' life which she measured by the achievement of her personal goals.

Judith Mbikhazi grew up in a homogenously Black township. She lost her mother at a young age but had a strong support system in terms of the community and her

aunts. While she was at school she was involved in a protest and was expelled as a result. In order to be reinstated, she was asked to name the leaders who were responsible for organising the protest which she refused to do, so she had to forfeit the year. She had a similar experience at university and was also expelled for the year.

Sybil Smith had two older siblings and grew up in a middle to working class family. She was raised in a house where you never spared the rod and where her parents believed that there was nothing a good hiding could not fix. She attended a typical Catholic Convent. She first went overseas when she was at university and emphasised that it was a huge eye-opener coming from the restrictions of apartheid.

The interviews revealed that parents of the Baby Boomers had a variety of vocations, some professional and others semi-skilled as illustrated in Table 4-1 below. Fathers typically headed the household and were the breadwinners. Baby Boomers mothers' careers tended to be stereotypical careers for the specific era, teachers and nurses or 'stay-at-home-mothers'. The mothers, therefore, played a supportive role and were the primary caregivers. The fathers of the Baby Boomers predominantly tended to be emotionally and/or physically distant which meant that the Baby Boomers' mothers became a strong role model.

Baby Boomers			Generation X		
Respondent	Fathers Vocation	Mothers Vocation	Respondent	Fathers Vocation	Mothers Vocation
<i>Judith Mbikhazi</i>	Head Master	Teacher	<i>Charmaine Fourie</i>	Colonel	Stay at home mum
<i>Hope Cooksen</i>	Coach builder	Teacher	<i>Gwen Manningham</i>	Chemical Engineer	Sales representative
<i>Susan du Plessis</i>	Farmer	Stay at home mum	<i>Katherine Cooper</i>	Bio-chemist	CEO of Parastatal
<i>Sybil Smith</i>	Technician	Nurse	<i>Pravashnee</i>	Diesel	Computer

			<i>Naidoo</i>	mechanic	programmer
			<i>Samira Moodley</i>	Sheet metal worker	Machine operator

Table 4-1: Comparison of Baby Boomers and Generation X's parent's vocation

The most predominant finding within the Baby Boomer sample with regards to the influence of their parents was that the parents had very strong work ethics which the women then adopted within their lives. Judith Mbikhazi, the one exception, lost her mother at a young age which resulted in her father playing a very significant role in her life as well as her aunts and the broader community.

Parents also had high expectations of the women to complete their tertiary education. Judith Mbikhazi stated, "*I think my father always stressed the issue of education, the importance of education, as a way of setting us up in life, a way of sustaining ourselves*" (5:5). Susan du Plessis' father was of the perspective that the son should be pushed forward when there was money, because it was Susan's future husband's responsibility to look after her one day. This was a common perspective of traditionalists in that era, but surprisingly different from what the other Baby Boomer respondent's parents believed.

Significant others

The people listed as significant others while growing up by Baby Boomers were predominantly female family members. Significant others described included sisters, grandmothers and an aunt. Judith Mbikhazi stated that due to her mother passing away at a young age, her aunt and the people within the community played a caring and protective role.

Those Baby Boomers who are married also stated that their husbands played a very important role during their married lives. Susan du Plessis and Hope Cooksen both stated that without the support of their husbands, they would not have had the careers they have.

Siblings

All the Baby Boomer respondents had at least one sibling as illustrated in Table 4-2. Judith Mbikhazi has two siblings, a sister and a brother. Her father did not distinguish between the children and they shared chores evenly between each other, notwithstanding household chores such as cooking and cleaning.

Hope Cooksen was raised in a Portuguese family which meant that the focus was on the men of the house, while the women were supposed to keep in the background. Hope Cooksen has three brothers and one older sister.

Susan du Plessis has an older brother of six years. Her father believed that her brother should be pushed forward and should benefit from any money being spent, as Susan du Plessis' husband should look after her. Her brother resented her due to the age gap and they were never close.

Sybil Smith has two siblings, an older sister and younger brother. Her father believed that in order to be successful, a person should be a South African sportsperson. Her brother and sister were both very good at sports, whereas Sybil was an academic and she felt that her father was a bit disappointed that she never did well at sports.

Baby Boomers		Generation X	
Respondent	Number of siblings	Respondent	Number of siblings
<i>Judith Mbikhazi</i>	2	<i>Charmaine Fourie</i>	2
<i>Hope Cooksen</i>	4	<i>Gwen Manningham</i>	1
<i>Susan du Plessis</i>	1	<i>Katherine Cooper</i>	4
<i>Sybil Smith</i>	2	<i>Pravashnee Naidoo</i>	4
		<i>Samira Moodley</i>	1

Table 4-2: Comparison of the number of siblings between Baby Boomers and Generation X

Values

The values embedded during socialisation would form the foundation on which the women's own values would be formed. Many of the values instilled during early socialisation were maintained as key values into adulthood.

The dominant finding amongst the Baby Boomers was the value of family as a priority. This was a value taught during socialisation and then later adopted during adulthood when raising their own families. This means caring and providing for your family as best as you can. The second dominant finding was having strong principles or morals. This value although not stated, was implied through the narratives.

Sybil Smith's grandmother taught her that she should judge people as people, and not based on race and would make her practise applying this set of moral values when reading through newspaper articles. Her grandmother instilled in her the value of self-awareness at a young age, which taught her to be aware of her own thoughts and feelings. Sybil Smith also exercised her belief in continuous self-development through-out her life.

The values that Judith Mbikhazi mentioned, were openness and engaging with her children, so that she understood how they felt. Honesty was also noted and the value of treating others as you would like to be treated was highlighted. Judith Mbikhazi has always believed in the importance of self-development, which she has practised through-out her life through continuous studies. The value of education as a way to overcome poverty was also instilled by her father, which is evident in her recent completion of a PhD. She had also always believed that she must persevere to achieve her personal goals and continuously improve and grow her career.

Hope Cooksen's family were very loving and demonstrative in their love of one another. Values noted were taking responsibility or 'making good' on the money spent to send her to university and the value of hard work which drove her to persevere through-out her life which her father instilled in her. An example of this is where she describes having under-performed in her school work and slipping from the A stream to the B stream. She was determined to move back to the A stream

which she did. Hope Cooksen also engaged in self-reflection during her early career and frequently tried to identify ways in which she could make better decisions in the future. She believes that self-reflection and self-awareness are key to being successful.

Susan du Plessis’ mother taught her the value of being caring towards others, being open and honest and having trust. Her mother also instilled the value that “*perseverance is the name of the game*” (8:20) which aided her in the achievement of her personal goals.

Figure 4-3 shows the values described by Baby Boomers within the narrative. Those in a darker shade of blue represent those values that were more commonly expressed across the generational cohort.

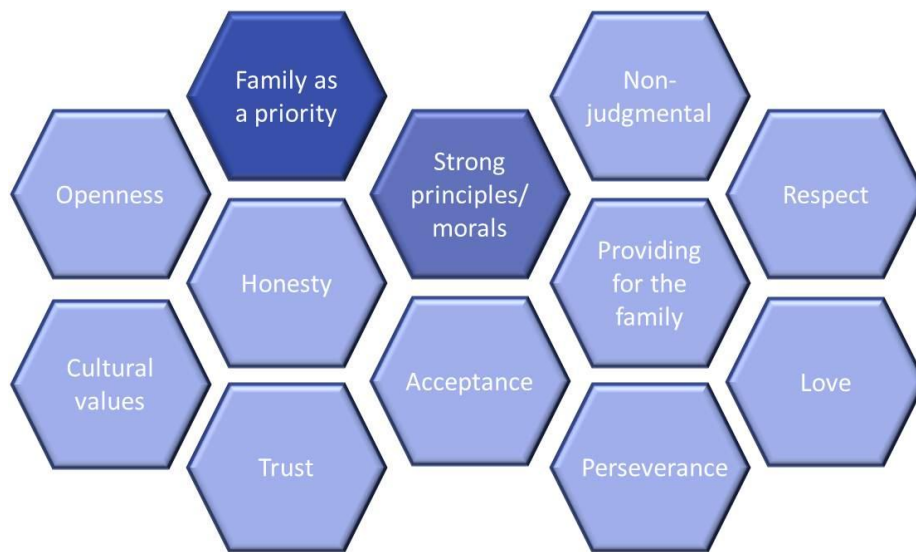


Figure 4-3: The values highlighted by the Baby Boomers

Generation X

Charmaine Fourie grew up in a middle class household. There was no racial mix and the only Black people she knew were servants. Her father was a military man and the community was very homogenous. There was a type of religious homogeneity, so it was also socially expected that you would attend church. Growing up in a military environment, people would use racial slurs or terminology that she did not

feel comfortable with even at a young age. However, she also felt that she could not do anything about it. Her parents did discipline her siblings and herself.

Gwen Manningham lived in a multicultural city and neighbourhood, in a middle income family. She attended Brownies and later joined the Girl Guides. As a young girl she attended church on a regular basis with her neighbours. The country was affected by a depression while she was in high school which impacted on the availability of jobs after she completed her university degree. She had to support herself and ended up taking three jobs to get by.

Katherine Cooper's parents divorced when she was young which resulted in her mother becoming a single parent. She recalls living in numerous rented houses in poorer areas while her father was a millionaire. Her mother would in many instances not eat so that there was food on the table for her children. Her mother eventually saved enough money and bought them a house in an up and coming neighbourhood which is where Katherine Cooper spent the remainder of her childhood. Her mother eventually managed to study further and ended her career as the CEO of one of the South African parastatals.

A pinnacle point in Katherine Cooper's life occurred when she was dating and living with a farmer in Ficksburg. They had a fight and he hit her. She remembers standing up and hitting him back. She then packed her things and called her mother to come and fetch her. She recalls *"it never entered into my thought process that I should stay or that I was the reason that he hit me or any of those things and I think that that is the legacy that she [mother] passed onto me that sense of self"* (6:10).

Pravashnee Naidoo grew up in a mining community where both her parents worked. However, they were low income earners. The fact that her mother worked was frowned upon by the rest of the community. Her grandfather played an important role in her life, a stabilising factor. He would collect her and her siblings every Sunday and take them to church. Religion played an important role in Pravashnee Naidoo's upbringing and the Ten Commandments were strictly followed. As the eldest daughter she was expected to be the primary care giver, cook and look after her

siblings. Her family and community did not encourage women to think about studying further, due to the cultural expectation that women marry after completing matric and in her case the limited family finances. Knowledge about jobs and opportunities were limited to teaching, medicine and law. She describes a turning point in her life where her school had taken the students on a road show to other schools to find out about career opportunities. She interacted with a particular group of learners and found out about the opportunity of studying further which was not limited to teaching, law and medicine, which she had never known existed.

Samira Moodley lived in an Indian community in a low income household. Her grandfather was originally wealthy. However, because of apartheid laws, he was forced to close his business. Her father, having expected to go into the family business, did not have any skills to find alternative employment at the time although he eventually became a sheet metal worker. She states that they never thought about poverty cycles or thought of her family as poor because they did not know any better. The surrounding community all lived in the same sized house and no-one was deemed richer or poorer. However, the teachers knew better and believed that the only way out of the poverty cycle was through education. Her parents favoured her brother because he was perceived as more intelligent and they believed that he would save the family from poverty, but he became an alcoholic from the age of 17 and eventually died.

Mainly due to her gender and the fact that both her parents worked, Samira Moodley became the primary care-giver for her family, although both she and her brother shared some chores. She recalls her mother as being the disciplinarian in the household. Having lived her entire life in an Indian community afforded her some isolation which meant that she did not realise the extent to which apartheid segregated communities. It was only when she went to look for work that she experienced its full effect.

The findings provided evidence that the Generation X parents had high expectations of them completing a tertiary education. Bearing in mind that certain of these women were affected by apartheid, Samira's parents justified getting a tertiary education by

saying “...education is very important, always that whatever people can take away from you, they can't what's in your head, they can't...” (1:20). Although Pravashnee Naidoo's family did not have the financial support to send their daughter to university, she did in fact overcome this challenge and attend.

Fathers were emotionally and/or physically distant towards Generation X which may have been due to them being the primary breadwinners and having to work which meant less time to bond with their children. Fathers were predominantly employed as professionals, for example Gwen Manningham's father was a chemical engineer and Katherine Cooper's father was a bio-chemist. Two of the fathers did not complete matric and were employed in semi-skilled vocations. Mothers usually played a significant role in the Generation X's lives although it was observed that mothers within this sample had to take up working after having been 'stay-at-home-mothers'. Two mothers were pioneering woman, one being one of the first computer programmers and the other working herself up to be the CEO of a parastatal.

Significant others

Generation X's significant others while growing up differed significantly from that of the Baby Boomers. A predominant male figure that played a significant role in their lives was the respondent's grandfathers. Pravashnee Naidoo described her grandfather as the stabilising factor within her family. He would take her siblings and herself to church every Sunday which provided some routine to a normally difficult life.

Gwen Manningham had different significant others while growing up which may be attributed to living in a different country. She mentioned a priest, her twin sister and a best friend, which contrasts significantly to the other respondents.

Charmaine Fourie noted that her significant others were family friends who were professionals, a dentist and a physiotherapist. What drew her to them was their accepting nature. This constituted a divergence from the stereotypical perspectives held by many white people within the apartheid era, specifically within Charmaine Fourie's nuclear family.

Siblings

Charmaine Fourie has an older sister and a younger brother. The expectation was that her older sister would become a leader in any situation, as she showed those leadership characteristics. Her parents pushed both her and her sister to complete their tertiary education. Charmaine Fourie recalls her brother as not being a very good student, so her parents did not encourage him to go to university.

Gwen Manningham has a twin sister and their parents had high expectations of both of them to attend university. There was also fierce competition between the two siblings for the best grades while completing school and their degrees.

Katherine Cooper has one biological brother, two stepsisters and one adopted brother. There were marked differences in her parent's expectations of the children. As a child she was extremely rebellious so her mother's only hope was that she completed school. Her mother had very high expectations of her biological brother, whom she pushed into becoming a chartered accountant although his interests were in the arts. Katherine Cooper holds her biological brother in high regard, emphasising that he is an extremely intelligent person and praised his work ethic.

Pravashnee Naidoo has two sisters and two brothers, but being the eldest daughter meant that she took on the role of a substitute mother and had to take care of the family. As a child she did not realise her parents had differing expectations of each child, although she was responsible for the housework and cooking even though she was not the only girl in the household. In addition, her parents had great expectations of her eldest brother who was studying law. He eventually got involved with the ANC and was sent to prison. Pravashnee Naidoo recalls that when he gave up on his dream, her mother relinquished any expectations for her and her siblings.

Values

The most prevalent value narrated by Generation X was of having strong principles or morals illustrated in Figure 4-4. Samira Moodley provides an example of when she was offered a position as the managing director of a company, she believed that she

had been chosen because she was a non-White female. She states that she made a value-based decision and declined the offer. Gwen Manningham describes a similar situation where her mentor wanted to promote her above her level of competence and she also declined.

An equally strong value to emerge was the impact that cultural values play. Pravashnee Naidoo and Samira Moodley both stated that having been raised in an Indian and Coloured community, the cultural values of being a female carried enormous expectations of playing the role of care-giver early on in their lives. Charmaine Fourie states important values in her environment while growing up as *“everybody had to like rugby and drink beer. You also had to go to church, religious homogeneity”* (2:29).

An interesting value that emerged from the respondents was that of gender equality. Samira Moodley’s mother emphasised that in the household the partners should be equal and provide for their family equally. Katherine Cooper’s mother believed that education was an equaliser and as soon as she completed her first MBA, it marked her as being on an equal footing with her male counterparts.

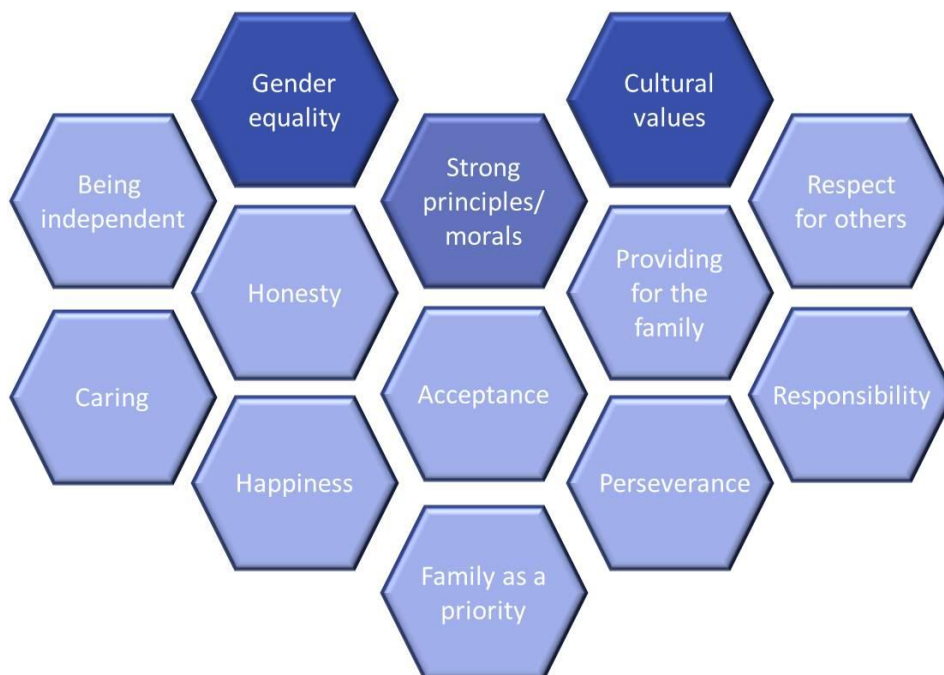


Figure 4-4: The values Generation X respondents indicated as important.

4.2.2 Role models

Baby Boomers

The people that Baby Boomers considered role models were predominantly female. Judith Mbikhazi was raised by her father as a single parent, as her mother passed away at a young age and although she stated that her father was a role model for her, she also had predominantly female role models, such as her teachers and her aunts.

Characteristics that were emphasised as being demonstrated by the female role models were that they were strong, outspoken, stood up for themselves and did not allow others to keep them down. They usually had a professional career such as teaching and/or nursing. Sybil Smith's role model was her grandmother and what stood out for her is represented in the following quote: *"So she was very strong and she had a very well developed sense of not accepting what someone told her as being right but thinking it through herself and forming her own judgement. And I think that that rubbed off to a very large extent"* (9:22). Sybil Smith also explained that her grandmother taught her to apply a set of moral values as a logical process rather than a gut reaction. Susan du Plessis' role model was her godmother who, unlike her mother, had a career. This pushed Susan to be different.

Generation X

Generation X had a variety of role models which included family members, a minister and teachers. Samira Moodley greatly admired her grandfather because despite being forced by the apartheid laws to give up his businesses which had made him a wealthy man, he never made his son or his grandchildren bitter about apartheid. Pravashnee Naidoo had an unstable family where her father was an alcoholic and her mother over-compensated for this with work. A result, her grandfather filled the role of a loving parent and became her role model.

Charmaine Fourie's role model was her grandmother who had single-handedly raised her two children in an era where it was frowned upon to be a single parent. Later in life she mentioned that her role model became an older ranking man in the army, which was dissimilar from her peers, who typically had female role models.

Katherine Cooper described her mother as her role model due to her legacy of teaching her children through her actions. She was an abused wife and eventually left her husband. This paved the way for Katherine Cooper in later life as she was also able to walk away from an abusive relationship. Katherine Cooper stated that when she began working, she had a mentor who taught her that she should never sacrifice her femininity in the corporate world. Gwen Manningham's mother was also described as her role model as she moved from being a housewife to becoming the first woman sales representative in a drapery store. Other roles models included an Anglican minister, a teacher and family friends.

Characteristics of the role models that were emphasised was the accepting nature of individuals, challenging the respondent, the fact that the role model worked harder than everyone else, and would never ask anyone to do something that they were not prepared to do themselves. They also admired role models resolutions.

4.2.3 Messages about gender and being a woman

Baby Boomers

The messages that the Baby Boomers acquired about being a woman typically reinforced gender stereotypical norms. The most common finding was that mothers were very concerned about their daughter's appearance in terms of their behaviour and dressing correctly. The most prevalent finding was that Baby Boomers were raised in an era where women were expected to marry and have children. Sybil Smith recalls that if a woman did not get married, the community would wonder what was wrong with her. Even if a woman decided that she would study first, it was expected that thereafter she would get married and have children and revert back to the role of a housewife and mother. She further adds *"there were an awful lot of mothers telling their daughters, aunts, media, magazines everything saying the best thing you can be in life is a wife and mother"* (9:44). Most mothers were housewives and stayed at home supervising the domestic worker. Sybil Smith also recalls that her grandmother was somewhat of a feminist who shaped her perspective on women. However, the apartheid regime 'clamped down' on the feminist movement. "During apartheid,

women played a part in different organizations which struggled against the tight regime. Repression increased during the 1950s and pass laws, which prevented movement into other cities, were extended to women. In the 1960s, liberation movements were banned, and women's organizations grew weak in the following years. However, mass resistance against oppression grew in the 1970s" (Hutson, 2007). The profound effect that Sybil Smith's role models had on her way of thinking may be the reason she chose a non-stereotypical path of study. Sybil Smith also stated "*society hasn't changed that much, men are more involved but society still expects that it is going to be the mother who is going to be the omnipresent role model and figure in a child's life*" (9:97).

Sybil Smith describes, while in high school, how a friend came to tell them that her mother had started taking the pill. She and her peers had a difference of opinion as to the teachings that were being enforced within the Catholic Covent. Taking the pill was unheard of at the time and being in an all-girls school the nuns were vehement that it was very wicked. Sybil Smith and her peers discussed this and the main focus of the discussion was who had the right to say that a woman may not take the pill. Eventually the group decided that if a woman wanted to take it, she should be allowed to do so.

Susan du Plessis recounts a similar attitude to that of Sybil Smith in that as a child her father used to say that the man is the head of the household and should receive everything. Her father reinforced this message by emphasising that she should not think about going to study further, but rather concern herself with finding a husband. Susan du Plessis also learnt from her mother that her family should always come first and she should do everything possible for her husband. She should stick to the "good-mom" scenario.

If a woman was not doing a BA or BCom degree, it was expected that she would become a nurse or a teacher, which were common jobs for women to hold during that period. As Hope Cooksen had no vocation to become a nurse, she went into teaching. This finding is also true for Judith Mbikhazi who became a teacher. Sybil Smith importantly stated, "*I am not sure that women were able or understood that they had a*

need or a right to try and express their own professional expectations and ideals in a way that was not nursing or teaching and marriage of course” (9:41).

Susan du Plessis began her career as a Personal Assistant in a tyre manufacturing company which she states was a very stereotypical career for a woman in those days. She recalls that the highest position any woman reached in the company was in Human Resources (HR), not the head of HR, but just a senior HR person. The remainder of the women were typists or personal assistants.

A difficult situation to deal with in those days was that although the environment encouraged women, if there was a room full of senior people, with seven men and one woman, the men would still expect the woman to pour the tea. If she did not do so, she was labelled a harridan and if she did pour the tea, they would say “shame she is a frustrated mummy and wife”.

Generation X

Generation X differed in the findings with respect to the messages they received about gender and being a woman. Pravashnee Naidoo and Samira Moodley’s mothers reinforced stereotypical gender norms such as dressing like a lady, learning how to cook and caring for the family. Pravashnee Naidoo and Samira Moodley both became care-givers from a young age. Pravashnee Naidoo started cooking at the age of nine, while Samira had to create grocery lists for her dad from early on. The Indian women that Pravashnee Naidoo had contact with became housewives and did not aspire to too much in terms of careers. It was also perceived that careers were very limited during that era which is demonstrated by the following statement in which she says, *“in those particular communities growing up in that particular era you could either become a teacher, doctor or lawyer that was the sum of your whole job spec” (7:38).* Due to the need for money to look after her family, Pravashnee Naidoo’s mother worked as one of the first computer programmers in her district. However, this was frowned up by the rest of the community, as she was not conforming to the expectation that as a woman she should be a housewife. The expectations of a woman in the Indian community was to learn how to cook and do the housework and potentially finish the matriculation examination, as women were encouraged to get married early on.

In addition, Samira Moodley stated that the jobs available to women were secretarial and administrative type jobs. This becomes clear when she states *“you became a teacher, lawyer or a doctor those were the only careers available to you. Not the only careers, but they were thought highly of in our race group or in our society because that is all we knew” (1:40)*. Samira Moodley’s mother believed, however, as stated previously, that a woman should be an equal partner within the household and should contribute equally.

Katherine Cooper similarly experienced the reinforcement of gender stereotypical norms while attending an all-girls school convent. When she wanted to drop home economics, the nuns asked how she would cook for her husband and make clothes for her children. She answered that she would be in a position to buy clothes and get someone to cook for her, which astounded the nuns. This was due to the message that her mother had imparted, in that there are no limits to being a woman. Reinforcing this point in terms of behaviour was that her mother did not do her home economics homework for her, in contrast to the other mothers. Her mother also taught her to reject gender norms.

Charmaine Fourie’s mother also imparted the message that there are no boundaries to being a woman. Charmaine Fourie did, however, experience the expectation of stereotypical gender norms from her peers at university. She was on a hostel committee and was expected to wear a dress, apply make-up and do her hair in a particular way, which she did not accept readily.

4.2.4 Schooling

Baby Boomers

The majority of the Baby Boomers attended co-education schools which meant that both boys and girls attended the school. None of the respondents noted being treated in an exceptional manner because of their gender. This may have been due to the fact that the respondents attended homogenous schools i.e. White children attended White schools. All the Baby Boomer respondents completed some type of tertiary education, three of whom attended university while the other respondent completed a Diploma. As Table 4-3 below indicates, with the exception of one Baby

Boomer, the majority studied stereotypical courses that were deemed appropriate for women at the time.

Baby Boomers		Generation X	
Respondent	Description of tertiary study	Respondent	Description of tertiary study
<i>Judith Mbikhazi</i>	Teaching	<i>Charmaine Fourie</i>	Human Resources
<i>Hope Cooksen</i>	Teaching	<i>Gwen Manningham</i>	Engineering
<i>Susan du Plessis</i>	PA diploma	<i>Katherine Cooper</i>	Marketing, Communications
<i>Sybil Smith</i>	Radiography	<i>Pravashnee Naidoo</i>	Teaching
		<i>Samira Moodley</i>	Computer Programmer

Table 4-3: Comparison between the tertiary education of Baby Boomers and Generation X

Generation X

Half of the Generation X respondents reported not having experienced any gender discrimination. However, Charmaine Fourie and Pravashnee Naidoo explained that preferential treatment was afforded to the boys. Charmaine Fourie describes that in primary school she may have not been aware of the difference in treatment, but in high school she became aware of this divide between boys and girls. Boys were expected to excel in mathematics, encouraged to have differing opinions and given leeway to be 'naughty'. In contrast to this, the girls were expected to study harder, behave like ladies and having a differing opinion was considered 'unlady-like'. Pravashnee Naidoo experienced a similar schooling situation although she attended a conservative Indian school. Even if girls excelled at academics, those of the boys who excelled were given preferential treatment. Teachers provided boys with brochures for university, whereas the girls had to plan for their own future. The biggest achievement for girls was to finish matric because the most common

situation was that by standard nine or ten, a girl would have found a boyfriend and would drop out of school to settle down, get married and have children.

Samira Moodley experienced gender discrimination when she was moved to a new school due to her parent's relocating to Durban. There she experienced the male teachers as being extremely patronising of the female students. She recalls that if the male teachers wanted to stress a point, they would snap the girl's bra straps. In addition, the male teachers would often say that girls were only good enough to be in the kitchen and should not be struggling through higher grade mathematics.

All of the Generation X respondents attended university, although the areas of study varied substantially (See Table 4-3). Charmaine Fourie described how people were surprised that she wanted to attend university although she had always aspired to attaining a tertiary education. While Pravashnee Naidoo's parents were not wealthy, her father took out a loan from his company to pay for her first year at university. Gwen Manningham explained that there was always the expectation that her sister and herself would attend university and become professionals. Katherine Cooper's mother always believed that education was an equaliser, which is what prompted her to study further.

Politically, Pravashnee Naidoo states that in her experience Indians were discriminated against when she was at Natal University, because they were the first Indians allowed into the department of music. She attests that as a non-White she would have to work ten times harder to get 60%, even though she knew her papers were worth 85%. She also states that she studied extremely hard for exams, whereas her White friends had not and when she felt that she had 'aced' an exam she was happy to get a D symbol and pass. She also qualifies that racial discrimination was experienced on the whole more than gender discrimination by the following *"whether it was being a woman, I wouldn't say so. It was too much a part of the elements of the political arena at that stage for the whole issue of being a woman to take more priority"* (7:81).

4.3 PERCEPTIONS OF THE WORKPLACE

The women recounted their experiences with discrimination in the workplace. It affected the women in two ways, namely, racial discrimination and gender discrimination. The former was encountered due to the political situation produced by apartheid and had a profound effect on Black and Indian women. This was in contrast to White women who experienced gender discrimination in the workplace. The era in which women lived encouraged women to work in stereotypically female vocations such as nurses and teachers and because the majority of women entered non-stereotypical careers, discrimination was prominent in their career paths.

Baby Boomers

The Baby Boomers all agreed that they knew that women were discriminated against, specifically in the work environment. However, there were different accounts of whether or not this was personally experienced. Sybil Smith describes the gender discrimination she experienced during the apartheid era as covert. For example, if a woman was burning a bra, for example, she was considered hysterical. Like many of the other women interviewed, she did attest to not having personally experienced discrimination and her words are actually the perceptions expressed by others: *“People treat you the way you let them treat you. I won’t be patronised by people. I won’t accept that and I won’t be a victim and I won’t allow anyone to turn me into a victim either”* (9.80). A similar sentiment was noted by Susan du Plessis. Susan du Plessis shared that she was discriminated against within her own family from childhood and socialised to believe that women were subordinate. She also indicated that older White males are still very dominant in the workplace and attributed the experience of discrimination as emanating predominantly from them. She also added that in her experience Black females experience more discrimination from their Black male counterparts, than from other races. So while she perceived discrimination to have been present, she attests to not personally experiencing any in the workplace.

On the other hand, other women in this generation acknowledged experiences with gender discrimination. Judith Mbikhazi indicated she had experienced gender discrimination at her workplace. She described how male colleagues held informal

meetings outside of work and took decisions which would be enforced during the formal departmental meetings. She further explained that men controlled access to opportunities. Hope Cooksen had a similar experience with her male manager who told her, “*if you have any aspirations of furthering your career beyond this point this is not the place for you, you will never become a general manager*” (4:49). She also experienced gender discrimination at a conference for women in leadership roles, where the male speaker suggested that the reason women were in these roles was only because of their gender.

Generation X

Generation X women experienced more discrimination in the workplace than the Baby Boomers. Charmaine Fourie stated during her interview that “*the discrimination was that if you didn’t fit into the men’s world you were not allowed into their world, but if you did fit into their world then you were less of a woman*” (2:73). She experienced overt and covert gender discrimination at her workplace. The covert discrimination occurred at a conference where she had stuck out her hand to greet a male colleague and he ignored her and proceeded to greet the male colleague accompanying her. Later, when she questioned him about the incident, he said he had not noticed. The overt discrimination occurred when she had to compete in a war simulation with one of the top soldiers in her rank. She beat him in the simulation and the instructors stated that it must have been a technical malfunction, because as a woman she could not possibly understand the tactical side of war so well.

Gwen Manningham recalls that as a female engineer it was a real struggle for women to get access to dams and hydro power sites, specifically where there were tunnels, as men were particularly superstitious about women in tunnels. She also states that gender discrimination was pushed by senior managers with the following quote, “*senior management saying really stupid things to us as senior men do, like you can’t go onsite because there aren’t any toilets or you won’t be involved in all discussions because we have some of our most important discussions over the urinal*” (3:78). She also stated that “*there is a certain level of cultural sexism in the black cultures*” (3:86). The Afrikaner culture, in her view, was more willing to deal with sexism in a more professional manner.

Samira Moodley noted that the first time she personally experienced racial discrimination was when she moved to Johannesburg and began working in a predominantly White company. She recalls that typically the Blacks held lower end jobs like being cleaners, whereas the Coloured people held administrative type positions. Her personal experience of gender discrimination is explained in the accompanying quote, *“I walked into a guy’s office with a tool kit and you kind of had tool kits in those days because you had to open the machine up on the desk and he chased me out of his office, and I looked at him and I told him no, I’m here to fix your computer and he said to me no I want a man” (1:84)*. Samira Moodley states that she could open up a computer and re-build one from scratch, but just because she was a woman, men believed that she could not do it. She further states that if she was in an administrative position it would not have been an issue, but because she was a woman working in the technical space, in a predominantly male industry, it became a problem. Samira Moodley further adds that it was rare to see women in management positions, *“Even if women were management, they were management in administration departments, not management in any other area of the business. If I’m really honest that was the first time I felt the gender issue, in my entire life” (1:75)*.

4.4 CAREER EXPERIENCES

In order to establish how the respondents approached leadership, it was important to examine their career progression. As many of the women did not follow linear career paths, the term career evolution better captures how their careers unfolded. This term also denotes the challenges faced by women during their working life, which forms the second sub-category discussed. Finally, the way in which women manage their work-life balance was another notable theme during their interviews.

4.4.1 Career challenges

Baby Boomers

The most prevalent finding amongst the Baby Boomers was that a common expectation of society was that they would marry and start a family. There was not much of an expectation in terms of Baby Boomers getting a tertiary education or

having a career. Even if a Baby Boomer did indulge by getting a degree, it was expected that upon completion she would get married and start a family. In addition, it was perceived that there were limited career opportunities or career choices for women. The most predominant careers were stereotypically female careers such as teaching or nursing and even women doctors were unusual.

Generation X

The Indian and Coloured Generation X's were limited in terms of the level of education they were afforded due to the political situation in South Africa which also impacted on their career opportunities. Samira Moodley recalls how there were very limited career opportunities for her and her current husband in Durban which forced them to relocate to Johannesburg to look for work. It was even more difficult for her husband to find work at the time as a non-White. However after five months, she found a position as a PA and then facilitated a position in the same company for him. She further adds that she felt that the only careers available to her were becoming a "teacher, lawyer or doctor" (1:40). These careers were highly valued in the Indian community. The White Generation X's did not mention having experienced difficulty in finding work after they completed their tertiary education.

4.4.2 Career evolution

Baby Boomers

In terms of career evolution, Baby Boomers predominantly did not receive career guidance. Sybil Smith, having being at a Catholic Convent, recalls that the career guidance offered was focused on whether or not the girls wanted to become nuns. A prevalent finding amongst the Baby Boomers was that they did not end up working in their field of study. After brief working experience, a drastic change occurred due to a variety of factors such as marriage, having children or not feeling as though this was what they wanted to do for the rest of their lives, to name a few reasons.

Generation X

In comparison to the Baby Boomers, Generation X women did not receive structured career guidance while at school. In Pravashnee Naidoo's case, the boys received

career guidance, but the girls did not. An interesting finding was that Samira Moodley received career guidance and the guidance teacher had a room with pamphlets and information for the students. He also arranged career days where guests would come and share knowledge about careers. This is an exceptional case as this was during the height of apartheid and would not have been encouraged in a non-White school.

In terms of careers, the career choices of Indian and Coloured women were limited due to the restricted number of universities which catered for non-White students, as well as the limitation in degree offerings. Although Generation X non-White women were eventually allowed into previously White universities, these women had to work extremely hard as they were still discriminated against in terms of their academic results.

4.4.3 Work-life balance

Baby Boomers

A predominant finding amongst the Baby Boomers was that they got married at a young age and then had children almost immediately. Sybil Smith was in her final year of her degree, aged 19 when she got married and had children. Similarly, Judith Mbikhazi fell pregnant after having just begun her teaching career and then got married. Children became a priority in the Baby Boomers lives and took precedence over the majority of the women's careers. Susan du Plessis recalls her mother instilling in her the value that your children are your future. For this reason Susan du Plessis took her children to board meetings with her and they accompanied her on international travel so that she was able to spend time with them. Although Hope Cooksen also got married at a young age, 21, she and her husband struggled to have children. This led to the perspective early on in her career that you cannot be a mother and a career woman. However, this changed once she had her daughter in her 40s.

The majority of the Baby Boomers also stated that it was difficult to maintain a work-life balance and at some point in their careers their work began taking precedence

over their families. Hope Cooksen recalls that she began to feel that she was neglecting her family, so in 2009 she took time off to raise her daughter. After a couple of months, however, she began to realise that she needed to get back to work and needed the challenge that work afforded her. Judith Mbikhazi stated that at the beginning of her current role as Departmental Head at a technical university, the role became very demanding which meant that she was working long hours and finding a significant increase in her stress levels. She conveyed that she began to neglect her family and children and had to reorganise her priorities, so that she could regain her work-life balance.

Susan du Plessis expressed that she had experienced a similar situation where she has at times become so involved with her goals and achieving them, that she struggled to keep a work-life balance. On the other hand, she emphasised that it is important for a woman to also make time for their own self-rejuvenation because if a woman is tired and worn out, then she will not be able to give 100% to her job or her family, so both end up being neglected.

Hope Cooksen experienced the need to balance work and family on the other end of the spectrum as she was at the time the General Manager of an airline and had to set the example. She recalls that she worked with a predominantly female team and had to ensure that her colleagues understood that although they all had children, including herself; she had to run a business. This meant not shirking any responsibility because of the children. She firmly stated that she did not believe that a woman does either job to the best of their ability, trying to be a leader and a mother.

As previously stated amongst the Baby Boomer women that were married, a strong theme that emerged was the supportive role that the women's husbands played. The women acknowledged that they would not be where they currently were in their careers without this support and encouragement.

Generation X

The most predominant finding in the Generation X sample was that career women have a sense of guilt about the amount of time that they spend with their family, versus the amount of time that they spend at work. Katherine Cooper emphasised that she felt as though she cheated both her work and her family and was doing neither job brilliantly. Generation X women also attested to the fact that their male counterparts do not feel the same level of guilt about working long hours and neglecting their family. Pravashnee Naidoo recalls how her husband has taken on, in addition to work, the study towards an MBA, which he completes in the evening without feeling guilty for neglecting his family. This is in contrast to her feelings about wanting to study further herself as she feels that she should wait until her children are older and possibly out of the house before doing so.

Samira Moodley believes that in order to attain work-life balance a person must know when to give up and when to accept the challenge. In line with this she has built up a strong support system for her family as she frequently has to travel for work. In addition, she has flexible work hours which allow her to better manage her work-life balance. In contrast to this, Pravashnee Naidoo explains that the reason why she has not aspired to a very high paying position is because her family are a priority. Maintaining work-life balance has played a very decisive role in the acceptance or rejection of positions. She further states that work-life balance is a myth in the 21st century, as the advent of 3G and other technology means employee's end up working 12 or 14 hour days in place of the traditional eight hours a day.

A second predominant theme to emerge was the need for women to play multiple roles. A woman's role is no longer limited to being a good mother, house-keeper and wife, but also a good employee, leader or manager. In certain organisations she is expected to participate in social organisational events i.e. organisational citizenship. As a single woman, Charmaine Fourie mentioned an interesting experience that she has had. Due to her not being married or having a family, people expect that she has more time for work. It is also expected that she can travel more often and work later hours specifically because no one is waiting at home for her, or put differently, she

does not have an immediate family. Her personal perspective about achieving work-life balance is that you need to make a choice to maintain that balance or not.

4.5 LEADERSHIP

One of the key research questions was to identify the women's approach to leadership. Four main themes were identified within the data, namely, gendered leadership, first encounters with leaders, leadership characteristics and the perceptions of women as leaders. Gendered leadership concerns whether the respondents believe men or women, or both, are effective as leaders. First encounters with leaders relates to the women's first experiences of leadership. The women either accepted and adopted their first leaders approach to leadership, or denied and rejected the approach. However, both of these factors had salient effects on the respondent's personal approach to leadership. The third sub-theme involves the characteristics women believe leaders should possess for effective leadership. These characteristics frequently formed the definition that the women had of effective leadership. The final sub-theme is the perceptions of women's leadership characteristics. This links with first sub-theme as these perceptions are typically shaped by the women's experience of good and bad leadership.

4.5.1 Gendered leadership

Baby Boomers

The majority of Baby Boomers feel that both men and women are equally effective as leaders. Furthermore, they believe that men and women have different elements that are important in terms of leadership. For example, the women noted men generally find it easier to make emotionless decisions, whereas women generally tend to have more empathy. Susan du Plessis, like the other women interviewed, emphasised that there is the need for both women and men's skills in leadership today.

Hope Cooksen made a distinction in respect to how women's leadership behaviour differs saying *"I don't think we are kind enough to ourselves as women leaders, and that's probably*

because of society, we've come a long way from the glass ceilings of the 90s but we are not there yet and I think there is still compensation given for being a woman, you know 'you can do that because you are a woman', no I wanted to be treated as a leader not as a woman leader" (4:87). She further states that women tend to underestimate themselves and that women feel the need to prove themselves by working harder which, in her opinion, is unnecessary. A similar example was provided by Susan du Plessis, *"Women will prepare when they go to a board meeting and they will know that board pack from page one to page fifty, guys will bullshit their way through because they sometimes have more knowledge because they had the opportunity to serve on different boards on a longer time than some women" (8.47).*

Other women also referred to women's self-limiting behaviours in respect to leadership. In Sybil Smith's experience, women do not stretch out and grab opportunities, but rather have a tendency to sit and wait for them. She describes an example of an opportunity presented to a female colleague of working in Darfur, which resulted in a 'not so sure' response. This is in contrast to a male colleague who jumped at the opportunity. She also adds that the working environment does encourage women, but yet in many instances society reverts back to the cliché of men being better leaders than women.

Generation X

The most predominant finding amongst Generation X's was that in their experience, women in leadership positions try to emulate male leaders by taking on male characteristics and in doing so lose their gender identity. These women were described as 'she-men' and typically dress like men, are a lot more vicious and far harsher than they would normally be.

A second predominant finding in the Generation X sample was distinguishing between the leadership characteristics of male and female leaders. Generation X felt that male and female leaders are equally as effective as leaders. However, they described female leaders as more emotional than their male counterparts. Pravashnee Naidoo described women leaders as being emotional and playing a more nurturing role, in contrast to male leaders, who were described as being able to execute actions without allowing emotion to play a role in their decision. Samira Moodley believes that what makes men effective leaders is that they are able to

discipline an employee and then forget about it, whereas a woman will carry the guilt of the action. She further adds that men have a tendency to be more logical and a bit more factual; they see things in black and white, whereas women see the grey. Women tend to want to fix other people's problems and may get emotionally involved. In addition, she mentions that women tend to find it harder to performance manage employees because of their caring nature. They want to fix problems, but the difficulty is that they do not have enough 'ammunition'. In her experience, she has adopted male leadership characteristics because it gets the job done. When she is gentle and empathetic she gets criticised, which makes leading in a particular way difficult.

Gwen Manningham believes that leadership varies according to individuals and is not based on the effectiveness of a gender. She also emphasises that women are equally as effective as male leaders, but do not get enough opportunities to exercise their leadership skills. Katherine Cooper believes that women are more outcomes orientated than their male counterparts. She also perceives that men do not have the same level of empathy in terms of how to motivate their teams by getting heart buy-in. Charmaine Fourie stated that when females try to emulate males, it is not successful. She distinguished between male and female leaders, saying that men are more decisive, whereas women are more tentative.

Similarly, Gwen Manningham's colleagues tried to persuade her to join a woman's committee, which in her opinion was solely to sit around and complain about opportunities not afforded to women. She further added, "*I was always put off by the idea of deliberately setting myself apart to claim privilege because of my gender*" (3:80). Samira Naidoo characterised women as being schizophrenic as they try to be like men, but want to retain their label as a woman.

Charmaine Fourie described the difficulty in maintaining ones gender identity in the army. If you emulated the men and went to the bar for a drink then you were not perceived as a woman. However, if you were perceived as a woman then you were not allowed to join the boys' club. Also, women in the military were expected to prepare for functions and serve the refreshments. This is in contrast to the men who

did not have the same responsibility. Included in the women's duties was washing the dishes and serving tea on a daily basis. Charmaine Fourie disagreed with this and did not want to participate if the duties were not equally assigned, which resulted in the other women becoming angry with her as they felt that this was their duty as women.

4.5.2 First encounters with leadership

Baby Boomers

The most prevalent finding amongst the Baby Boomers was that their first experience of leadership occurred during their first jobs and it was a good encounter. Hope Cooksen describes how although she did not want to emulate her, she realised that her manager was professional in the way that she worked and she considered copying that specific characteristic. Sybil Smith describes her first manager as being clear and uncompromising in her push for quality work. Her manager also believed that if you were going to do something you should probably do it right the first time. In addition, Baby Boomers experienced good and bad leadership at some point during their careers which formed a basis on which to develop their approach to leadership and skills.

Baby Boomers also had definitive experiences of when they realised they could be leaders. Hope Cooksen first began to think of herself as a leader when she became a manager and realised that she could influence people in one way or another, but that it was better to influence them positively. Sybil Smith also described that her first experience of leadership was realised in her enjoyment of standing in front of people and seeing them develop the knowledge and skills she had to share. Susan du Plessis had a similar experience where in primary school she believed that she could also be a leader, but that she just needed the opportunity. Later in life she realised that she must make her own opportunities.

Generation X

The most predominant finding amongst Generation X was that they all experienced good and bad leadership during their careers. Generation X's first experience of

good leadership was often only realised at a later stage, after the experience of poor leadership. Charmaine Fourie corroborated the finding by stating that good leaders were not recognised at the time, but were appreciated later on. Charmaine Fourie commented that the leaders she recognises as being good leaders were those that allowed her to struggle through a process while playing a more supportive role and did not necessarily assist her to overcome the problem. The leaders that assisted her in resolving the problem made her dependent on them and when the next problem arose, she would rely on them to assist her in resolving the new problem. Katherine Cooper noted that only after a good leader was lost did she realise his or her importance.

The second most prevalent finding was that the Generation X's began to think of themselves as leaders from an early age. Gwen Manningham states that she first began thinking of herself as a leader after she worked her way up from being a Brownie to a Girl Guide. Katherine Cooper similarly explained the following, "*When I think about the things that I got expelled for it had less to do with the things I did but the fact that I managed to get everybody in the class to come with me and do it with me you know what I am saying. I think that I have always had that inclination*" (6:122).

Samira Moodley emphasised that she began thinking of herself as a leader when she was exposed to leadership; she describes her previous experience as having been exposed to management and managers, not leadership. She further states that, in her opinion, only between one and five per cent of the population has experienced good leadership. Charmaine Fourie first began to think of herself as a leader when she made a conscious decision to get involved in leadership activities at university with the house committees and first year committees.

Pravashnee Naidoo distinguished between good and bad leadership by using her role models as examples. She explains that Mother Theresa was her icon purely because of her faith, her ability to live simply, the fact that she did amazing things while not earning a salary and was still able to move the world and become a saint. In contrast, she says, despite being enthusiastic about the appointment of so many

women ministers into the government, they have been a disappointment because they have not proven their worth.

4.5.3 Leadership approach

Baby Boomers

Of the Baby Boomers sampled, all explained that their approach to leadership is the transformational approach. Their leadership approach focused on the empowerment and development of their followers. Each respondent noted a differing perspective of the characteristics of transformational leadership.

Sybil Smith's perceptions on leadership is that she firmly believes that as a leader, one should speak her mind as no one learns from a leader who tries to prevaricate and pretend that nothing is wrong when something is clearly wrong. Sybil Smith further states that although she is passionate about working with people, the fact that people listen to what you as a leader are saying, has to do with your conviction of your words. So as a leader you need to believe in what you are saying to your employees and/or followers.

Hope Cooksen's perception on leadership is to choose competent people that are going to achieve and then lead them. She notes that after she commenced in a leadership position, she up-skilled herself about the theory of leadership, came up with a clear picture of who she did and did not want to emulate and decided on a clear course of action. Hope Cooksen explained that she always supported her followers when they took a decision, but in return expected them to be accountable for the outcome of their decisions. In instances where a follower needed assistance in deciding on the best course of action, she would assist them in weighing up the pros and cons of a decision but ultimately they would need to decide on the best way forward. She further states that in her perspective, despite the outcome, decisions made are the right ones at that particular point in time. She also believes in treating her followers as she would like to be treated which includes empowering employees so that they can reach their full potential. It is also very important that make your followers happy and get the best out of them.

Susan du Plessis emphasised that she focuses on aiding her followers to grow and develop and become leaders in their own right. Although not every individual can hold a position in management, everyone can be a leader. Her focus centres on empowering and unlocking her employees' potential.

Judith Mbikhazi's perception is highlighted in the following quote *"If you are a woman I think what is important is that you should not isolate yourself. Work with the same people who at the end of the day will make your life harder and work with them nicely, with openness, I think you can't beat that, if people know what you are thinking, even if you have to disagree, the reasons for your disagreement are well understood and are reasonable I think you will be able to manage within that"* (5:64). Judith Mbikhazi explained that she practised the concept of an open door policy and also ensured that at any time the people within her department would know what was happening. She also allowed her followers to discuss ideas about what they thought should occur in the department, what resources they would need and how they should work together to achieve the idea.

Generation X

Compared to the Baby Boomers, Generation X's approach to leadership was also transformational. Generation X's, however, became leaders at a younger age than their Baby Boomer counterparts. Generation X's leadership approach focused on empowering followers and unlocking follower's potential. It was also noted that Generation X agreed that followers should be allowed the first time to complete a task their way and if it did not meet the requirements, they should be given direction and instruction. If, however, it was still not adequate, the leader should enforce her way of completing the task.

Gwen Manningham noted that she perceived herself as a leader from a young age; to quote: *"I was always always the leader, always. And my sister was always too, it just happened naturally, there was never any question about it, we were always be the ones that would be leaders"* (3:58). Her approach to leadership was developed by observing her Anglican minister's leadership characteristics which she adopted. The minister always did more than anyone else, he worked harder, set up teams and empowered them by ensuring that the team understood the goal towards which they were working and he

never asked people to do things he was not prepared to do himself. Gwen Manningham has internalised the values transferred by the Anglican minister and practises these as a leader. Gwen Manningham also believes that as a leader you need to understand the various role players within your team, such as who will be the catalyst, who will be the innovator and who will put the ideas into practice. It is also essential to understand your followers, what is important to them and what role they will play during the team's interaction. Leadership also entails helping people to unlock their own potential.

Charmaine Fourie's perspective on leadership is that as a leader it is your responsibility to grow, develop and nurture your followers as you cannot force them, but you can give them some role modelling and coaching. It is important that followers make their own mistakes, as that way people learn. As a leader you should also allow followers freedom and at certain points a chance to struggle through a problem themselves. A leader should be someone that inspires their followers, teaches, is patient and is someone who can push them to achieve. Charmaine Fourie's dream as a young woman was to be accepted in her career as someone who could add value and as someone who would support and guide people to develop their careers. She feels that she has only become a leader in the last five years because her definition of a leader has changed. Her first experience as a leader was when she became a lieutenant at 21 years of age and was responsible for managing 10 people.

Samira Moodley initially led in a transactional manner and later advanced to a transformational approach to leadership. She states that initially she felt as though she had to control everything and that she had to manage things all the time. She found herself telling people what and how to do tasks, in place of what to do and letting followers figure out how to do it. She further adds that a leader needs to lead people according to what followers require from the leader. However, the challenge is finding that out as the following quotes show, *"So you have to lead them in different ways. As much as I have a style and I do have a style, I can't force that style on the people that I'm managing"* (1:109). She further adds *"You don't have your own style. I think over time you learn your own style but again you are still very influenced by the way people managed you"* (1:102).

Her style of leadership is to have open discussions with her team about her own weaknesses and failings. For example, if she is doing something that is hindering the team from completing a goal, she wants feedback on this behaviour and prefers to deal with the problem 'head-on'. She emphasised that she appreciates honest and transparent feedback and gives the same to followers. Samira Moodley became a manager early on in her life, at the age of 25.

Katherine Cooper explained that she is focused on outcomes and will give a follower a task. If they need direction in terms of getting it done then she believes the follower should take the responsibility and ask for help and then be accountable for delivering the task on time. She adds that she does get upset with people if they do not make decisions, but if they make a wrong decision she will always stand by them. She always felt that she could be a leader from a young age. She further states "*I think that I recognised myself mostly as a leader and my abilities with it when I started to feel that seeing people grow and develop was actually made me happy and was very fulfilling versus the taking the actual block of achievements, does that make sense*" (6:79). Pravashnee Naidoo's perception is that as a leader you should have a good role model on which to base your leadership style or approach such as American President, Barak Obama and/or nationally on politicians such as Patricia de Lille or Helen Zille. Figure 4-5 illustrates the differences in leadership characteristics perceived by Baby Boomers and Generation X when leading in a transformational approach.

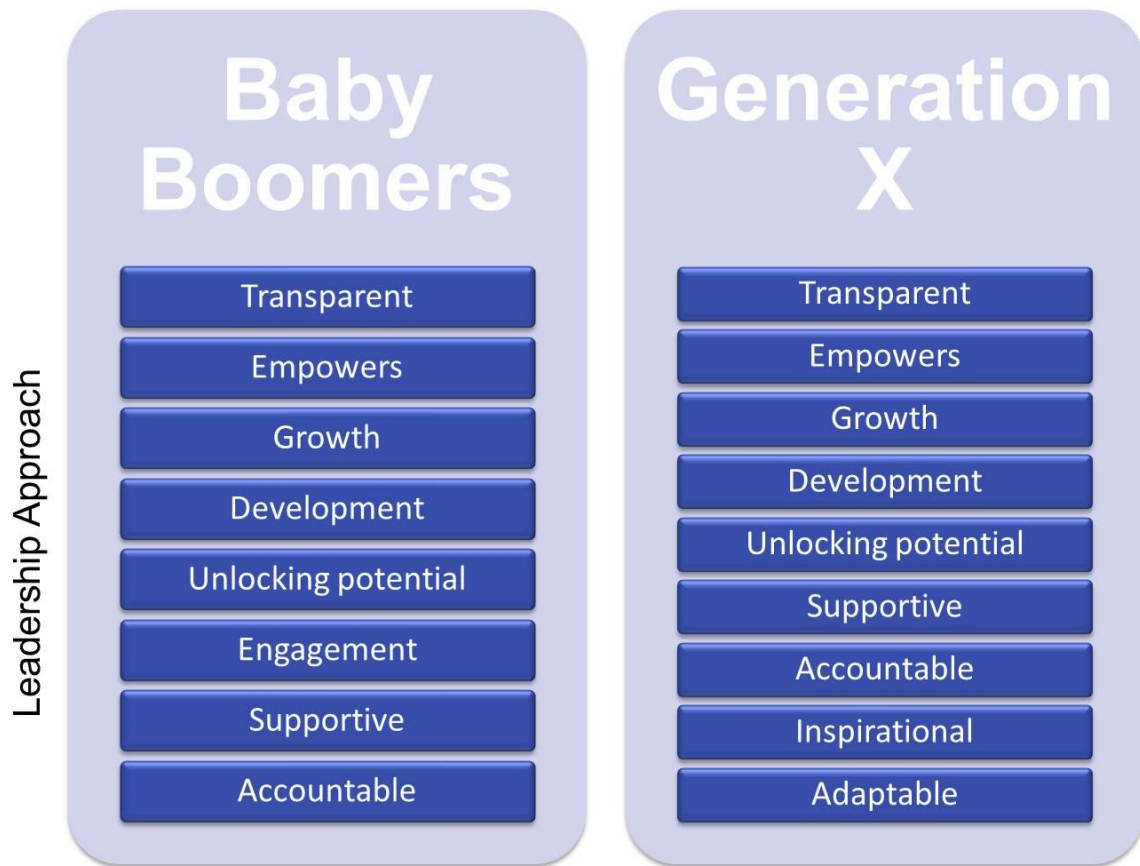


Figure 4-5: The difference and similarities of Baby Boomers and Generation X leadership characteristics

During this chapter the dominant findings were presented which were identified during the interviews. The subsequent chapter discusses the consistencies and inconsistencies of the findings with literature.

CHAPTER 5: DISCUSSION

5 INTRODUCTION TO THE CHAPTER

In this section, dominant themes identified within the findings are discussed. The discussion incorporates existing literature with the findings and illustrates discrepancies and parallels between the two. The purpose of the discussion is to attempt to address the research purposes and the resultant themes as depicted in the Figure 5-1 below.

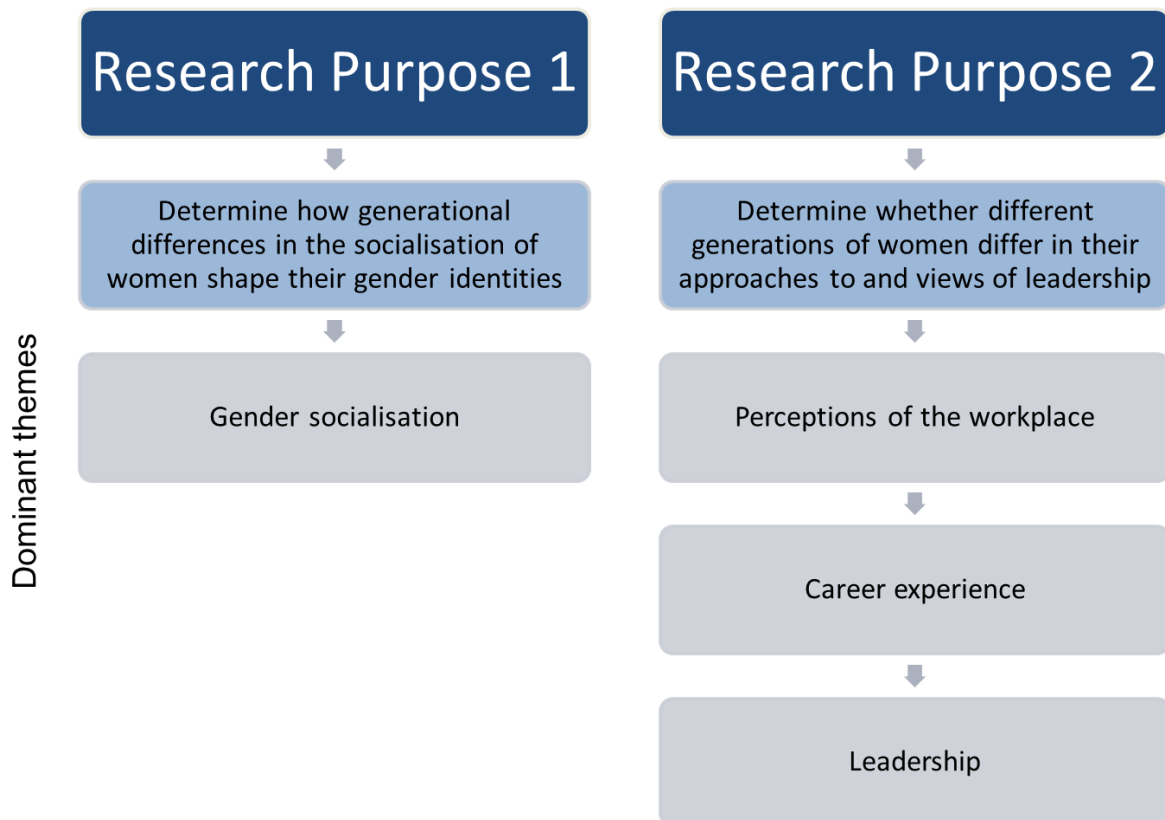


Figure 5-1: Outline of the study questions and the relevant themes to be discussed

5.1 RESEARCH PURPOSE 1

5.1.1 Gender socialisation

In terms of gender socialisation this research found that there were very few differences in the socialisation between the generational cohorts. However; both generational cohorts of women had strong gender identities borne from their socialisation. Due of the lack of research on the differences in socialisation of different generational cohorts in the South African context, it was not possible to compare the socialisation of Baby Boomers and Generation X's with the traditional Western generational literature. It is important to note, however, the impact that the political situation in South Africa, namely apartheid, had on the Baby Boomers and Generation X's socialisation. Mattes (2012) classifies generations in relation to their experience of apartheid. The Grand Apartheid generation comprises of Baby Boomers who turned 16 between 1961 and 1975. This generation's early memories are marred by the stirrings of internal Black resistance, while their adolescent memories detail the post-Sharpeville reaction of the National Party government, which banned nearly all Black political parties, while imprisoning countless leaders such as Nelson Mandela.

Mattes (2012) further describes Generation X as the Struggle Generation, those individuals who would have turned 16 between 1976 and 1996. This generation's memories focus on the rise of the Black Consciousness movement, the Soweto uprising and the first national television broadcasts which allowed people to see first-hand coverage of the uprisings. In addition, both generational cohorts would have experienced growing up in racially separated areas imposed by the Group Areas Act, and would have attended predominantly homogenous primary and high schools.

Moen *et al.*, (1997) explains Bandura's socialisation theory which advocates the importance of early childhood experiences and social learning, whether in terms of role modelling or verbal persuasion, for the transmission of ideologies, orientations and behaviour across the generations. Moen *et al.*, (1997) further explains that a mother's attitude to her own identity as an employee or a 'stay-at-home-mother', while raising her children influences her daughter's attitude and self-perception.

During socialisation girls learn not only from their parent's actual behaviours but also their attitudes.

As shown in the findings, the women's mothers were primarily responsible for the socialisation and rearing of families across both generations, while fathers were emotionally and physically absent. The fathers of the Baby Boomer generation held a variety of vocations across skilled and non-skilled professions, while Generation X fathers were employed in predominantly professional vocations. The women's fathers across both generations were typically the chief breadwinners of the families and as discussed by Dries *et al.*, (2008), one of the key values of the Silent generation was loyalty to your organisation which thus explains their fathers' dedication to their work. The women from both generational cohorts in this study, from an early age revered and looked up to their fathers. However, during adolescence the women realised that their reverence was not based on reality and several of the women indicated that they were disappointed with their father's attitudes, behaviours and values. This may have been because as children, people tend to idolise their parents, but as a person gets older they are able to interact with a variety of individuals and thus are able to expand on their knowledge on which to judge right and wrong. In a study conducted by Carr (1998), the respondents of the interviews she conducted, indicated that as young girls they had a much higher regard for their fathers than their mothers and the reasons given were that their "fathers were seen as smart, strong, capable, and involved in interesting and valuable things" (Carr, 1998, p. 542). A limitation of the study conducted by Carr (1998) is that she does not offer further reasons for the girls identifying more with their fathers than their mothers.

Previous studies have demonstrated that children's gender role attitudes have focused on their mother's employment. Mothers, who are employed outside the home, result in their daughters having more untraditional attitudes about women and work (Moen *et al.*, 1997). This is consistent with the findings that women whose mothers had careers were more likely to believe that they could break away from gender stereotypical vocations. These women also had more non-traditional vocations in fields such as engineering, communications and aviation.

In addition, Moen *et al.*, (1997) states that although the presence or absence of a mothers' paid employment is an important factor in the shaping of her daughter's occupational expectations and attitudes, the timing and consistency of that employment is also a factor. Pre-school years have furthermore been identified as important years for the transmission of social norms and values. Therefore, a mother's education and employment influences their daughter's occupational status. Socialisation may occur indirectly in the provision of resources and opportunities' during and following childhood. Parent's social class serves to locate children in the larger social order and shapes their opportunities and risks (Moen *et al.*, 1997). This is consistent with the findings as the Indian and Coloured women lived in predominantly lower income households and had limited opportunities for further education, although they persevered and completed school. These women believed that by acquiring a good education they would be able to better provide for themselves and their families in the future.

During the apartheid era, women were largely confined to the home and were expected, from fairly young ages to get married and raise families. Baby Boomers in the study believed they must be housewives and focus on their families while Generation X believed they could just as easily be housewives as career women. This may be due to the strong societal influence instilled in Baby Boomers, while Generation X's had more opportunities available to them, as well as women taking on a more prominent role in the fight against apartheid which influenced gender norms. Women during this period also began entering the workforce at higher rates than during the Baby Boomer generation. According to van Klaveren, Tijdens, Hughie-Williams & Martin (2009), there was an increase in the employment of women in South Africa from 23% in 1960 to 32% in 1970, which resulted in a 9% increase of the working population from Baby Boomers to Generation X's (See Figure 5-2).

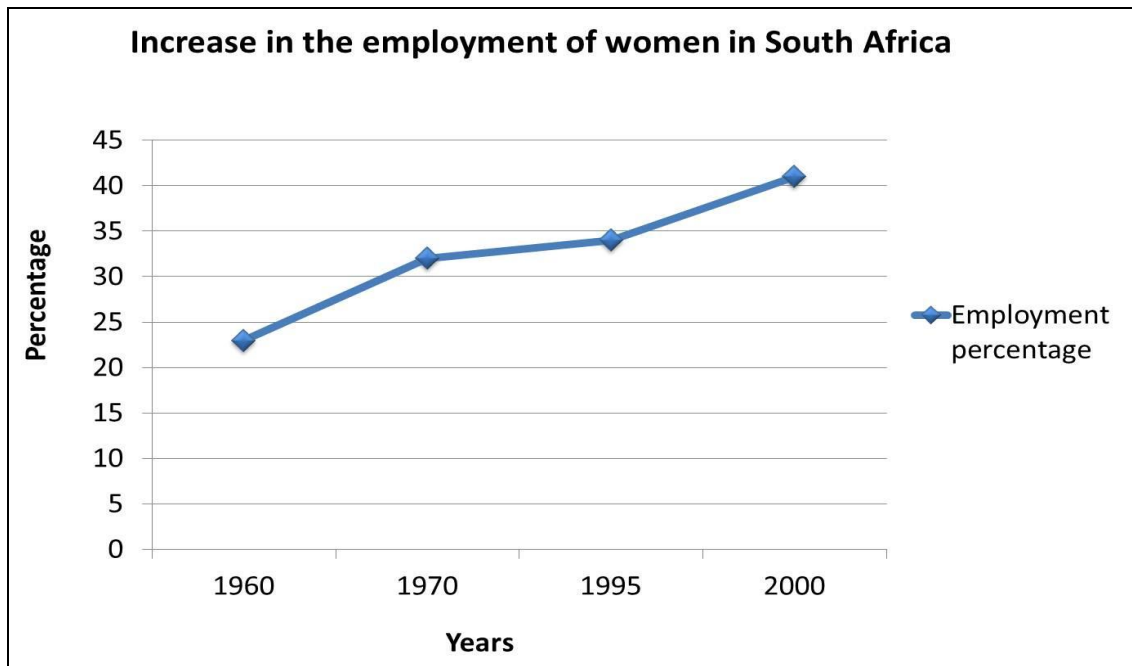


Figure 5-2: A Line graph indicating the increase in the employment of women in South Africa

Source: Adapted from van Klaveren, Tijdens, Hughie-Williams & Martin (2009)

Women leaders in a study by Stephens (2003) had a mentor or aunt who acted as a positive role model throughout their childhoods. This is consistent with the findings across generational cohorts who described having predominantly female role models. As noted previously, this may have been due to the fact that there were fewer women entering the workforce during the Baby Boomer generation, which meant that children had more interaction with women than men and thus had predominantly female role models. A contrasting finding was that in addition to the female role models, Generation X's noted that the significant others who had also influenced their lives were predominantly male. This may have been due to the increase of women into the working world, which meant that Generation X's had access to both men and women as influencing role models.

The majority of the Generation X women identified having been discriminated against during their school years. This in all likelihood is explained by the overarching message of apartheid that women were minors and the societal degradation of women as equals. "Much of what has been written about apartheid has focused on racialization of South African society. Yet, historically women of all

“races were subjected to patriarchal laws that entrenched a subordinate status relative to men” (Nkomo, 2012, p. 3).

The findings indicated a contrast to the literature, which stated that women leaders were able to participate in what were seen as male activities. Henning and Jardim (1977 cited in Madsen, 2007), stated that the women’s fathers encouraged them to move beyond stereotypical roles and activities reserved for females. The findings indicated that both generations of women were encouraged by their mothers to move beyond stereotypical roles where women did not participate in activities reserved for males. As stated previously, the reason for the mothers playing the primary care giver role was due to the ability of relying on a single income. In addition, the women did not indicate that they were unhappy being relegated to participate in activities reserved for men. Furthermore, activities such as rugby would have been reserved solely for boys, but this has long since been a stereotypically male sport and would have been entrenched into the women’s socialisation as children which may have been the reason why women did not wanting to attempt to participate.

The values instilled in the Baby Boomer respondents from a young age included family as a priority, having strong morals and/or principles and having a strong work ethic. The value of family as a priority is consistent with the finding that Baby Boomers were expected by the broader society to get married and have children from a young age, although their mothers advocated otherwise.

The values instilled in the Generation X respondents included strong morals and/or principles, cultural values and gender equality. According to the literature Generation X’s are thought to prefer teamwork and belonging. This preference is believed to result from the experience of isolation in their childhood. To a large degree, both parents of Generation X worked outside the home which meant that growing up, these dual-income homes left many children as latchkey kids who were alone at home between the end of the school day and the time that their parents arrived home from work (Seng-Bum & Guy, 2006, p. 270). This is true of the Coloured and Indian women, whose parents were forced to work in order to provide for their family as they were relegated to lower income vocations. This is dissimilar to the White

children whose mothers were mostly 'stay-at-home-mothers'. As only one Black woman was interviewed and her circumstances were completely diverse, literature was consulted to identify whether or not the need for a dual income family was also present in the African context. In a study by Seekings (2008, p. 4), he states the following,

Economic and industrial policies designed to reduce dependence on black workers and boost incomes for (white) skilled workers and professionals resulted in capital-intensive growth at the same time as rising unemployment (among unskilled black people), and thus both inequality and poverty.

From the findings presented it is thus possible to deduce that Black Generation X's parents would have experienced a similar need for both parents to work, in order to provide for their families.

Generation X women received conflicting messages in terms of the cultural values and gender equality. Cultural values related to reinforcing gender stereotypical norms which were strengthened by the messages that Generation X's received about being a woman from their role models and significant others. Furthermore, gender norms were reinforced by teachers at schools, specifically in situations where gender discrimination occurred at school. In contrast to this, however, the respondent's mother's communicated the message of gender equality between men and women.

In many studies on women leaders, it has shown that those highly supported by their families, friends and communities may have affected their aspirations and motivation to study further and thus have the knowledge and skills to become leaders (Stephens, 2007). There were limited expectations of women to get tertiary education or have successful careers. However, despite these societal expectations, more so for Baby Boomers, the women in the study from both generational cohorts completed tertiary educations and currently have successful careers. In addition, the majority of the women noted that they had always wanted to complete a tertiary education and were highly supported by teachers, family, friends and their mothers.

Women, who pursued tertiary education, however, then had high expectations from their parents to complete a tertiary education and achieve high results. For the Indian and Coloured women in Generation X, attaining a tertiary education was a way in which to overcome poverty and create a better life, having been brought up in predominantly lower income families.

The women from both generations were highly achievement orientated in school. This is consistent with the literature by Henning and Jardim (1977, cited in Madsen 2007), that women in leadership positions portrayed certain qualities as children, such as being highly achievement orientated, being held in high regard by teachers, having high competency and abilities and admiring their father's occupations and activities. Some findings were inconsistent with literature and did not reveal that women admired their father's occupations. However; the women in the study did depart from conventional stereotypical gender vocations which supports the importance of having a strong female role model during socialisation.

It should be noted that the commonality amongst both generations of women studied was that they all became leaders. This may account for the limited differences found in terms of gender socialisation. That is, extant literature suggests women who attain non-traditional careers are highly achievement oriented, independent and do not allow stereotypical restrictions to shape their careers.

5.1.2 Sub-conclusion for research purpose one

The alignment of literature on generational differences in the South African context is difficult due to the impact of the political backdrop in South Africa during the early lives of both Baby Boomers and Generation X. Although these generations would have experienced differing aspects of the apartheid regime enforced by the ruling party, it would assign privilege to the minority, the Whites and disadvantage the Blacks, Indians and Coloured populations across generational cohorts.

There were very few differences in the socialisation between the generational cohorts, however. Both generational cohorts of women had strong gender identities

borne from their socialisation. The women's mothers played a very prominent role in raising them and these strong relationships continued throughout adulthood. The women, due to the influence of their mothers and role models, did not conform to stereotypical gender norms and were taught to believe that there were no limitations to being a woman. Table 5-1 illustrates the differences and similarities in socialisation of Baby Boomers and Generation X.

	Baby Boomers	Generation X
Primary care givers	Mothers raised families	Mothers raised families but were more likely to work
Role of fathers	Head of the household and chief bread winner	Head of the household
Family dynamics	Single income household*	Dual income households
Role models	Aunts, sisters, community	Aunts, sisters, community
Significant others	Women	Women Men
Education level	Tertiary education achieved, women highly achievement orientated	Tertiary education achieved, women highly achievement orientated
Values	Family as a priority Strong morals/principles Strong work ethic	Strong morals/principles Cultural values** Gender equality

*Mothers predominantly 'stay-at-home-mom' or stereotypical female half day positions held i.e. secretary, teacher.

** Cultural values reinforced stereotypical norms

Table 5-1: Difference in the socialisation of Baby Boomers and Generation X

Therefore, the primary focus during the socialisation of both generations was becoming the epitome of a woman, but not allowing gender identity to create a hold over the women's socialisation, education or career aspirations. In addition, the

Generation X's from the Indian and Coloured community were more focused on the inequalities of South Africa, which meant race became more of a contentious issue than gender.

5.2 RESEARCH PURPOSE 2

5.2.1 Perceptions of the workplace

In terms of the perceptions within the workplace, the study found that White Baby Boomer participants did not report having experienced any discrimination in the workplace personally. They did, however, acknowledge the existence of gender discrimination. In a study conducted by Grün (2004, p. 340), she noted the following, "African women were found to increasingly suffer from discrimination at the hiring stage, whereas White women are more affected by direct wage discrimination". A similar finding is described in a study conducted by Roefs (2006, in Seekings, 2008, p. 19), he states "discrimination is perceived as occurring primarily at work (especially by African people), when applying for jobs (especially among white and coloured people), and in shops (especially among white people, curiously)". The Black woman participant did report experiencing gender and race discrimination from her White male colleagues and the cause of this may have been due to firstly, her gender and secondly, due to her position as a leader. Seekings (2008), further states that there is no experimental research in South Africa (at the time of the study), that assesses the extent and patterns of racial or other discrimination in the labour market. If such research was conducted, however, the findings would indicate that small-scale discrimination was practised through affirmative action and Black Economic Empowerment in favour of Black applicants.

Generation X's, however, reported experiencing more discrimination in the workplace than Baby Boomers, across races. This may have been because these women were employed in vocations previously reserved for men i.e. electrical engineering, communications and the Defence Force. In addition, the greater experience of discrimination may have been due to the increase of women entering the workforce compared to the Baby Boomers generation. Men may have felt a double threat with the influx of women into the working environment and the increase

of women in a predominantly male field of work. The Indian and Coloured women only experienced discrimination when they began working for companies that employed a variety of races, but while working within their own communities, they experienced limited or no discrimination.

5.2.2 Career experience

The respondents from both generational cohorts noted in the findings that the careers available to women were limited to stereotypical careers such as teachers, nurses, personal assistants and human resources. Booyesen and Nkomo (2010, p. 290) noted the following,

While white women acquired some privileges due to their race, they were for the most part relegated to the home sphere or typically female jobs in the workplace (e.g. secretary, nurse, etc.). African women on the other hand were largely confined to domestic work. The best and highest paid jobs in the economy including management positions were exclusively reserved for white men. Black men were primarily employed in unskilled jobs.

The career models of Baby Boomers ranged from linear models to non-linear. The linear career models were where women were able to compete with men until the “glass ceiling” and non-linear career models are those where women were expected to have a “time-out” to raise their families. Women in this study were not comparable to the literature as they moved beyond the stereotypical ‘glass ceiling’ as well as balancing their work life and family. This may have been due to the specific sample collected as respondents were identified as being in a leadership position prior to being selected as participants. In addition, the focus of the study was on the gender socialisation and approach to leadership and did thus not focus on whether or not Baby Boomers were able to penetrate through the glass ceiling.

Baby Boomers predominantly got married at a young age and soon, thereafter, had children. This impacted on their career evolution and work-life balance. On one side of the spectrum, this finding is consistent with literature as Baby Boomers had a

“you-can-have-it all” mentality in terms of pursuing a career and caring for their families (Interchange group, 2006). However, on the other side of the spectrum this differs from the literature as the women noted that they were unable to manage the balance between the two and at some points one or the other took priority. This may have occurred as the Baby Boomer respondents were in leadership positions and thus had more responsibilities than non-managerial Baby Boomers who would have better been able to manage the work-life balance. Generation X respondents also noted that there was a certain amount of guilt in terms of trying to manage a career and caring for their families. Generation X, however, had the mentality that family comes first, although having children may have been delayed. Career models ranged from having multiple careers over a lifetime to being a ‘stay-at-home-mother’ who may have been an entrepreneur (Interchange group, 2006). In addition, these women would have had a greater exposure to women in non-traditional roles.

5.2.3 Leadership

According to Zemke (1999, cited in Sessa *et al.*, 2007), generational cohorts differ in their attitudes, values and beliefs, which influences how each generational cohort perceives leadership. These differences are evident in the preferred leadership styles of the various generational cohorts.

Consistent with Robinson’s (1996, cited in Madsen, 2008) study was the findings which indicated that many women leaders at a young age felt that they were leaders among their class mates, also felt that they were competent and most realised that leadership was an honour and responsibility. These findings further increased aspirations to become leaders. Furthermore, Robinson (1996, cited in Madsen, 2008, p. 103) also found that women “sought education in virtually all their experiences.” Women in the study stated that they engaged in reflective behaviours in order to learn from mistakes and to improve decision making in the future. Women were also concerned with continuous self-development.

Baby Boomers and Generation X’s noted that they believed that men and women are equally effective as leaders. However, a distinction was made in terms of the

types of decisions made by men and women. Both generational cohorts perceived men to make non-emotional decisions whereas women make more emotional decisions. Baby Boomers perceived women to engage in more self-limiting behaviour than their male counterparts, such as not grabbing opportunities. As stated previously by Alvesson and Due Billings (2009), women were less likely to take up positions which required travelling and long hours of work as their family obligations came first. This may also be caused by societal expectations which have been entrenched in Baby Boomers from a young age that women should focus on caring for their families. This expectation would have further resulted in Baby Boomers having poor self-confidence in their abilities to be successful in their careers, as women were portrayed as being successful if they were good wives and mothers. They also lacked career women as role models.

An interesting notion identified by Generation X was the workplace experience of what was termed 'she-men' which is when women in leadership positions try to emulate their male counterparts. In doing so, these women lose their gender identity. These 'she-men' were described as taking on male characteristics and in certain cases dressing like men. These women in leadership positions forfeit their gender identity by taking on male leadership characteristics such as walking, talking and dressing like men. Johnson and Mathur-Helm (2011) describe a similar notion in their study called the Queen Bee syndrome. This syndrome or behaviour is usually found in environments where a woman is a supervisor or leader in an organisation and has female subordinates. These women are described as being more combative and ruthless than their male counterparts, often lacking empathy and support for subordinate female employees. These 'queen bees' believe that they have to prove to be "rough, tough and resilient" (Johnson & Mathur-Helm, 2011, p. 48) and in order to be successful in a male-dominated work environment they must act hard in men-like ways. Many of the women believed that this phenomenon is not justified as it is possible to become a leader and retain a woman's gender identity.

As stated previously, consistent with the literature, women in the study believed from a young age that they could be leaders. Baby Boomers had positive first encounters

of good leadership in contrast to Generation X, whose first encounter of leadership was predominantly of poor leadership.

The Baby Boomers leadership approach is predominantly transformational leadership. However, this is intertwined with participative leadership. The main characteristics of leadership practised by both generations of women are illustrated in the Figure 5-3 below.



Figure 5-3: Transformational leadership characteristics described by Baby Boomers and Generation X's

According to Sessa *et al.*, (2007, p. 54), “Baby Boomers prefer a collegial and consensual style of communication and sharing responsibility. They do not like the traditional hierarchy.” Furthermore, according to Sessa *et al.*, (2007) older leaders such as Baby Boomers tend to rely on their experiences and nuances of situations, whereas younger leaders tend to focus on an energetic, take-charge style which aims to achieve short-term goals. Studies have also shown that Baby Boomers are seen as delegating more and do so more efficiently as well as being more conservative and structured. In addition to the characteristics illustrated in Figure 5-3 above, Generation X's noted being inspirational to followers and being more

adaptable in their leadership role. Generation X leaders tend to be perceived as more attentive, have more off-the-job relations and be more results focused (Sessa *et al.*, 2007). In order to identify whether subordinates of Generation X's have the same perspectives as found in Sessa *et al.*, (2007) study, it would have been necessary to interview them.

In addition, generational cohorts according to Sessa *et al.*, (2007, p. 60) "do differ in the leadership attributes they value in their leaders". The attributes discussed are those that Baby Boomers or Generation X's want from their leaders, while the findings illustrated the true nature of Baby Boomers and Generation X's experience while in leadership positions.

According to the study conducted by Sessa *et al.*, (2007), Baby Boomers value attributes such as persuasiveness and diplomacy while keeping sight of the bigger picture. Trustworthiness, credibility, dependability and honesty are also important attributes valued in leaders. Lastly, Baby Boomers respect listening, encouraging and feedback. Sessa *et al.*, (2007) findings are consistent with the findings of the current study as the respondents also noted valuing leadership attributes such as honesty, equality and dependability. In addition, the Baby Boomers noted that encouraging followers to grow and develop were important aspects as well as listening to what and how followers express themselves.

Furthermore, according to Sessa *et al.*, (2007), Generation X's value attributes that demonstrate optimism and persuasiveness. Although Generation X's, like Baby Boomers, value orientation on the bigger picture, they desire in addition, clear focus. Generation X's value trustworthiness and require leaders who are able to recognise their talents and give them feedback. Generation X's also expect people in authority to earn respect which from their perspective is done by the leader demonstrating that they are capable of doing the work themselves (Sessa *et al.*, 2007).

Generation X's approach to leadership, as stated previously, is transformational, but the decisive difference between the two generational cohorts is a notion not described within the literature. The leader first allows the followers the opportunity to

complete a task according to their own preference and then provides feedback on how the followers could better the standard of work. If upon the second attempt, however, they are unable to reach the required standard or expected quality, the followers should be fully directed by the leader. This takes into account confidence, in terms of the leader trusting the follower to correctly complete the task and providing the follower with feedback where necessary. Findings also corroborated the attribute of leaders demonstrating their capabilities to complete tasks. Furthermore, according to Sessa *et al.*, (2007, p. 54), Generation X's are "egalitarian and do not respect authority. They value honesty, fairness, competence, and straightforwardness and they like change."

One of the predominant findings, consistent with the literature discussed, was the attribute of leaders recognising followers' talents and unlocking their potential by allowing room for their growth and development. In these terms, it was noted that leaders should allow followers to learn by making mistakes and provide feedback in order for them to make better decisions in the future.

5.2.4 Sub-conclusion for research purpose two

As stated previously, Baby Boomer and Generation X both had the same approach to leadership which was the transformational leadership approach. This is in line with the findings in a study conducted by Eagly and Carli (2003) in which they state that women have a tendency towards a transformational leadership style. In addition, Eagly and Carli (2003, p. 825) state that transformational leadership may be advantageous for women due to the following:

...consistent with the female gender role's demand for supportive, considerate behaviors. The transformational repertoire, along with the contingent reward aspect of transactional leadership, may resolve some of the inconsistencies between the demands of leadership roles and the female gender role and therefore allow women to excel as leaders.

Baby Boomer and Generation X's views, practices and valued attributes of this approach to leadership are, however, different. While Baby Boomers value a consensual style of communication and sharing of responsibility and a more structured and conservative type of leadership, their focus is also on empowering followers. Generation X, on the other hand, tend to be more attentive and results focused leaders, who are able to identify followers' talents and provide clear and focused feedback, while unlocking potential and assisting in the growth and development of their followers. Therefore, both generations approach to leadership is the same. However, there were some differences in how they carry out transformational leadership.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6 SUMMARY OF KEY FINDINGS

6.1.1 Research purpose 1

The findings indicated that despite two different generations of women, they were not socialised in drastically different ways. The comparison of the findings of this study to existing literature emphasises the importance of contextual factors in socialisation which is by definition, one of the key aspects of the study, as well as the adjustment of the cohorts in line with the South African context. The women were raised during the apartheid era in South Africa and the period right after its demise. This had a significant influence on their lives and gender identities. Mothers played the predominant role in the socialisation of the women who participated in the study, while fathers were largely less present in the women's stories. The key messages that these women learnt from their immediate family was that although they had to dress and act like ladies, there were no limitations in terms of their career aspirations and future.

The more significant difference between the generational cohorts was the result of the change in workforce. The findings indicated that while both generations of women had predominantly female role models, Generation X had more interaction with male role models. This reflected the change in the workforce in South Africa as women during the 1960s and 1970s, began entering the workforce in greater numbers which is around the time that Generation X would have been at the most impressionable age. Due to the societal expectations to which Baby Boomers were exposed, they were taught to believe that they should be 'stay-at-home-mothers' and after having raised their children could then begin careers (contrary to their mothers messages), while Generation X believed that they could be career women just as easily as 'stay-at-home-mothers'. In addition, the women in the study did depart from conventional stereotypical gender vocations which suggest the importance of having strong female role models during socialisation.

6.1.2 Research purpose 2

Baby Boomers and Generation X's perceived men and women as equally effective leaders. However, the distinction made was related to the way in which men and women differ in their approach to making decisions. Men were believed to be more non-emotional when compared to women.

Both generations believed from a young age that they were leaders among their classmates and also felt that they were competent to lead at a young age. The women, due to this belief became strong leaders as adults. Despite both generations favouring a transformational approach to leadership, each generation differed in the way it practised leadership. This may have been due to their first experiences of leadership, whereby Baby Boomers' first experience of leadership was predominantly good while Generation X's first exposure to leadership was poor. Baby Boomers led in a shared, structured and empowering manner, whereas Generation X's focused on being attentive, unlocking potential, identifying talents of and assisting in the growth and development of their followers in their leadership approach.

6.2 PRACTICAL IMPLICATIONS

In today's society, there are at least four different generations in the working world, which bring to the workplace differing attitudes, perspectives, values and ways of working. In order to harness the strength of each generation and promote collaboration and cohesion amongst the workforce, organisations must understand the importance of generational differences in how people perceive leadership. As more and more women fill leadership positions in South African organisations, it is important for companies to recognise that leadership development interventions may have to be much more fine-tuned to the accommodation that one size may not fit all. Different generations of women appear to have different perspectives on effective leadership and may bring those assumptions into leadership positions. Different generations may also be socialised and raised in particular ways, which then affects the way in which they interact in the workplace. As a leader it is important to know

how to lead the various generations within the workplace, while also understanding the various approaches to leadership differs according to generation. In particular, when a follower is being groomed as a successor, it would be beneficial for that person to develop an understanding of the way in which their leaders currently lead and how they can better lead the various generations in the future. Thus, successors should be prepared for the leadership position by taking into consideration generational differences, if any, and allow room for the successor to grow and develop their leadership style. This type of study is thus critical in providing information about differences in leadership approaches which is pertinent to current and future leaders.

6.3 LIMITATIONS AND FUTURE RESEARCH

One of the main disadvantages of the study was that life stories as a methodology relies on the respondents' memory and their construction of past events. However, this methodology does compensate by offering rich data and insight into how a person actually makes sense of his or her life. As stated in Chapter One, it was deemed impractical to conduct the study in all the provinces in South Africa and consequently, the study was concentrated in Pretoria. The researcher would have benefitted from a larger sample of a variety of races within each generational cohort in order for more comprehensive comparisons to be made. This would have allowed the researcher to identify more closely the differences in socialisation between races, while remaining cognisant of the impact that apartheid played on Indians, Coloured and Black women.

An additional limitation was that the researcher adjusted the delineation of the cohort years in order to ensure representation of the two generation sample sizes. The adjustment was made in one case by moving a respondent aged 49 to the Baby Boomer sample.

The researcher was also forced, in one instance, to conduct a telephonic interview which was recorded. The advantage of this was that it was convenient for both the researcher and participant. The disadvantages were that the quality of the recording

was not very good and the researcher was unable to see the facial expressions of the participant to build rapport. However, the content of the interview in the end did not deviate significantly from what was heard from the other women in the study.

During the research process, the researcher identified potential areas for study in the future within the South African context. Suggestions given by two of the respondents were also taken into consideration.

- An examination of the manner in which different generations, male and female, have been socialised within a South African context, taking into consideration the political backdrop of South Africa should be conducted. The importance of this type of study would be to provide a baseline or foundation on which South African generational studies can take place, which would allow better knowledge within the workplace.
- The way in which different generations manage the balance between work and family life should be examined. Within these generations different marital status may be shown to affect the balance between work and family life.
- The third potential study emerged from Generation X respondents who spoke about women holding other women down. Although some research has been done by Johnson and Mathur-Helm (2011), the sample of the study was limited to the retail banking sector. A larger study covering different racial groups of women, geographical locations and levels of leadership is warranted.
- Lastly, how different races of women experience discrimination within the workplace, taking an in-depth look at whether women leaders have the same experience of discrimination and how women can learn from one another to overcome this barrier.

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APPENDIX A: INFORMED CONSENT FORM



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and
Management Sciences

Invitation for participation in an academic research study

Dept. of Human Resources Management

GENERATIONAL DIFFERENCES ON SOUTH AFRICAN WOMEN'S LEADERSHIP APPROACH: A LIFE STORY INVESTIGATION

Research conducted by:

Mrs S. Cammarata (25251370)
Cell: 076 206 8439

Dear Respondent,

You are invited to participate in an academic research study conducted by Samantha Quinton-Smith, a Masters student from the Department of Human Resources Management at the University of Pretoria.

The purpose of the study is to examine whether or not generational differences influence women's approach to leadership within a South African context, by investigating life stories. The information gathered within the interviews is intended to answer two questions posed below:

- Do women of different generations differ in their approaches to and views of leadership?
- How do generational differences in the socialisation of women shape their views and approaches to leadership?

The study will be conducted in the following manner:

- The study will involve an anonymous interview and your name shall not appear on the interview transcript and the answers you give will be treated as strictly confidential.
- The results of the study will be used for academic purposes only and may be published in an academic journal.
- We will provide you with a summary of our findings on request.
- The interview should not take more than an hour and a half of your time.

- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.

If you have any concerns, questions or comments please contact my supervisor, Prof. S. Nkomo, Stella.Nkomo@up.ac.za

I do hope you will agree to participate in this study. Looking forward to hearing from you.

Yours sincerely,

Samantha Cammarata

APPENDIX B: INTERVIEW PROTOCOL

SECTION 1: EARLY LIFE HISTORY

- Where did you grow up?
- Tell me about your parents. (Probing questions: Did your mother work? What kind of work did she do? Your father?)
- What messages or advice did they give you about being a woman?
- What did you learn from them about being a parent?
- Who were the significant people in your life as a child?(any one)
- How many children were in your family? How would you describe the expectations that your parents had for you and those for your siblings?
- Were you taught special values about being a girl? What were these values?
- Did your parents have any expectations of you because you were a girl?
- What was your neighbourhood like? Racial, ethnic and class differences?

SECTION 2: SCHOOL EXPERIENCE

- Were you treated in any special way because you were a girl during your school years?
- While you were in high school did you think about going to university or college?
- Did you have any career plans? Describe them.
- Did your teachers or career guidance teachers encourage you to plan for a career?
- Are there any social, political or historical events that stand out in your mind while you were growing up?
- Tell me about any role models that you had. What attracted you to them?

SECTION 3: EARLY ADULTHOOD

- How did your career and life plans evolve from your early life experiences such

as school and family experiences?

- At what point in your career did you decide on your career goals? How have your career goals changed? And why?
- As a young woman, what were your dreams for your life?

SECTION 4: WORK EXPERIENCE

- Tell me a bit about your first job. How old were you? What were the demographics of the organisation, company etc. Did you differ from your colleagues in any way?
- Were you treated differently in the working environment because you were younger/female?

SECTION 4: RELATIONSHIPS WITH OTHERS

- As a woman, have you experienced any discrimination in anyway? Tell me a bit about the experiences? (Probing questions: How about older male colleagues? Or even older female colleagues?)

SECTION 5: LEADERSHIP

- Tell me about what you understand by leadership.
- When did you first begin to think of yourself as a leader? Or being in a leadership position in an organization?
- Tell me about your leadership position currently. Tell me about your approach to leadership. How has that developed? Do any experiences stand out in your mind that has shaped your perspective?
- Do you believe men and women are equally effective as leaders?

SECTION 6: RELATIONSHIPS WITH OTHERS

- What challenges if any have you experienced in balancing work and family? Or work and personal life?

APPENDIX C: CODE DEFINITIONS

Code	Definition
'Mothering' role	As a young woman there was an expectation that she takes on responsibilities otherwise reserved for her mother.
Absent: Father emotionally absent	Father was emotionally distant
Absent: Father physically distant	Father did not play a very big role in the individuals life
Absent: Mother	The mothers focus was on working and not necessarily on building a relationship with her
Academic differentiation: Yes	Girls and boys were treated differently based on gender at school
Academic differentiation: No	Girls and boys were not treated differently based on gender at school
Apartheid: Effects of politics	The effects that apartheid had on people's lives in terms of opportunities, education etc.
Apartheid: Growing up in era	Grew up in the apartheid era and growing up she may have been shaped by experiences due to apartheid
Apartheid: Ideology of compliance	The effect that apartheid had on ensuring compliance
Apartheid: Political change in South Africa	Events indicating the change in apartheid to a democratic society
Apartheid: Political events	Historical events that stand out
Apartheid: Political Involvement	Being politically involved in fighting against apartheid or knowing someone who was involved
Approach to leadership: Transactional	Leadership is based on an exchange between the leader and follower for a reward based on the outcome of the task
Approach to leadership: Transformational	Leader creates valuable and positive change in the followers with the end goal of developing followers into leaders
Balancing family life vs. work life	Balancing working needs with the needs of her family
Career: Atypical career	Careers that were believed to be uncommon for women to occupy
Career: Challenges of managing children and a career	Balancing the want of having a career and that of having children
Career: Change in field of study	A change in career due to changing the field of study
Career: Current and future plans	Having a set out career plan
Career: Change due to opportunities	A change in career due to new opportunities

Career: Drive	Drive to be successful in one's career
Career: Focused on learning	The need to be in a position that offers continuous learning as opposed to progression
Career: Guidance	Guidance provided by career counsellors during academic years
Career: Progression	Progression from one position to another due to promotions
Children as a priority	The importance of children over and above her career
Class difference: Lower class	Friends, relatives or family are classified as poor
Class difference: Middle class	Friends, relatives or family are classified as middle class
Class difference: High class	Friends, relatives or family are classified as wealthy
Close-knit community	Community were considered to be part of the family and
Commonly accepted expectations	Expectations imposed by the community or workplace in which the individual interacts
Discrimination: Covert	Concealed, disguised or covered discrimination
Discrimination: Gender	Prejudicial treatment of a person based on their gender
Discrimination: Racial	Prejudicial treatment of a person based on their race
Experience of a different culture	An event or period in time where individual was exposed to a different culture from their own
Family tragedy	A event which is marked by the death of a family member or a very close friend considered family
Feminism	Advocating woman's rights and the equality of genders
Followers: Focus on development	The leader focuses on developing followers careers, assisting with personal and professional grow and nurturing followers.
Followers: Focus on empowering	The leader makes followers able to reach goals and become leaders in their own right
Followers: Unlocking potential	Motivating followers to learn, grow and develop, to ensure they reach their full potential
Gender equality	The belief in the equality between men and women
Gender identity vs. leadership	The difficulty of not adopting masculine characteristics but maintaining feminine characteristics when in a leadership position
Gender inequality	The difference in treatment between men and women when doing the same task
Giving back/Charity	Giving back to the community, trying to make a difference
Grandparent(s)	The role that grandparent(s) played in the individuals life while growing up
High academic expectations	Individuals were expected to achieve well in academics
High expectations for sibling(s)	Siblings were expected to achieve well in academics
Importance of education	Education was regarded as a very important foundation for the future

Importance of networks	The importance of networks are highlighted
Inspiration	Individuals feel inspired by a person or event to become successful
International exposure	Individuals had exposure to different countries, cultures and people
International historical events	Events on an international front which stand out as important
International leadership	Leading people from different countries
Introversion	A person who is predominantly concerned with their own thoughts and feelings, rather than external things
Leadership: Adapts approach to leadership to suit team	Leader changes the way in which she leads a team to suit the team that she is leading
Leadership: Adoption of masculine leadership characteristics	A female leader will adopt masculine leadership characteristics to lead a team i.e. more aggressive, she-man
Leadership: Belief in learning to be a leader	Believing that leadership can be learnt as opposed to be born a leader
Leadership: Characteristics	Pertaining to, constituting, or indicating the character or peculiar quality of a person, measurable
Leadership: Defining a leader	The way in which the individual describes a leader
Leadership: Distinction between female and male leaders	The differences in the way in which female and male leaders lead
Leadership: Female leadership characteristics	Characteristics that are typical of female leaders
Leadership: Good experience of a leader	Experiencing a good quality leader
Leadership: Lead from previous experience	Individual has used a previous experience to become a better leader
Leadership: Leader supporting subordinates	The leader supports her subordinates in decisions made despite the consequences thereof
Leadership: Learning from experience	Learning about leadership from an experience
Leadership: Led by example	The leader leads by example and shows the behaviours that she would like to see in subordinates
Leadership: Limitation on resources	The impact of having limited resources
Leadership: Male leadership characteristics	Characteristics that are typical of male leaders
Leadership:	Having an opportunity to practice leading a team

Opportunities	
Leadership: Poor experience of a leader	Experiencing a poor quality leader
Leadership: Predominantly white male leaders	Currently in the working environment there are predominantly white male leaders
Leadership: Qualities	An essential or distinctive characteristic, property or attribute
Leadership: Role of a leader	The role that a leader should play
Leadership: Selection of leaders	The way in which leaders should be selected based on their ability to lead and because of the ability to do a specific task
Learning opportunity	Individual perceived situation as an opportunity to learn from the experience
Life changing event	An event which has changed the individual's behaviour, career or life path in some way
Lifestyle stands out	The way in which a person or persons live their life i.e. the car they drive, the size of their house, luxuries
Limited: Career choice	Limited career choices due to gender stereotypes or what was socially accepted by the community or family in which the individual was raised
Limited: Career knowledge	A lack of knowledge about available careers
Limited: Opportunities	Limited opportunities to find work, move out of the stereotypical female careers or limited opportunities to study
Marriage	The way in which marriage has influenced the person's life
Men vs. female work life balance	The differences in balancing work life and family life
Mentor	An experienced person who guides someone younger
Messages about being a woman	Life lessons or messages about being a woman from a mother, sister or aunt
Multiple roles	As a woman, you have multiple roles, child minder, wife, cook, maid etc.
No distinction between siblings	Parents treated siblings equally
No exceptional school treatment	There was no gender distinction at school between boys and girls
No gender distinction	There was no distinction between male and female
No limitations about being a woman	Messages given to the individual were that there are no limitations because of gender
Overcoming adversity	Overcoming a state, or instance of serious or continued difficulty i.e. personal, career related or family related
Parents: Disappointment	Parents feeling disappointed with the individual or a sibling
Parents: Expectations	Parents expectations of the individual or siblings
Parents: Father's career	The vocation of the individuals father

Parents: Level of education	The level of education or skills of the parents
Parents: Mother's career	The vocation of the individuals mother
Parents: Reliance on parents for financial support	As a young adult or student there was a reliance on parents for financial support
Parents: Semi-skilled labour	Parents have some skills but do not have specialised skills
Parents: Skilled professional	Parents have specialised skills
Parents: Work ethic	Example of hard work and diligence shown by a parents
Passion for working with people	A strong enthusiasm for working with people
Performance management	The management of good and poor performance
Perseverance	Continue steadfastly until a goal is reached
Personal: Achievement	Something which the individuals has accomplished
Personal: Becoming pregnant at a young age	Having children at a young age
Personal: Belief in self	The individual believes in themselves to achieve goals set
Personal: Disappointment	Personal dissatisfaction with an outcome or result
Personal: Expectation(s)	Personal expectations for career , family or lifestyle aspirations
Personal: Legacy	She has made a meaningful impact on people that they have worked with which will be remembered in the future
Personal: Unawareness	The individual being unaware of the world around them and their own potential
Personal: Work ethic	The individual works hard and is diligent which is an enhancement on her character
Pioneering woman	A woman who has paved the way for other women in the future in terms of career
Political change in South Africa	Events which signified changes in the South African political arena
Political events	Political historic events which have been remembered
Political involvement	Involvement in politics by an individual
Poor: Self-assurance	A lack of confidence of an individuals own abilities
Poor: Self-image	The negative way in which the individual views him/her self in relation to other people
Rebellious	The individual was rebellious towards authority (rules, parents)
Role model	A person that is looked to by others as an example which does not fit into a specific category
Role model: Adult role models	An adult role model that is looked to by the individual as an example
Role model: Father	The individual's father that is looked to by the individual as an example

Role model: Female relative	A female relative that is looked to by the individual as an example
Role model: Grandfather	The individual's grandfather that is looked to by the individual as an example
Role model: Grandmother	The individual's grandmother that is looked to by the individual as an example
Role model: Independent	The individual's role model that is perceived as independent by the individual
Role model: Legacy	A meaningful impact that has been handed down by an influential predecessor
Role model: Mother	The individual's mother that is looked to by the individual as an example
Role model: Strong character	One of the characteristics that are admired is the role model's strong character
Role model: Teacher(s)	Teacher(s) have been that is looked to by the individual as an example
School distinction between males and females	Distinction was made at school dependent on gender
School preparation for future leaders	Currently school goers are prepared as future leaders
Self-awareness	Conscious of one's own feelings, gender, character, motivations, strengths and weaknesses
Self-managed work environment	The working environment affords the individual an environment in which she can manage
Self-reliance	Reliance on an individual's own resources
Self-development	The development of an individual's skills, abilities and capabilities
Self-reflection	The individual engages in self-reflection before and after decisions so that they can learn and grow
Sexism determined by race	Sexism within a specific race, most commonly found within the black culture
Siblings: Competition between siblings	There was competition between siblings in terms of academic results, sporting achievements or for parents attention
Siblings: Different expectations	Parents had different expectations for siblings and for the individual
Siblings: High expectations	There were high expectations for sibling to achieve in academics, career etc.
Sibling: Highly regarded sibling	Feels great respect towards a sibling
Siblings: Shared household responsibilities	Siblings had the shared household responsibilities regardless of the gender i.e. cooking, cleaning, washing dishes
Siblings: Yes	The individual does/did have siblings while growing up
Significant other: Father	The individual's father played an important role while growing

	up
Significant other: Female relative	The individual's female relatives played an important role while growing up
Significant other: Grandfather	The individual's grandfather played an important role while growing up
Significant other: Grandmother	The individual's grandmother played an important role while growing up
Significant other: Husband	The individual's husband plays an important role in her life
Significant other: Mother	The individual's mother played an important role while growing up
Significant other: Sister	The individual's sister played an important role while growing up
Significant other: Skilled professional	The person who played an important role in the individual's life was/is a skilled professional
Significant other: Work ethic	Example of hard work and diligence shown by a significant other
Significant others: Yes	Other people (neighbours, teachers) played an important role in the individual's life while growing up
Single culture	Growing up in a homogenous culture with little exposure to other cultures
Socialisation: Co-Ed school	School attended by both girls and boys
Socialisation: Discipline	Individual was disciplined in the form of punishment for wrongdoings
Socialisation: Diverse neighbourhood	Individual grew up in a very diverse neighbourhood, heterogeneous
Socialisation: Growing up quickly	The need for the individual to grow up quickly because they had to take on adult responsibilities such a cooking and cleaning for example
Socialisation: Isolate/Protected	The individual lived an isolated or protected life (naïve)
Socialisation: Predominantly black township	Individual grew up in a single culture environment of a black township
Socialisation: Predominantly farm/rural upbringing	Individual grew up in a rural environment of a farm
Socialisation: Predominantly Indian former homeland	Individual grew up in a single culture environment of a former Indian homeland
Socialisation: Predominantly white Afrikaans suburb	Individual grew up in a single culture environment of an Afrikaans suburb
Socialisation: Predominantly white	Individual grew up in a homogenous environment of a white suburb

suburb	
Socialisation: Religion	The influence that religion had while growing up
Stereotypical: Careers	Careers that have conventionally been reserved for women
Stereotypical: Female responsibilities	Responsibilities that have conventionally been reserved for women
Strong support system	Individual has built a strong support system to assist during particularly difficult times
Tertiary education	The fact that the individual completed a tertiary education
Unexpected consequence of an event	The outcomes from an event were unforeseen
Value: Acceptance	Instilling the value of being accepting of the people around you
Value: Caring	Instilling the value of caring for those around you, especially your family
Value: Cultural	Values that are perceived to be due to belonging to a certain culture
Value: Family as a priority	The value that the family should be a priority in life
Value: Honesty	Instilling the value of being honest
Value: Love	Having the ability to show personal attachment
Value: Non-judgemental	Instilling the value of relating to others in an open manner
Value: Providing for family	Providing for the family to your best ability, providing for all needs
Value: Respect for others	Having and treating others with respect
Value: Respect for women	Having and treating women with respect
Value: Trust	Instilling the value of confidence in other people
Values	Preferences which concern appropriate courses of actions, outcomes
Virtual team	Managing a team which is not geographically based in the same place, cross countries
Work environment: Flexibility	Where the individual is able to schedule her work day to suit the family and other responsibilities that are expected
Work environment: Focus on performance	The focus on performance in the academic and work environment
Working environment: Unsupportive female colleagues	Female colleagues have been perceived as being unsupportive, envious and threatened by other females
Work environment: Male dominated	There are more males in the specific working environment than females especially in positions of leadership
Work environment: Opportunities	Identifying opportunities which lead to learning and growth
Wow	Quotes that are important in the way in which they were said

APPENDIX D: HALF PORTRAITS

Sybil Smith

Sybil Smith grew up in middle to working class family in Durban and had two older siblings. She grew up in a house where you never spared the rod and where her parents believed that there was nothing a good hiding could not fix. She attended a typical catholic convent. Sybil's mother was a professional nurse and her father was a telephone technician. Her father did not believe in studying further but rather to become a successful sports woman. Sybil's mother was the predominant care giver and became a role model. Sybil's other role models included her grandmother and her aunt.

From a young age Sybil always wanted to do medicine. Sybil was a conscientious student and was in the A stream in school. She was subsequently accepted into the medicine programme at the University of Cape Town after completing her matric. Unfortunately she was only 16 years old and was not allowed into the residence. She also has no friends or family in Cape Town so she went to the University of Natal and did an arts degree. She first went overseas when she was in university and emphasised that it was a huge eye opener coming from the restrictions of apartheid. During her final year she met someone and got married at the age of 19. Thereafter she moved to the Eastern Cape and began studying radiology as it was closer to medicine, but eventually found out she was pregnant with her first child. She then stayed at home to have a second child.

When her daughter was four or five she got involved in Black Sash which was a completely different experience to white suburbia. During the initial stages of volunteering she was responsible for making tea and stuffing envelopes; she then progressed to organising people for events or rallies, and finally became a field worker providing legal advice specifically legal advice systems. Operation Hunger was then started as a project of Black Sash in order to provide relief and development to people who had been evicted by the creation of the Ciskei and

Transkei. This then led to her organising women co-operatives and self-help groups.

Sybil also did some teaching due to the shortage of teachers in East London in the 70s. She taught English in a coloured school and explains that nothing prepared her for the under-educated teachers, limited or no resources and badly equipped schools. She then began working for the Sackhead trust where she would tutor students studying at Unisa. Then during 1991, there was the move for the transformation of the tertiary sector. She was then asked to become the transformation officer at the University of Port Elizabeth working with the students and the academic structures. Later on when the employment equity law was passed she became involved in the legal compliance with employment equity. She then joined a Non-governmental organisation which is where at the time of the interview she was working as regional human resources (HR) manager.

Hope Cooksen

Hope Cooksen was raised in a Portuguese household and was one of five children, from a middle class background. She grew up in Zimbabwe and went to a predominantly Jewish school. Her father was the head of the household, working as a coach builder and her mother worked part time teaching Portuguese at a technikon. Hope Cooksen described herself as having a very poor self-image as a young child, and feeling very insignificant. She had poor self-assurance and also did not believe that she would make it into university. As a young child she was very introverted and shy but realised later on during adolescence that she had a strong character. Hope's mother was the primary care giver in her family, and her early role models included her sister and her mother.

Hope Cooksen started studying towards becoming a teacher but did not complete the fourth year required in order to graduate with her B.Ed. She worked briefly in at a country school but because her parents moved back to Portugal she went with them. She then travelled while completing a travel correspondence course, until her now husband asked her to marry him and moved back to Zimbabwe. She then took as

position as a travel agent, having no practical experience in the industry but states that pure determination made her succeed. She and her husband moved to South Africa due to the political situation in Zimbabwe and she found a position at Anglo American managing the travel arrangements of the employees which she loved. She then met up with a friend who was working at Swiss Air at the time, and found out that they had an opening so she applied and got a position which allowed her to specialise in travel. Hope experienced discrimination from the international male managers who told her not to expect that she would become a manager.

Hope Cooksen was eventually promoted to ticket sales manager which is when she realised she could influence people and when she first became a leader. After some time she eventually became the General Manager of an airline company, but after the merger between two of the airlines she stepped down and decided to take some time to focus on being a mother.

Judith Mbikhazi

Judith Mbikhazi grew up in a township with no white people. She lost her mother at a young age but had a strong support system in terms of the community and her aunts. Her father was a principle of a school, and was her primary care giver. While she was at school she was involved in a big protest and she was expelled. In order to be reinstated she was forced to name the leaders who were responsible for organising the protest which she would not do, and thus had to forfeit the year. She also had a similar experience in university and was also expelled for the year.

Judith received career guidance at school and was an above average student so teachers took a special interest in her. She always wanted to go to university and had dreams of becoming a medical doctor but did not achieve her dream. Judith Mbikhazi despite losing a year of her tertiary education completed a B Com degree and thereafter started her career at a high school teaching commercial subjects. Three months later there was an opening at a technical university just outside Pretoria and so she began working in higher education. She improved on her qualification and went on to complete B Com Honours degree. While she was

completing her Master's in Business Leadership, she began working as a manager in one of the departments at a University. During this time her sister passed away and she was appointed as the guardian of her sister's children, which interrupted her further studies.

She describes that in her early adulthood her children became the most important aspect in her life and her focus became on giving them a good childhood. She then began her doctorate in Business Leadership and was promoted to manage larger departments until she began her current role as the head of the department at a University in Pretoria.

Susan du Plessis

Susan du Plessis grew up on a farm outside Vereeniging in the Free State. Her father was a farmer and her mother was a stay-at-home mother. She had an older brother of six years. The messages that she got from her mother concerned looking after your family, and that a woman's family should come first. Her father was emotionally absent, and she describes him as emotionless and as having a 'cowboys don't cry' perspective. She explains that although her family was not seen as poor in those days she now realises that they were poor. Her father favoured her brother as he was to be the head of the household, but she believes that it has made her stronger. Susan du Plessis believed in herself and always wanted to be self-reliant. She had an uncanny self-awareness from a young age and always dreamed of becoming an entrepreneur. Self-achievement played a very important part in Susan du Plessis' life which she measured by the achievement of her personal goals.

Susan did not receive any career guidance while at school, but she felt that she should get some type of tertiary education and after completing matric at the age of 16, she then went to technikon and did a two year diploma. She began her career as a personal assistant at a tyre manufacturing company. She described that the company as having predominantly male leaders, although there were female leaders within the human resources department. She was eager to begin her own business and at the age of 19 she did so.

One of her role models was her godmother, who she was drawn to because she was a professional, and also managed to balance caring for her family. Susan got married at a young age and subsequently had two children. She has always tried to manage her family and work life, even taking her children to board meetings and even overseas on international work assignments. She has continued to be an entrepreneur since the age of 19 and is now the CEO her own company.

Katherine Cooper

Katherine Cooper was born and raised in Johannesburg. Her mother was a stay-at-home-mum until her parents got divorced which resulted in her mother becoming a single parent. This however, did not deter her mother who went on to complete four degrees, and retired after having being the CEO of one of the parastatal companies in South Africa. Her father on the other-hand was a bio-chemist who also began one of the main companies that create facial creams. She recalls living in numerous rented houses in poorer areas due to her mother being a single parent while her father was a millionaire. Her mother would in many circumstances not eat so that there was food on the table for her children. Her mother eventually saved enough money and bought them a house in an up and coming neighbourhood which is where Katherine spent the remainder of her childhood.

Katherine had an older brother while growing up however after her mother remarried; her step-father brought two children with him. Katherine's mother also unofficially adopted a young boy who was a friend of her son, which meant that Katherine was one of five children. Her mother pushed her brothers to excel at school, but did not push Katherine. Katherine further describes herself as a tom-boy while growing up. Katherine Cooper described her mother as her role model due to her legacy of teaching her children through her actions. She was an abused wife and eventually left her husband. This paved the way for Katherine Cooper in later life as she was also able to walk away from an abusive relationship.

Katherine did not have a linear career path and tried many vocations. She initially wanted to study fine art, but then decided to go into fashion design. She then dropped out of fashion design school and took on a job waitressing in a restaurant, as there was not much money within her family. She was then offered a position overseas in Switzerland to work in a ski resort, and having waitressed for much of her life resulted in her attending a very famous chef school in Vivier, Switzerland. She returned and began working in a health food restaurant. She then finally went into public relations, marketing and communications which is where at the time of the interview she was working in a communications role.

Katherine notes that being a career woman and a mother is very difficult, and she often feels as if she cheats on one or the other role. She believes that a balance is not possible to attain due to the various challenges of each role. Her perspective is however, that as a career woman and a mother, there is a continuous battle, but that a person should not stop working at trying to achieve a balance. At the time of the interview Katherine was head of communications at a financial institution.

Pravashnee Naidoo

Pravashnee Naidoo grew up in a mining community in Vryheid, where both her parents worked due to them holding low income positions. Her father was a diesel mechanic while her mother was the one of the first female computer programmers and the fact that her mother worked was frowned upon by the rest of the community. Religion played an important role in Pravashnee Naidoo's upbringing and the Ten Commandments were strictly followed. Her grandfather played an important role in her life, a stabilising factor. He would collect her siblings and herself every Sunday and take them to church.

As the eldest daughter she was expected to be the primary care giver, cook and look after her siblings. Her family or community did not encourage women to think about studying further due to the cultural expectation that she should marry after completing matric and the limited family finances. Knowledge about jobs and opportunities were limited to teaching, medicine and law. She describes a turning

point in her life where her school had taken the students on a road show to other schools to find out about career opportunities. She interacted with a particular group of learners and found out about the opportunity of studying further which was not limited to teaching, law and medicine, which she had never known existed.

She also described that boys received career guidance while the girls had to fend for themselves. She recalls having experienced gender discrimination while at high school, where teachers would often snap the girl's bra straps and state that the girls should be at home cooking rather than at school struggling with higher grade mathematics. This did however not deter her, and despite common norms amongst the community she completed her matric degree.

Her father assisted her in going to university, by getting a loan from his company in order to finance her studies. Her father had always been a very talented musician and he wanted her to study music although her first choice was psychology. She was amongst the first Indian people to be allowed into the music department and while at university she experienced racial discrimination. She described how she had to work harder than her white friends just to pass while she knew she had achieved a good result. She completed her tertiary education and taught in an Indian school in the music department.

She then met her husband and they got married. He was then promoted and they had to relocate to Johannesburg which is where she met someone working at one of the universities, and eventually began working there part time. She has since completed her psychology degree and when conducting the interview was working as head lecturer in the field of psychology.

Samira Moodley

Samira Moodley grew up in a low income family, in Chatsworth, Durban, which was an Indian community. Her grandfather was wealthy however, with the effectuation of apartheid; he was forced to close his business. Her father having expected to go into the family business did not have any skills to find alternative employment at the time

although he eventually became a sheet metal worker. Her mother was initially a stay-at-home-mum, but was forced to become a machinist in a clothing factory to support her family. Samira states that they never thought about poverty cycles or thought of themselves as poor because they did not know any better. They all lived in the same sized house and no one was deemed richer or poorer, however the teachers knew better and believed that the only means to get them out of the poverty cycle was through education. Her parents favoured her brother because he was perceived as more intelligent and they believed that he would save the family from poverty; however, he became an alcoholic from the age of 17 and eventually died.

As both her parents worked, and because of her gender Samira Moodley became the primary care giver and ran the household mainly however, between herself and her brother they shared some chores. She describes coming home to an empty house, stating that they were latch key kids. She recalls her mother as being the disciplinarian in the household and that her mother was very focused on getting a good education. Her mother also believed that there was no distinction between men and women and her mother did not tell her to behave in a certain way, but also notes that this may have been due to the fact that her mother worked.

Having lived her entire life in an Indian community, this afforded her some isolation which meant that she did not realise the extent to which apartheid segregated communities and only when she went to look for work did she experience the full effect of apartheid. In addition, the only careers that were highly thought of in her community were those of teaching, medicine and law, and these were also believed to be the only careers available to the community.

Samira had initially wanted to become a marine biologist however the course was only offered in Afrikaans. While visiting the university to gather information about courses, she attended an aptitude test for computer studies and managed to get into Information Technology. Her husband and herself then moved up to Johannesburg in the hope of finding jobs, and after five months of looking she finally found a position as a personal assistant. She then managed to secure a position for her husband at the same company. She then took an opening to do technical work, and

became an associate programmer. She experience discrimination in the workplace as she was in a role and industry which was predominantly held by males.

She describes being easily able to manage her work and family live, but predominantly because of the support structure that she has built for her family. She has due to her position, which at the time of the interview was regional manager in a telecommunications company, been able to hire a driver who is responsible for her two sons travel to school and to any extra mural activities. In addition, she has a full time maid who cooks and cleans. Her position also affords her flexibility in terms of working from home and this allows her to structure her day around her children.

Charmaine Fourie

Charmaine Fourie grew up in a middle class household in Pretoria. Her father was a military man, while her mother was a typist. Her mother predominantly cared for the family and Charmaine describes her father as being emotionally absent. She described the community as being very homogenous and black people were only servants. It was also socially expected that you would attend church, a type of religious homogeneity. Charmaine had an older sister and a younger brother and her parents had strong discipline within the family. Her mother did not prescribe how Charmaine should dress or behave however her father did at certain times express his opinion about conforming to being a lady. Charmaine's mother also imparted the message that there are no boundaries to being a woman however; she did experience the expectation to conforming to stereotypical gender norms from her peers at University.

Charmaine Fourie's role model was her grandmother who had single-handedly raised her two children in an era where it was frowned upon to be a single parent. In addition; she was a very strong person. Later in life she mentioned that her role model became an older ranking man within the army.

From standard nine, Charmaine wanted to go into human resources, and so she completed a tertiary education and qualified. Her first job at the age of 21 was in the

army as a lieutenant. There was large variety of people for which she was responsible, not only different races and cultures, but also a variety of ages. She describes how woman within the army adopted stereotypical roles in terms of catering and washing dishes while the men did not. Charmaine did not believe that this was fair and argued in favour of equality in terms of these chores however, the women were very angry with her as they felt that this was their duty.

During the interview she described her role the co-director of a human resources development consultancy, and noted an interesting phenomenon having worked as a consultant for many years. She noted that due to not having a family, she is expected to work longer hours, travel more and work harder than her female counterparts who have families. Although she describes having a flexible work environment where she can rest after long periods of extensive work, she believes this to be a common experience amongst single women.

Gwen Manningham

Gwen Manningham lived in a multicultural city and neighbourhood in Canada, in a middle income family, although she later moved to South Africa. Her father was a chemical engineer who she described as an absent father. Her mother did not work officially while her twin sister and herself were young, and preferred volunteer work but explained that when she was aged nine or ten, her mother began working as a sales representative in a drapery store.

Gwen attended brownies and later joined the girl guides and as a young girl she attended church on a regular basis with their neighbours. Gwen described herself as a hard worker through-out her schooling years, and as someone who always believed they could be a leader. Her parents had very high expectations of her sister and herself to excel academically and explained that there was always the expectation that her sister and herself would attend university and become professionals. The lessons she learnt from her mother, who was subsequently also her role model, was to be respectful to others as well as yourself, and being honest

and strong. The Anglican minister in her church was an additional role model and was the epitome of being a leader.

During high school Canada was affected by a depression which impacted on the availability of jobs after she completed her university degree as a civil engineer. She had to support herself, due to her parents' divorce and ended up taking three jobs to get by. She eventually got a job in a large international company which saw her traveling for work and gaining exponential experience. During her career she has experienced gender discrimination due to her career in a predominantly male field, but she has never felt that she should be set apart due to her gender. At the time of the interview Gwen was working as a Technical Director in a large engineering programme.

APPENDIX E: DATA PRESENTATION

THEME: EFFECTS OF APARTHEID	
Codes: [Apartheid: Effects of political situation] [Apartheid: Growing up in era] [Apartheid: Ideology of compliance] [Apartheid: Negative effects of political situation by highlighting racial differences] [Apartheid: Negative effects of political situation on careers] [Apartheid: Negative effects of the political situation on further education] [Apartheid: Political change in South Africa] [Apartheid: Political events] [Apartheid: Political involvement] [Apartheid: Unawareness of the extent of the political situation] [Upbringing: Predominantly Black Township] [Upbringing: Predominantly farm/rural upbringing] [Upbringing: Predominantly Indian former homeland] [Upbringing: Predominantly white Afrikaans suburb] [Upbringing: Predominantly white suburb]	
Baby Boomers	Generation X
<p><i>I actually even remember a parade in Durban for the coronation of the current queen, which would have been in 1953. I think I remember it, when you go back quite far in memory in your history you never know if it is something you remembered or something you were told. I think I remember that. I remember Inkosi Albert Luthuli speaking at a rally and hearing it quite by chance, when he got the Nobel Prize in 1961 I think. I remember being absolutely impressed by what a, I probably think it was leadership, but I couldn't formulate it in that way. I just remember being hugely impressed by him. I remember the Rivonia trial very well because my grandmother was a quite keen observer to that and loudly declaring that a great injustice had been done that South Africa would live to regret. So she was a bit of a harbinger of things to come. One of the other things I remember is that we had a guest lecturer who was Margaret Mead the great anthropologist, remember sitting at her feet and thinking her whole philosophy was so new and different. I remember her talking for the first time at the student union and thinking that this is absolutely different from anything that I had ever dreamed of. When she described her work among the people of the South Pacific it just opened new vistas. I think that is kind of the big things of school hood and university times. (9:55)</i></p> <p><i>I grew up in Durban, a middle child, an elder sister and a younger brother. (9:1)</i></p> <p><i>Well remember in South Africa in the 50s it was very strictly segregated so it was the beginning of the age of grand apartheid, we lived in an area of Durban which is now called the Berea so mostly colonial houses, big houses</i></p>	<p><i>Unfortunately all the courses were in Afrikaans. If I'm really honest with you Samantha, it was the first time that I knew what Apartheid was. I was the only non-white student in their induction programme. The teacher told me that all the material is in English, but all the lectures are in Afrikaans and it being that kind of topic where it is medical and a little bit scientific it was going to be extremely hard for me. (1:46)</i></p> <p><i>Grew up in England and when I was 6 we moved to Montreal (1968), suburban Montreal, Boucherville. There were two groups, the professional families and the unionized families. (3:1)</i></p> <p><i>So you could either go and have a fail mark because you open up your mouth or you could just suck the D's and E's up and just look for the piece of paper coming through. (7:80)</i></p> <p><i>I'll be lying, there was one incident, we came to visit my mum's sister in Johannesburg and we went to see her and she had bullet holes in her walls. We sat there and my mum never asked my aunt; it was her sister; how was my uncle, who was her husband. And I kind of found it strange, firstly the house looked like it had gone through a war and we never spoke about my uncle and when we left the police stopped us and they wanted to know, what we had spoken about who we were there to see, how we were related and all of those things. They asked my parents for their pass books and I was very young and I remember after we had driven away from the police, asking my mum being very curious as to what had happened. As I grew up I later realized that my uncle was on the run, he was part of the ANC and he</i></p>

THEME: EFFECTS OF APARTHEID

although we lived in an apartment, white middle to working class you know everyone worked. (9:33)

In April when I was doing that, just three months, four months, there was a very big protest as well and we were all expelled and that also there were conditions to the re-instatement another year went down the drain for me as well. (5:28)

*I think you must also bear in mind that in the mid-sixties when we saw the rise of feminism and of the women's movement in the rest of the world it began to lap at our shores although apartheid clamped down on black people there were also other aspects of the whole cultural environment. T.V was banned because it was going to have a bad effect on us, and movies were very strictly censored and **the progress of women whilst maybe not legislated certainly was not encouraged. So in those day's you really did not see women progressing. A woman doctor was an unusual thing.** (9:39)*

I remember when it was decided that I should push to become a member of senate and I remember these professors being absolutely incensed by this hodge podge of degrees that I had. I had like two bachelor's degrees and master's degrees and there was very little relationship between any of them. I just did them because they were interesting not because it was part of a career or academic plan and then saying academically that I was weak, I had no publishing record, who am I, I am just coming to make trouble. Fighting with those same people once I got into senate, those kind of people standing on a slippery slope desperately holding onto their way of life, which they saw as being the only way of life and seeing it slip away from them and me being the agent of that. That was another really interesting experience and then I came to [my current company].(9:107)*

I mean we were all living on farms but in peace it didn't matter if you were white or a person of colour we were all living together they all had schools in-between the farms, there were a lot of peace in those days.(8:22)

was a political freedom fighter. He's actually been on Robbin Island, imprisoned on Robbin Island. His parents where there on Robbin Island with Nelson Mandela. My uncle's parents used to be a safe house for the ANC. I was very very young, but I can still remember that. I can remembered the police stopping us and asking us questions, and I found that seriously strange. (1:176)

And then just being around family where most of the Indian women were either housewives or didn't really aspire too much in terms of a career, you must admit it was very limited at that particular time. (7:12)

So growing up during apartheid of course on an Indian compound (7:1)

I had my first conversation with a white person when I was 22, when I moved to Johannesburg; I mean a proper conversation not like somebody helped me in the store. I think it is also probably because of my parents as well they weren't politically inclined. (1:61)

One day we had this thing where they said we were going to have riots, where people were going to start fighting each other. Then there was this panic and everybody started to buy food and stuff like that and it was not riots among Indians. The black township bordered the Indian township, so they felt the black township was going to come into the Indian township because then the freedom fighters were more black than Indian.(1:59)

Mostly it was middle class, there was no racial mix, growing up in South Africa there was only black people were servants. (2:109)

My dad was still the patriarch and you couldn't really express an opinion or your point of view, and you were still part of those very progressive elements happening in your government when you were at university you were still scared. (7:79)

It took me five months to find a job and that was because in those days when I was looking for a job it still said whites only in the adverts in the paper. (1:71)

THEME: EFFECTS OF APARTHEID

Interesting question because we, growing up in Zim we didn't have, there wasn't apartheid but there was segregation obviously so it was only white suburb. (4:17)

He was actually, he was not white, I think he was Italian he came from that, but he stayed in the townships so he was also killed brutally with his family, his wife and his children by the security police at that time so that also stands out in my mind during those dark days of apartheid. (5:33)

I remember even earlier than that in the 1950s, it was probably 1954 or 55 when there was a huge uprising in Durban, when there was conflict between Zulu's and Indians and I remember that very clearly. We were at a school swimming gala that was on the main drag where the marchers marched passed. I remember seeing that and trying to understand what that was about. I remember asking my parents and the answer I got was quite frightening in terms of what they would have liked to see in terms of the result of that. That they had all killed one another and that kind of thing, it was really quite horrid. (9:53)

I am not sure that women were able or understood that they had a need or a right to try and express their own professional expectations and ideals in a way that was not nursing or teaching and marriage of course. (9:45)

It didn't matter whether you were part of protest or not, if you happened to be at the wrong place at the wrong time that's what could happen to you and that made a very big impression on me. (5:25)

In 76 the Sharpeville, was in 76, our school was right next door to the University, it was my last year at school and that evening the students, because it was already a multi-racial school, university students came across to the school and vandalised it. (4:25)

Political was Robert Kennedy Jr. addressing us at university that I remember as clear as a bell, at the university of Natal. I remember him very clearly.

So I think my early perceptions of being a woman, really was kind of lost in translation within the Catholic faith, within the Indian community, largely separated by apartheid. (7:11)

But growing up right now at university I realised what my mom and dad missed out in terms of being part of a government that was so restricting on every level, even though I didn't see it you know, because my dad didn't speak about it. (7:62)

Mandela was voted in and when the ANC won the 1994 elections was a major event for me. (2:47)

Yes, the first one was the Rubicon speech, the first one was PW, not the Rubicon speech the one before that, of the total onslaught it was in the 1980s he talked about the black people are coming to kill us and all of this, I can remember this I was in primary school and I can remember think what a lot of nonsense. But on the one hand, it also created a bit of fear in me, I mean he is the president, maybe he is telling the truth. (2:114)

We were seen differently, we couldn't speak Afrikaans, which was a big issue, because most of the people we liaised with in the workplace were Afrikaans. (1:80)

And so I was always at those, they used to have those youth rallies and things and I'd always go to those and my mom would always support that always. (6:42)

By the way there is a highly political setting at McGill, but in engineering we ignored everyone that did politics, I absolutely ignored it because we were studying, we were serious, if you want to strike for divestment from apartheid, we didn't even understand what that was, we were so divorced from the reality of the world. (3:54)

That's where I grew up, that's where I went to primary school and then went to Dundee which is also Northern Natal to do my high school there and then

THEME: EFFECTS OF APARTHEID

(9:52)

Typical township house, four roomed houses (5:19)

Grew up, in those day in the most beautiful town but anyway, I grew up outside of Vereeniging don't know if you know where that is called the old Vaal triangle on the Heidelberg road towards Heidelberg but not in Heidelberg and where our farm was, was still under Vereeniging. (8:1)

When my younger daughter was about four or five I started getting involved in black sash and working, well not working as we were not paid, but volunteering with black sash. I think from that point on a very different experiences in the early 70s happened, seeing a very different side of life from white suburbia. (9:59)

I remember my grandmother saying that South Africa becoming a republic was opening the door to hell, because for sure Apartheid would become much stronger and it did. South Africa becoming a republic meant that the kind of mediating influence of Britain as the head of the union of South Africa would be removed and it would just be open season for exploitation (9:54)

I don't believe we should have done as a nation what we did without politics, don't believe it for one single moment, I don't have all the answers, I am not saying that what we are currently in is the right way, not at all, but I think definitely one thing politic wise we should have educated everybody then we wouldn't have had this problem. But we thought because our skins are white we're going to be there forever and it didn't work like that and it will never work like that. So that's on the political front.

Social, oh my word. I can just remember when Foster, no what was his name, yes Foster when he was murdered, the whole country were crying. It was like, I don't know, like the whole world, their whole world came to a standstill. And if you really think about what he had done, he has really brought apartheid even more to this country. That's one thing I can remember we still have the huisgenoot, it was much bigger, we still have it.

finished off my high school in Durban. So growing up during apartheid of course on an Indian compound, they used to have different compounds and we stayed on the Indian compound my mum and dad were both involved with employment there. (7:2)

I walked into Natal technikon and I got walked off by the security guard, because I was non-white, so they pointed me down the road to ML technikon which was for non-whites. (1:50)

There was one incident, we came to visit my mum's sister in Johannesburg and we went to see her and she had bullet holes in her walls. We sat there and my mum never asked my aunt; it was her sister; how was my uncle, who was her husband. And I kind of found it strange, firstly the house looked like it had gone through a war and we never spoke about my uncle and when we left the police stopped us and they wanted to know, what we had spoken about who we were there to see, how we were related and all of those things. They asked my parents for their pass books and I was very young and I remember after we had driven away from the police, asking my mum being very curious as to what had happened. As I grew up I later realized that my uncle was on the run, he was part of the ANC and he was a political freedom fighter. He's actually been on Robbin Island, imprisoned on Robbin Island. His parents where there on Robbin Island with Nelson Mandela. My uncle's parents used to be a safe house for the ANC. I was very very young, but I can still remember that. I can remember the police stopping us and asking us questions, and I found that seriously strange. (1:63)

background that I have in Apartheid, we kind of get quite critical about black people who take leadership positions and fail at it. Nothing in their schooling career or academic career or any of those environments have given them the platform to be able to make them successful in those jobs. It is something that we don't acknowledge and something we don't work on. (1:152)

Looking back I would say it was slightly over lower-middle class. It was a mixture of racial and ethnic class eventually not originally. (3:33)

THEME: EFFECTS OF APARTHEID

That is one thing I can remember very well, an event if want to call it that.
(8:32)

When I was 16 and that was during the 16 type of youth protests during that time, we lost friends because police were actually fired live ammunition at students. **(5:24)**

And I went to boarding school when I was doing Grade 11 and then there was a very big protest that year as well and we ended up with banners in front of the protesting group. I don't know how I landed up with banners, what I know is that the leaders actually put us in front with those banners and I was expelled from school so I lost a year of school because of that. The condition that they wanted for our re-instatement was that we point out the people who were the ring leaders and I refused to do that. **(5:26)**

Yes. And I often wonder why I didn't say anything, why I didn't go and question because we grew up like that, grew up in a government that you were afraid of, you weren't supposed to ask any questions, you grew up in a family where the brother was the eldest you were just the second eldest.
(7:78)

At the age of 13 was the only time that I was confronted with why we were different under the government and that was when he, we grew up we went to Vryheid to do our shopping, that was like serious conservative you know if you thought Ventersdorp was bad, Vryheid was just as bad. And when I was 13, there were very few shops that you were allowed to actually shop in and one of the very few shops you were allowed to shop in was the Pep stores, so my dad said for your 13th birthday I'm going to buy you All-star tekkies, and All stars were like big you know, and he took me to the store, picked up the last pair, the last size four, size four pair of All-star tekkies and we were on our way to the till to pay for it when this white sales man comes up to us and says, 'I am sorry I have to take your shoes from you because my other white customer wants it'. And it was the first time that I saw my dad cry, I didn't see him cry at any other stage but because it was affecting his child in this particular way, and I was thinking now okay what is the big deal here kind of thing. It was only when we got into the car and he explained to me what kind of happened, I realised we were different but that was the only incident that kind of stood out in my mind is that you not supposed to do certain things, you not supposed to question and like nobody did you know.
(7:63)

And it was after that particular session with Kearsney college that I found myself taking a bus and going to Natal university in my matric year and looking at what was going on and you know they used to have open days but they weren't really open for Indians, so you literally had to go and get information from the door and get a booklet. **(7:56)**

I think the next one was in the 1990s when it was in high school and it was FW de Klerk's Rubicon speech and this was the speech when he said we are going to have a referendum and we are going to allow the ANC and start

THEME: EFFECTS OF APARTHEID

with discussions to free Mandela and I thought now we are going in the right direction. (2:115)

You still you can't change people over night, you can change systems, policies and processes but you can't change people that grew up in a system like ours, that sometimes didn't know any better as well. (7:75)

Whether it was being a woman, I wouldn't say so. It was too much a part of the elements of the political arena at that stage for the whole issue of being a woman to take more priority. (7:81)

Well we lived all over the place but mostly in Johannesburg (6:1)

Indian communities at large, growing up in an Indian household (7:6)

So it was during that transitional period that that the change was most painful and through that, it does chew things and a few of my friends that got very very tough. Went into survival mode and they changed universities and went to the University of Westville which was more the Indian University because they couldn't stand to be a part of that. And then through Durban Westville they got caught among the whole ANC underground thing so you either go that side, go to the extreme, or you suck it up, you just suck it up and just hope that by the end of four years you will walk out with your degree despite the D's and E's. And a few of us did kind of suck it up (7:77)

I was always quite active in terms of sort of the anti-apartheid stuff as I grew older and sort of started to understand it and I think that also came from having exposure to other races at a more kind of social level, social strata for a better word. (6:40)

FW de Klerk's Rubicon speech and this was the speech when he said we are going to have a referendum and we are going to allow the ANC and start with discussions to free Mandela and I thought now we are going in the right direction. I can remember voting in that referendum when I was 18 and I can remember feeling that this is the right thing to do, this is the way we have to go. (2:46)

THEME: GENDER SOCIALISATION

SUB THEME: FAMILY

Codes: [Absent: Father emotionally absent] [Absent: Father physically distant] [Family: Grandparent(s)] [Family: Tragedy] [Parents: Disappointment] [Parents: Expectations] [Parents: Father's career] [Parents: Level of education] [Parents: Mother's career] [Parents: Reliance on parents for financial support] [Parents: Semi-skilled labour] [Parents: Skilled professional] [Parents: Supportive] [Parents: Work ethic]

Baby Boomers

And also there was the killing of a couple that were family friends in Mamelodi, a doctor, it is in the political history of South Africa, doctor Ruberu.

(5:32)

But my mother died very early in our lives, I was ten when she died **(5:4)**

My grandmother who had immigrated to South Africa from Ireland as a young girl and who was absolutely outrageous. She had a very sharp mind and very outspoken. **(9:15)**

I lost my sister, became a guardian to her children and I stopped, during that time I was doing my master's in business leadership I was appointed as a manager in a department within a faculty so I was managing a department during that time. **(5:40)**

The age I know she was concerned about that and because she died very early, most of the things about her that I don't remember. **(5:69)**

That was a huge change in my life, I was pregnant my whole job was in chaos, we were now going to SA and I didn't know what was happening, my husband's parents and sister died in a year, it was just like you learn leadership very quickly. **(4:66)**

And then my grandmother on my mom's side. She was just so amazing, very poor and very honest very hard working but so so caring and she used to go out of her way, she knows exactly the stuff that I liked to eat and she would make sure that when we got there, we got it. **(8:14)**

Generation X

So those are one of the sorts of things that I would discuss with my mother, but since she died in 1991 I haven't had as chance to unpack it with her. There weren't really that many other people around. **(3:17)**

My father's dad I looked up to and held in very high regard because he was the one, you knew when you saw him, knew you were loved, you know he just had that particular connection. Whenever he looked at you, you knew this person will never hurt you and will love you until the end. So it was my granddad. **(7:36)**

Then my granny, my mum's mum. **(2:15)**

I lost my brother, my brother died in 2005. **(7:35)**

Unfortunately my brother became an alcoholic when he was 17 and he died when he was 40 and that's all we knew of my brother. **(1:32)**

We had a very difficult time with our father, he was very abusive and she got the short end of it, she bore a lot of the brunt of it and I somehow charmed my way out of it, she would just crash into it. **(3:96)**

Her grandmother was actually very important to us, she was a nurse and never drove always walked everywhere, always very busy, baking and always doing things for the kids and lived alone, she live alone until she was 95, 96, she was a big force in Debs life and to a certain extent in mine as well. **(3:20)**

So that was three years, then I was getting deeper and deeper into debt and

THEME: GENDER SOCIALISATION

a very good friend, a colleague of mine had cancer and I sort of sat with her until her last minute and that had a profound influence on my life. (4:55)

But he was very interesting man, in retrospect you wish you could have taken, unfortunately he passed away 16 years ago. It's a long time that I haven't had the opportunity to really speak with him (4:95)

My father worked for, was a telephone something, I suppose like a technician, sort of a technical person in the telephone department, so he was responsible for, if a business opened in Durban he was responsible for ensuring that their switchboard was correctly wired I think that kind of what I recall more or less what he seemed to do. (9:4)

He had an extremely strong work ethic and I think that transmitted itself to us. (9:3)

My mother was a nurse, a professional nurse and she always worked. She worked right up until I think she turned 60 so she always worked. (9:2)

So I had fun, but I didn't go over board and I also knew that I, that there was money being spent on this and I had to make good on that money, on that investment. And I had to make a good return on that investment. (4:31)

I think his expectations for my sister and my brother were slightly different because they played that game, so my sister swam for South Africa and he was inordinately proud of her and my brother played cricket for Natal and he too was, he was considered to be a success whereas for me there were other routes to a satisfying life. So I think he was a bit disappointed. (9:31)

He was a coach builder, build busses; he designed busses and then built those. He was hard-working man and he spent a lot of time at work, he'd leave early in the morning and come back fairly late in the evening. (4:5)

And as I said my dad's work ethic was always put everything you can into it and if you are going to do something, do it to the best of your ability. (4:103)

I needed to pay for my accommodation, my living, my tuition, so I started working two jobs and that meant taking night courses and electrical engineering is hard, and I wasn't doing very well at it and family issues, I was struggling with family issues.

(3:60)

Then obviously my granny that I spoke about already. (2:52)

I would say my paternal grandfather; he is the only grandparent that I knew. By the time I grew up I did not have any others. Mostly because of his work ethic. (1:24)

three years into my career, that would be round about the time when mother died, my old boss had actually helped me out tremendously, tremendously at the time, she died in Mexico and she was at the time there for the winter(3:68)

And then I lost my dad at the end of my first year of university 1988 he was involved in a truck accident. (7:66)

My grandfather had quite a number of businesses in central Durban (1:25)

The divorce between my parents' had taken a very long time, and they had this annoying habit of going to court always during my exam period. And dragging us to court, so that was a bit of a struggling, I was trying to ignore it and I got one of my best exam results ever the day after the final court appearance. Their problem not mine. (3:61)

We understood that only 10 percent of the people we were in high school with would go onto university because that is what our parents told us and it was very important to believe in university and it was very important to get a degree. The messages about being a woman were subtle but explicit. (3:6)

So my dad never thought he would never need to work because of his father's businesses, so my father had no skills. (1:6)

It was assumed that we would go to University and that we'd become

THEME: GENDER SOCIALISATION

I think my father probably would have preferred us to all be springbok sports people. He saw that as being a far more successful route and I know even in those far off days it was still possible to be relatively successful and comfortable financially from sport so it was way before the days of super 15 rugby and professional cricket, but I think you still managed through sponsorship and various other things to be quite comfortable. And for him that kind of prominence from being a really world class athlete was far more, far better indicator of personal success than you know getting a first class matric or anything like that. (9:10)

As I said earlier my father tended to judge people on their sports success and the fact that I was not willing to play that game meant that he thought I was a bit of a flop and I remember when I got a bursary to go to university, he was like god couldn't you have done something a bit better than this you know. I was going to study medicine and he was like what do you want to become a doctor for, you could have been a Wimbledon tennis player and I was like why would I want to be that you know. (9:29)

But they were the boys, definitely the boys of the family. As I said Anita was very intelligent she was, she also an academic, but she is also very creative. So the expectation of me was that I would follow in her footsteps, whereas I am blessed with some kind of intelligence but I have to work hard for it. (4:13)

My mother was a nurse, a professional nurse and she always worked. (9:6)

And they were very supportive of that, obviously any parent doesn't want to see their child go off into the middle of nowhere with no prospects and no job with this guy that had been sort of round for a bit and then not and then, and it was quite interesting that my dad didn't put his foot down and say no, you not going. Okay I was over 21 so he probably couldn't have, but he just said look are you sure of what you are doing, and I said as sure as I can be you know. (4:113)

Staying home mother in those days (8:2)

professionals. (3:5)

I never got a sense of you know, 'what do you want to be when you grow up' and 'how are you going to do it' you know. (6:20)

I never really felt that my mom had expectations of me growing up and I think that's also because she was so busy. (6:15)

It was really tough, I think for my parents and myself, growing up in a very underprivileged, on the breadline kind of environment, I think because of how academically intelligent my brother was my parents saw him as somebody that could save us. To live with my parent's disappointment I think it was tough on us. (1:35)

I applied and it went well, put in my application forms and spoke to my dad and said you know 'I'd like to go to university; I know there is no money, and I'd like to apply for a loan or a bursary or whatever'. And he just said for the first year he will go talk to his company and he will take a loan from his company which he did and that's my first year studies were paid through my dad's loan from his company. (7:65)

My mum was a stay at home mom until my parents got divorced when I was nine. (6:2)

So both my sister and myself were pushed to do that while my brother was kind of, he is very intelligent but he wasn't a good scholar, a good student, he was lazy, so my parents never pushed him but I can remember my mum saying to me you are going to university, you are going to do this. (2:112)

For my brother, he is the lost child, the middle child if you believe in that theory. He just wanted to read his books and they expected him to read his books and that was fine, they did not expect a lot from him later life. (2:22)

From there on I had to get a loan through standard bank but yes he was very much instrumental in my fees, he was also the one that filled in my application form. My dad was a musician so I did music right up until matric

THEME: GENDER SOCIALISATION

And his work ethic I think has just been drilled into us, all of us children completely that we just put our heart and soul into everything that we do. (4:6)

I think my mother was, my mother saw the root to success personal and professional as an academic route. (9:9)

So what I've learnt from that is you've got to be able to show your emotion, it does not make you weak it makes you strong and you've got to be able to say 'I love you' but only if you are honest. You mustn't I love you and I care about you if you don't. (8:10)

My father was a farmer a wood worker he made the most beautiful furniture that type of thing. (8:3)

She didn't work full time; a very intelligent lady but she taught Portuguese at one of the Technikon's, I suppose you could call it, there. So she created a whole learning base for that and in fact it took us through all our exams at school, as well that we had to learn with that. So she did that part-time in the evenings and then she used to have people over to the house to have Portuguese conversation lessons with her. (4:4)

From my dad, my dad was a very tough guy, I don't think communication between my dad and myself were good; don't think it was good at all. I think he struggled with his communication to show his feelings. It's the scenario still of cowboys don't cry so he was like emotionless to the world, but, however I think deep inside him he had a lot of emotions and what I learnt from that, to me, it was a major negative because my dad is never, never once can I recall that he said 'I love you'. (8:9)

My dad not a lot of interaction you know from my dad's side on you're a woman and all that, no, my dad was just this tough Boer (8:5)

he was very supportive of us and wanted to, he basically just wanted to make a better life for his children at the expense maybe of us not having a

and although my first love was psychology as a career he filled in a bachelor of music as my first choice and that's what I did in my first degree was music. (7:67)

As soon as you are 16 you are going to start working. You are going to get a summer job because in Canada from June to August you worked, and there was no hint that you are not going to work. You were not going to get around not working; you will work, so we did. In fact I had my first job at 14 but that is another story. (3:10)

And with me, I think they had high expectations that I would perform on an academic level not so much on a social level because I was not really into following the rules and doing what people expected of me so I would try to do different things. (2:105)

To a lesser extent my dad, when I was growing up even though he was very distant and he was distant physically because he was always away on work but he was also always distant on an emotional level, he could give affection on a physical level but never on an emotional level, he would give us a hug or a sweetie but would never give us a pep talk and sit down and chat. (2:25)

Yes, hers was an achievement point of view, does that makes sense. So I think by the time I was finished (with them) she was just chuffed that I managed to stay in a school for longer than a year. How to manage your parents' expectations, you know. (6:97)

He is British and he was a concert pianist for Britain and a Bridge player for Britain. (6:5)

My father was a chemical engineer. (3:3)

My mum thought I should be a lawyer because I have a big mouth and like to argue a lot. (1:167)

My father was in the military a colonel (2:2)

THEME: GENDER SOCIALISATION

great relationship with him other than a father children sort of thing, but he did it, he achieved his goal. (4:7)

My father was a school principle (5:2)

My mother was a teacher (5:3)

We arrived in June and I got my job as a secretary in May. Largely because it was the first job offer I got, secondly because we needed the money, because our parents were helping us out to pay the rent and buy food etc. and my husband could not get a job. (1:155)

At that stage a computer was like two rooms and she became of their data programmers after training (7:5)

They always had high expectations of my sister; she always wanted to do the right thing. She was one of those head girl type of girls and she was the head girl in primary school, the head girl in high school and she never wanted to break the rules. (2:21)

But you weren't forced; there was no pressure on you to over perform. (1:9)

And my mother worked, but not as a professional, a typist I think or a secretary something like that. (2:3)

None of them have a post matric qualification, they both got matric. (2:4)

Very high academic expectations (3:22)

And also you know once I dropped out of fashion design school my mum sort of said to me you know you've given it a try and I have supported you thus far but you kind of need to find your feet. (6:115)

My father was in the military a colonel in the army (2:99)

I mean she never put any pressure on us in any sense, if that makes sense to you. So she never said, you know, what are you going to be or, really her core thing in life was that you had to be happy and I think that came from her early experiences with my dad and that sort of stuff. (6:16)

but at the time they just had very high standards for their kids in terms of

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politeness, very important, in terms of do your chores and in terms of academic achievement. (3:26)

And I remember everyone else had these bed socks, you had to knit those blady bed socks, and I had these booties. I swear to you I could not knit those things I still can't knit, I've got no co-ords. And you know my mum, it would never occur to her, even though she could knit brilliantly to have actually knitted those for me. (6:100)

secondly because we needed the money, because our parents were helping us out to pay the rent and buy food etc. and my husband could not get a job. (1:180)

She didn't have matric and when she divorced my father she got two children out of the deal and she retired two years ago as CEO of a Parastatal Services South Africa with four degrees. (6:3)*

And my dad was a bio-chemist who started a company, you know they make the cold creams, Vaseline and he sold that to Unilever.(6:4)

My mum initially didn't work and then she became a machinist at a clothing factory and she did that for 30 years. (1:3)

my mom was I think one of the first computer programmers that was employed by the mine at that stage (7:4)

She mostly did volunteer work while we were still young. Then she became a sales rep for a drapery and hardware store. The only woman rep within the company.(3:2)

To a lesser extent my dad, when I was growing up even though he was very distant and he was distant physically because he was always away on work but he was also always distant on an emotional level, he could give affection on a physical level but never on an emotional level, he would give us a hug or a sweetie but would never give us a pep talk and sit down and chat. (2:19)

THEME: GENDER SOCIALISATION

My dad was a diesel mechanic he used to fix all the trucks and stuff on the mine (7:3)

I think the probably most valuable thing, well my father none because he pretty much was non-existent in my life apart from, I think he imparted a sense of that I was never quite good enough which made me quite, I strive if that makes sense. (6:6)

Grew up in KwaZulu Natal on a little mining community just outside of Vryheid, coal mine, I think it used to belong to Anglo at some stage and both my mum and dad worked on the mine. (7:109)

And so I was always at those, they used to have those youth rallies and things and I'd always go to those and my mom would always support that always. (6:42)

Mum and dad both I think, finished up to standard six and didn't go beyond standard six. So ja that was a big deal for him to have a daughter that did something that he didn't do. (7:69)

And it's purely due to my dad not being able to study in that direction he had perfect pitch, he could play six instruments, he was part of bands and composed music, and very talented, but that talent didn't materialise into something. Mum and dad both I think, finished up to standard six and didn't go beyond standard six. So ja that was a big deal for him to have a daughter that did something that he didn't do (7:112)

Essentially he is now a sheet metal worker (1:7)

In terms of growing up my dad and I were not really close for a long time, we never really connected. (2:7)

As parents they were very disconnected from us, I grew up with a family of four kids, they were there just to provide and make sure that we had a home, they were so busy with their careers etc. (7:10)

THEME: GENDER SOCIALISATION

My parents never told me that I would be going to university because we knew that wasn't any money. So they never had a conversation that if you do well at school we'd send you to college or send you to university, that kind of conversation never happened. (7:43)

My parents also made it very clear to me that, and it is funny because for my siblings the only person who didn't go to University was my brother. (2:38)

I think with every family, you always have some level of dysfunctionality at some stage. My dad used to drink a lot and I was very fearful of him (7:27)

An absentee father, but that is how we preferred it. So my mom played the role of mother and father. He was an unpleasant person, he managed to bankrupt himself in my teens and that's when my parents got divorced. Did a lot of lab research. (3:4)

GROUPING: SIGNIFICANT OTHER

Codes: [Significant other: Father] [Significant other: Female relative] [Significant other: Grandfather] [Significant other: Grandmother] [Significant other: Husband] [Significant other: Mother] [Significant other: Sister] [Significant other: Skilled professional] [Significant other: Work ethic] [Significant others: Yes]

Baby Boomers

Generation X

My sister (5:13)

My grandmother who had immigrated to South Africa from Ireland as a young girl and who was absolutely outrageous. She had a very sharp mind and very outspoken. (9:15)

And then my grandmother on my mom's side. She was just so amazing, very poor and very honest very hard working but so so caring and she used to go out of her way, she knows exactly the stuff that I liked to eat and she would make sure that when we got there, we got it. (8:14)

So she was I suppose we would call her a feminist now which my mother definitely wasn't, having very strong ideas you know you'd been widowed

I would say my paternal grandfather; he is the only grandparent that I knew. By the time I grew up I did not have any others. Mostly because of his work ethic. (1:24)

Then my granny, my mum's mum. (2:15)

This is actually a strange experience because the person that became my role model was an older male and he then as soon as, he was a very high ranking person not the highest rank in the unit, but because he was really respected person, he was really like the person, informally I think he was the strongest person around, and because he took me under his wing, people kind of started to then bend the rules for me and then I became, that opened some other doors. (2:69)

THEME: GENDER SOCIALISATION

with at the time seven children and had worked really hard to try to ensure that everyone of them had a profession. (9:20)

my aunt was very close to me (5:12)

My sister, she was very much, she really played a very important role in my life (4:12)

Men their work stops, they might get onto the computer at home but that's what they do, but fortunately my husband is just the opposite of my dad and he is amazing, he is the most amazing person in my life. I would never have been able to do what I have done without him he is my backstop.(8:56)

I think an aunt was very, was also a huge role model not because she was a feminist, she was anything but, but I can remember her sitting my sister and myself down when we were early teenagers we were very close a year apart and giving us this lesson in life she called it. (9:23)

I was like a child for them, they had their own little child, their baby was born then but still after that I stayed part of their lives maybe in a lesser sense which is fine it didn't worry me at all, but still I was part of them, I even got married out of their house. I got dressed there and whatever all those nice things. They played a major major part in my life. (8:60)

And also our neighbours you know everybody in the community was a parent. We had a lot of people around who were protective over us and who cared. (5:14)

I don't know how she afforded it but it was there and she knew exactly what my brother liked and she would make sure he gets that. I am a liquorice fan and I will never forget there was always this packet of liquorice for me waiting. Those were the people. (8:61)

And it's not very many men that have the confidence in themselves to push their wives to do the same thing like that and I think that, if there has been an influence in my life it has been my husband. That really was, he really

My father's dad I looked up to and held in very high regard because he was the one, you knew when you saw him, knew you were loved, you know he just had that particular connection. (7:28)

I am the youngest of 3 kids. (2:98)

So definitely my granddad and then the people that you go to church with you know, was my great granddad, also used to take us to church every Sunday. So him just being that stabling force every Sunday, picking us up at a certain time and reading the bible when we got home from church and having breakfast with them, that warmth I think drew me to those particular individuals. (7:31)

Well besides my mother, I had a twin sister and a girlfriend around the corner who I spent more time with (3:16)

Secondly, he works hard, he works incredibly hard where I have got more natural intelligence he has a work ethic next to none and he always has had. (6:24)

I think my mum, my grandfather because he lived with us, my mum looked after him. (6:12)

Number one, was my mum I think, but I spoke about this. (2:14)

And I think the priest you know I think because he held the youth and he used to give us catechism classes, it was him that almost showed me what faith can be and what it can do in your life. It was one of the very few white priests that connected with the community at that stage. So he kind of sticks in mind, in my head. (7:33)

Her grandmother was actually very important to us, she was a nurse and never drove always walked everywhere, always very busy, baking and always doing things for the kids and lived alone, she live alone until she was 95, 96, she was a big force in Debs life and to a certain extent in mine as

THEME: GENDER SOCIALISATION

was the person that gave me the most inspiration to be where I am. (4:68)

I don't know what you call it in English, your godparents. They were the most amazing, the most loving family, lots of respect being shown amongst them; they lived like a proper proper warm family. (8:12)

well. (3:20)

They were both professionals, he was a dentist and she was a physiotherapist but they were such a loving, accepting, non-judgemental couple. I really felt that that was something that I thought if I grow up I want to be like them. (2:49)

I would say my paternal grandfather (1:22)

And then I think my older sister also played an important role in my life; she is four years older than I am, but she was always a very independent but caring person. (2:18)

Her grandmother was actually very important to us, she was a nurse and never drove always walked everywhere, always very busy, baking and always doing things for the kids and lived alone, she live alone until she was 95, 96, she was a big force in Debs life and to a certain extent in mine as well. She was just a person who worked all the time (3:99)

Professional women, she was a qualified nurse and worked as a matron. (2:17)

My step father was a house-husband he had his own business which was a plumbing business but was on the side but his major thing in life was to look after us and my mum went to work(6:13)

GROUPING: INFLUENCE OF SIBLINGS

Codes: [Siblings: Competition between siblings] [Siblings: Different expectations] [Siblings: High expectations] [Siblings: Highly regarded sibling] [Siblings: Shared household responsibilities] [Siblings: Yes]

Baby Boomers

I grew up in Durban, a middle child, an elder sister and a younger brother. (9:1)

So then my younger brother again had that, was blessed with, he was very sharp. He could just talk his way out of stuff. But he could also, he had the

Generation X

Two brothers and two sisters.(7:34)

He's older. Andrew came to us when he was, sort of older, because of the way his parents were, you know, I think he was very quiet and studious and quite sort of withdrawn and he became an electronic engineer. (6:25)

THEME: GENDER SOCIALISATION

ability to, the gift of the gab I suppose, you know he could get himself out of a situation **(4:102)**

When I was a child yes, my dad used to say the man is the man of the house and the man gets everything, and my husband must look after me one day if you can call that discrimination and it is a form of discrimination. **(8:38)**

As I said Anita was very intelligent she was, she also an academic, but she is also very creative. **(4:101)**

Three. **(5:66)**

Just my brother and myself. My brother is six years older than myself so he was already in school when I was born **(8:15)**

I think his expectations for my sister and my brother were slightly different because they played that game, so my sister swam for South Africa and he was inordinately proud of her and my brother played cricket for Natal and he too was, he was considered to be a success whereas for me there were other routes to a satisfying life. So I think he was a bit disappointed. **(9:31)**

The boy was more the one being pushed forward and he is the man and he is the man of the house and he is going, and my dad always used to say and he was very open about it when there is money my brother must get it because my husband must look after me. So it was a strange scenario that I grew up in but I do understand those days, I mean those were very different days so I think the expectations were worlds apart for me and for my brother and I think that made me a stronger person I am a very strong person but I think I have a very balanced life through the way I grew up. **(8:17)**

Three and I was the middle one. A sister older than me and a brother younger than me. **(9:27)**

We shared the household chores, we washed dishes, we cooked, even my brother cooked. We basically shared everything. **(5:17)**

Secondly, he works hard, he works incredibly hard where I have got more natural intelligence he has a work ethic next to none and he always has had. **(6:24)**

I had a twin sister **(3:100)**

But like I said with my older sister the expectation was also that she would take a leadership role in any situation with me they never much expected that. **(2:107)**

So they always thought that she was going to do and like whenever we went out she was always in charge of us and she was always expected to take charge. **(2:104)**

There were two of us. My brother was older, he's late now. **(1:30)**

In the Indian community I think eldest daughters took on a very, you weren't much of a child to begin with; I mean I started cooking at the age of nine. Putting a chair next to the stove and putting something on and if you had visitors and people had to come, you had to set up the tea, you had to clean up, wash the dishes bla bla bla. **(7:46)**

My brother and I who are from my dad. Then I have two stepsisters who are twins and then we have an adopted brother. So five. **(6:22)**

My mum had very very definite expectations for my brother. Justin, I think he probably got the brunt of what I missed because my mum probably just thought, 'Ok I'll just be happy if she survives within her drug addict type thing', whereas Justin has always been a people pleaser. **(6:23)**

Didn't really see it when I was growing up as a young child, but now when you look back you realise why were you the only one doing the housework, why were you the only one that was doing the cooking when you did have a younger sister, you know. **(7:37)**

THEME: GENDER SOCIALISATION

I've got three brothers (4:97)

I think, I had two elder brothers who are nine and ten years older than me, that's quite a significant gap and they were really out of my life by the time I really can sort of remember and cognisant of what happened. But they were the boys, definitely the boys of the family.(4:100)

I think at a different time I would have given far more reflection to it and having lost my dad when I was quite young and then my mum then looking after all of us didn't really cement in my head that they were marked, marked differences between my older brother and myself. (7:82)

So both my sister and myself were pushed to do that while my brother was kind of, he is very intelligent but he wasn't a good scholar, a good student, he was lazy, so my parents never pushed him but I can remember my mum saying to me you are going to university, you are going to do this. (2:112)

So it was very different in terms of expectations and who should be the one to do certain things and who should not. So I think I surprised quite a bit my mum in terms of a lot of stuff. (7:84)

So I was probably in standard four and my younger brother was standard one, my sister was in standard two I think it was, and I always remember when my sister used to do absolute nonsense, whether it was something stupid or whatever I was always called in to clean up. (7:45)

Three children in the family. (2:103)

It was a challenge for me because he was somebody that I admired a lot. It was hard for me, but I've never lost respect for him during that time when he was an alcoholic. (1:162)

He's probably, arguably the most intelligent person I knew. He topped the class, he was exceptionally mathematic and physics etc. If you ever spoke to my extended family, they thought that if we were ever to have a surgeon in our family it would be him. (1:31)

So I think the pressure of being an eldest daughter and then being the substitute mother in the house, doing the things my mother wouldn't have time to do. I somehow naturally was the person who was told to do it, or just expected me to just do it, that kind of pressure I felt from a young age. (7:38)

I know there was more pressure on my brother to get his degree, he was

THEME: GENDER SOCIALISATION

doing his law at University of Westville and he got caught in all of those ANC stuff and he was in jail and whatever, and I think when he gave up on his dream, my mum just sat back, she didn't really expect anything else from me or another child. (7:83)

the expectations were high for both of us but the differentiation didn't come from my parents its came from my sisters reaction if she got less than me, she was really insufferable so if she was going to get 99, then I would get 98, I could live with 98. (3:23)

But even during the time he was an alcoholic he was the one person I knew who had general knowledge. As drunk as he could get he would wake up in the morning and read the newspaper. He was still at that time very up to date with news etc. (1:34)

So lessons about being a girl, it was more about being a little person, it was about doing your chores around the house some of which were girls chores and some were boys chores. (3:24)

And my mum, at that point, was in recruitment, and CAs were basically where the money was, and within recruitment, and I think she more or less pushed Justin into becoming a CA. I would say and actually he was extremely creative, I still remember as a kid that he used to do these amazing like superhero cartoons and that kind of stuff but I don't think he ever got that opportunity. At one point he told me he wanted to be an astronomer but he just never. He was never going to be like, I don't know a struggling artist or whatever, he was always going to be a professional and he had to go to the best schools. (6:98)

We both shared the housework and I learned to cook. (1:16)

Very high academic expectations (3:22)

My brother and I shared the housework (1:15)

GROUPING: INFLUENCE OF VALUES

THEME: GENDER SOCIALISATION

Codes: [Siblings: Competition between siblings] [Siblings: Different expectations] [Siblings: High expectations] [Siblings: Highly regarded sibling] [Siblings: Shared household responsibilities] [Siblings: Yes]

Baby Boomers	Generation X
<p><i>A lot of openness in the family that is what he taught me about engaging my children so that I understand what they feel about things that way I will be able to understand them better. (5:10)</i></p> <p><i>I think the best thing that I learnt from them is to teach my children to be honest (5:9)</i></p> <p><i>We were a very loving family too so we were demonstrative in our love for each other, so there was never any inhibitions as to we couldn't go to throw our arms around anyone and so on and so forth. (4:11)</i></p> <p><i>But I know my father stressed education, he stressed honesty, he placed a high value on honesty as well as treating other people decently and you would like to be treated. (5:70)</i></p> <p><i>Trust, love, unconditional love absolutely unconditional love. (4:10)</i></p> <p><i>So I had fun, but I didn't go over board and I also knew that I, that there was money being spent on this and I had to make good on that money, on that investment. And I had to make a good return on that investment. (4:31)</i></p> <p><i>But I have always been a career woman like I've said. I used to take my kids with to board meetings, I used to take my maid with as well and I used to organise either an office or somewhere to sit, I didn't like leaving my kids, I took them with overseas, they have travelled the world with me. I don't think I will ever be the type of mother my mom was, she gave her life to us. (8:50)</i></p> <p><i>We had to go with a bus to school because we lived far out of town and she used to in the afternoons, see that the bus is stopping and it was quite a distance and she used to walk down on that dirt road, come take my bag and say 'you must be tired', she is just I think one thing I got from my mom is that your kids they are your everything, they are your future. (8:8)</i></p>	<p><i>We never had that. It was basically kids are supposed to be loved and cared and actually protected and this is the way we do it (7:110)</i></p> <p><i>Between my mum and my dad they were more the earners of the finances. (1:160)</i></p> <p><i>I'm trying to be like people that I admire at places like Dimension Data. I've learnt a lot from those people that were trying to do those things and I don't always get them right. I'll be the first person to say that. (1:195)</i></p> <p><i>She also always said that you know that your unique value in the corporate sector that you look at things differently from a mans and you should preserve that at all costs because that is valuable. And I guess it also shaped my belief around races as well. (6:50)</i></p> <p><i>In the Indian community I think eldest daughters took on a very, you weren't much of a child to begin with; I mean I started cooking at the age of nine. (7:47)</i></p> <p><i>Whereas my mum on the other hand, just by virtue, I mean you can imagine leaving a multi-millionaire with two children, which must have taken quite some guts and I think the thing that she's taught me the most was that you can always do it on your own, you don't need to rely on a man or on anyone else. (6:7)</i></p> <p><i>Good in the sense of not being moralistic, not being PC but just about being good with anybody, so greeting the checkout clerk, showing that person respect, people that you don't know, I didn't learn this directly from her but I think I absorbed it. I approach people with what I call now call a trust budget. (3:15)</i></p> <p><i>From my mother I learnt some incredibly valuable lessons about self-respect</i></p>

THEME: GENDER SOCIALISATION

But yes my mom in her own simple way gave me as a child a lot of direction, she's instilled a lot of values in me, honesty and openness and through her in her own way perseverance is the name of the game. (8:20)

I never went wild at college. I remember my mom saying to me when I got on the train cause people took the train in those days to go, and she said you know we've brought you up we've given you the values and now you've got to put them in place. And she said just one thing if you're ever in a place or a situation or in an area where you where you wouldn't be comfortable and I'm standing next to you then you shouldn't be there. Which is just the most sound advice. (4:30)

My mom's a very loving person I think that's where my love and nature might have come from, very loving person very dedicated person. (8:6)

I really remember that very strongly, I remember her saying to me you know people are people and you need to judge people as people, not as a this kind of a person a green person or an orange person just as people and I remember some of the things she would do, so she would show me things in the newspaper and she would say to me let's talk about why this is wrong. So for the first time applying as set of moral values as a logical process rather than as a gut reaction. (9:17)

I think the respect and the trust and the patience and the caring that I learnt from them. (8:13)

So it was that one year which was absolute chaos. In addition to this we had this whole thing at SAA, we then decided to re-open the airline and then I was first in line, I said I want to come back but I don't know if I want a leadership role because you know now I've got this baby and I don't know what to do you know. (4:67)*

Today we persevere in a different way. But those ladies they were strong and they persevered. So values openness, trustworthiness, tell the truth no matter what, rather take the punch so that you rather know what you stand for. (8:63)

and about how to show respect for other people and how important that is ultimately for self-respect. (3:12)

And it always came from a happiness point of view. (6:19)

I had a very good role model when I first started work in the corporate sector called Ester Vivies who taught me that you should never sacrifice your femininity in the corporate world (6:48)

I almost felt that she was a principled person and she wasn't willing to give in to her principles. (2:55)

In Quebec and Canada they had gone through this whole affirmative action programme for women and in fact my mentor had tried really hard to get me promoted above my level of competence. He wanted to promote me to vice president, and I said you must be kidding. I am 30 and I need a cv, it just didn't make sense because again that doesn't fit with my core goal of being something, if I wanted a title sure but I that wasn't my goal, I wasn't interested in the title, I wanted to be able to play to some substance. 3:75

And I spoke out about that in one meeting and I said this is not fair and if we are going to make tea everybody must make tea and it's not just the ladies because it's not just the ladies that drink tea. If you want to wash dishes then everybody must wash dishes everybody gets a chance because everybody uses the dishes and that was. (2:124)

So I learnt a lot about caring from her but it wasn't the caring by plying them with lots of grandmotherly food, it was caring through listening, understanding who this person is and making them feel validated. Making them feel worthwhile. (3:94)

And I remember everyone else had these bed socks, you had to knit those blady bed socks, and I had these booties. I swear to you I could not knit those things I still can't knit, I've got no co-ords. And you know my mum, it would never occur to her, even though she could knit brilliantly to have

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And we said, my dad said no, we're going to become Zimbabweans and we're going to live there and embrace this culture. We never lost track of our own heritage as such but we did. (4:3)

I think one of the things that I also learnt was about the need to be really involved in your child's life. (9:11)

I really just allowed decisions to be taken by individuals, cause that's how you are going to learn, that's how you are going to grow. Obviously they were accountable for the decisions, and that was made very clear to them and it wasn't do whatever you want and whatever, sometimes they couldn't make it so we would discuss both sides and so on, and that to me was the most important part of everything, was that I gave them the possibility to make decisions for themselves. And that just contributes to your growth, I supported those decisions always, yes sometimes we did realise together that they weren't the right decision or there maybe could have been a better decision, but the philosophy was always at the time it is the right decision. And I supported those if it meant head office, if it meant whatever, I supported them. And I guess that really stood me in good stead with the team. They knew that whatever it was that I would support them, but that they were also accountable to me for it you know, if not further on. (4:126)

And she would criticise wherever she saw fit, and I remember one of the biggest arguments between her and my parents was around politics my parents were very proudly, very proud to tell people that they were the first English speaking members of the National Party in Natal. My grandmother on the other hand thought the whole National Party and apartheid were absolutely abominable and she could not understand that a child of hers could possibly have gone over to the other side totally. (9:16)

No they certainly didn't map my life as a woman at all, if anything it was a case of to the background, to the background all the time because you're a girl. (4:9)

I don't know what you call it in English, your godparents. They were the most

actually knitted those for me. (6:27)

So they would make decisions that would always take the family into considerations so like if they have to decide where to go and live or to buy a new car all those type of decisions then they would always think what was the families responsibilities. (2:23)

And about being honest and being strong (3:92)

But I was always put off by the idea of deliberately setting myself apart to claim privilege because of my gender (3:80)

It was important to Alex that we were happy, most important to him that we were happy. I think he grew up in that generation, you know he was Scottish and he had to become a plumber because that was the trade that he learnt and I think he was very invested in us finding a passion, if I think back on that now, very. (6:99)

my mum believed that a woman should be an equal partner in a home for you to contribute to etc. (1:10)

It's only being a parent myself right now living in this modern age you realise it is far more being a parent than just providing. (7:25)

Two things that were, that is that, for an Indian girl to do that is a huge issue. It goes back to the cultural thing; to live with a guy before you were married was a big thing. (1:70)

In growing up in terms of having homosexuals around everybody had to like rugby and drink beer. You also had to go to church, religious homogeneity. (2:29)

You must always have love for your children. (2:101)

I care passionately about getting things done and getting things done right

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amazing, the most loving family, lots of respect being shown amongst them; they lived like a proper proper warm family. (8:12)

I think the best thing that I learnt from them is to teach my children to be honest and also my father had this thing of engaging us in discussions, we had family meetings we were able to put our views on the table irrespective of the fact that he might not take them but he knew where we stood anytime with any issue that affected us. (5:11)

Saying that though it was a very typical Portuguese family, dad pretty much the head of the household and mom was very much the lady at home that looked after the children etc. (4:94)

My mom was very strict but very fair; she would go that extra mile nothing was too much for her. (8:7)

What I have learnt from him is that you don't treat your family like that, you know charity begins at home and I don't think my dad understood that concept, he was wonderful to the world out there but charity begins at home. (8:11)

I don't believe we should have done as a nation what we did without politics. I don't believe it for one single moment, I don't have all the answers, I am not saying that what we are currently in is the right way, not at all, but I think definitely one thing politic wise we should have educated everybody then we wouldn't have had this problem. But we thought because our skins are white we're going to be there forever and it didn't work like that and it will never work like that. So that's on the political front.

Social, oh my word. I can just remember when Foster, no what was his name, yes Foster when he was murdered, the whole country were crying. It was like, I don't know, like the whole world, their whole world came to a standstill. And if you really think about what he had done, he has really brought apartheid even more to this country. That's one thing I can remember we still have the huisgenoot, it was much bigger, we still have it. That is one thing I can remember very well, an event if want to call it that.

and about standards and I'm quite driven that way because I feel the need to prove myself. (6:8)

But in terms of expectations, again the expectations that they had was that they expected me to perform well academically and then they expected me to always take the family into consideration. (2:106)

You must love your children but you must also have discipline, you must ensure that you have discipline and you must be responsible. (2:10)

We went to school and you didn't really pay for school fees and stuff because it was kind of all funded by the government so there wasn't really fees for private schools but, they wanted us to have good clothes and a good home and have toys whenever we wanted, and to buy a decent outfit whenever there was an occasion. So providing for, to the best of their ability was what a parent would have been about. (7:24)

*I think she thought she was a bit less than until she got that first, her MBA and then she felt she was pretty much equal. **So she always felt that education was a sort of a level equaliser.** (6:111)*

People that I work with, I work with my goodness, work with working books hey, and there are a few males that I admire tremendously, but in this department there are also a few females that I would say if I was growing up I would possibly want this person to be my role model, and it's not by virtue of the number of degrees they have or what they have done, it's because when you meet them they are just so humble and they have kept that humility and the dignity of being a woman and they have kept it together. (7:107)

So that sort of taught me the idea that I had to fend for myself, in retrospect I don't think it taught me very much how to do it. I taught myself to cook many years later. (3:45)

So in pursuing my passions I'm teaching my children to pursue their passions and that will make them happy in the long term probably more so

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(8:32)

So when I had children I was very careful about ensuring that I supported my children at sport days and concerts and all of those kinds of things you know. Spend a big chunk of time in the day carting them from activity to activity sort of the mom taxi kind of thing. (9:12)

I think during my early adulthood my, the things that became most important for me were my children (5:84)

A sense of family as well, he held that family are important and we need to understand that. And when I talk family I not only talking about our own my brothers and my father, I am talking about extended family also. (5:71)

You know what we didn't have a lot of discussions about things like that I always say the message that I got from my mom was you always care for your family first that is the way of living, you must always care for your family first you do everything for your family, your husband no matter what, you stick to the good wife mom scenario. That was the message I got from here in those days. (8:4)

Probably more about what not to be, because they were incredibly unhappy and always were from when I was a small child growing up. You know and that kind of image of them being unhappy together was something quite strong on my mind. (9:99)

The condition that they wanted for our re-instatement was that we point out the people who were the ring leaders and I refused to do that. (5:27)

I also learnt responsibility I was always very responsible, I was always painfully responsible. But you learn that you have to whether you get up on the wrong side of the bed or not you know you've got to communicate with this person and she was a very moody person and it was sometimes quite difficult with the two of us. (4:46)

*No. I think that it is quite interesting, **people treat you the way you let***

than me being there every waking moment. (6:95)

I appreciate honest transparent feedback and I give transparent feedback. My team has learned how to deal with me. I know it is hard, but the thing for me is rather than saying it to someone else down the road, so and so is under performing etc. I would rather call the person in and say look this is what is happening etc let us do this. It is tough feedback to give but I've always had the belief that if I don't know that I'm doing something wrong there is no way I'm going to change it, I'm just going to continue doing the same behaviours.

(1:192)

I don't agree with what they are doing and feeling a little bit outside of where they were because they were typically teaching racial or racist dogma. (2:35)

So I learnt also from her about socialising and caring for others. (3:93)

I think being a parent the whole thing about providing and providing well, I think was the main driver in terms of them both having jobs. (7:23)

We often had Saturday morning conversations, my mother and me, which were utterly fantastic, talking about life, about people, about values, what values mean, about morals. (3:95)

I think in hindsight really all I was always wanting was to be loved and that was always the core thing. (6:114)

They were both professionals, he was a dentist and she was a physiotherapist but they were such a loving, accepting, non-judgemental couple. (2:50)

But if I think of my parents they were more like here is a job and you getting a salary and have a job and supporting the family with the salary. (2:59)

For me one of the reasons why I haven't aspired to the R1.2 million salary

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them treat you. I won't be patronised by people. I won't accept that and I won't be a victim and I won't allow anyone to turn me into a victim either. I think that that makes a huge difference as well. (9:80)

He basically instilled in us all this work ethic, as I said but he was very supportive of us and wanted to, he basically just wanted to make a better life for his children at the expense maybe of us not having a great relationship with him other than a father children sort of thing, but he did it, he achieved his goal (4:96)

As I said it was very much a typically Portuguese household (4:8)

I think one thing I got from my mom is that your kids they are your everything, they are your future. (8:58)

Then if I look at my personal life my family comes first because again charity begins at home no use I start neglecting my husband my kids but I am there for other people so that's what I have learnt. (8:59)

I loved working and my whole, you know, because I was organised, I was focused, I was fairly black and white, you know, it was right or wrong there weren't any maybe this particular situation could be this. (4:123)

and the BMW and that mansion in Northcliff, is I wanted to have a job where I come in the morning, did the very best that I can do, and I do the best quality with the little that I have, with the little that I get at the end of the month, but four o'clock when I go home it is my family time. Kids time, school time, homework time, connecting time, supper time. And that has been a very decisive factor as to why I didn't take those particular jobs when growing up.

(7:104)

So be responsible in terms of not making decisions that are going to inevitably negatively influence the family. So they would make decisions that would always take the family into considerations so like if they have to decide where to go and live or to buy a new car all those type of decisions then they would always think what was the families responsibilities. (2:11)

I think another thing about parenthood is that you have to be balanced and especially with my mum again, my mum played a very strong role in my life she kind of always said a parent always loves their child but they don't always like their child. You must always have love for your children. So if you did something wrong she wouldn't like you but she would still have loved you. She was always very clear on that. (2:12)

He actually appreciated us and a lot of his friends in the professional world, senior people in Hydro Quebec and elsewhere were women, he behaved abominably with women, I mean he treated them like his sisters, but he'd been given the right of being like their brothers and they really liked him, really really liked him. So I guess if anything, yes we were treated differently but we were treated with respect because we produced so you know Pavlov was working, if you pat someone on the head when they do something wrong they are likely to do it again.(3:82)

I'll use an example, I got offered the local country manager or MD position to run SAS institute in South Africa. It is the largest privately owned IT Company in the world and I knew they were giving me the job because I was a non-white female and they wanted a figure head in the position, for BEE points and whatever. I said no I didn't want the job. I walked away from

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an MD position and now in hind sight I think about it four years later and I think that I didn't trust myself enough to do the job, because I could have still proven to them that I could take on the job for the reason that they would have given it to me. I could have proven that I was capable of doing that job irrespective of my gender or colour. In hindsight I did not trust myself enough for that. So yes I made a values based decision, I don't regret it but I'm honest with myself about what I could have done differently. It has taken me a long time to get where I am at if I am honest about it, with things that didn't work for me (1:194)

The other thing that I do right now, this is more personality style than leadership style but I'm exceptionally honest. I can be described as blunt, but I say it like it is. (1:114)

SUB THEME: ROLE MODELS

Codes: [Role model: Adult role models] [Role model: Father] [Role model: Female relative] [Role model: Grandfather] [Role model: Grandmother] [Role model: Independent] [Role model: Legacy] [Role model: Mother] [Role model: Other] [Role model: Strong character] [Role model: Teacher(s)]

Baby Boomers

My sister, she was very much, she really played a very important role in my life (4:12)

Most importantly my father was a role model as well as a single parent, he did the best that he could for his three children and he did a good job. (5:35)

So she was very strong and she had a very well developed sense of not accepting what someone told her as being right but thinking it through herself and forming her own judgement. And I think that that rubbed off to a very large extent. (9:22)

And I know later on when I began working for black sash she was like that's what I expect my grandchild to do you know so even though she had a horde of grandkids she was very interested in that and she saw that as being the natural outcome of all of her, what she called as her indoctrination. (9:18)

Generation X

My father's dad I looked up to and held in very high regard because he was the one, you knew when you saw him, knew you were loved, you know he just had that particular connection. (7:28)

I always admired her resolution and the fact that she was able to cope on her own. (2:53)

Brett Cane who we probably met for the first time in Grade eight, he was this young Anglican minister who was getting the Anglican youth camps going and he was such a wonderful leader. He was the kind of leader who would always work harder than everybody else but he would set up a team and empower them and make sure everybody understood what the goal was so that they could work towards the goal, it was very empowering. He would never ask people to do things that he wouldn't do himself which I found to be very important. (3:47)

After she divorced my grandfather, she lived on her own and raised her two children in a time when it was not expected or accepted to be a single

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So she was very strong and she had a very well developed sense of not accepting what someone told her as being right but thinking it through herself and forming her own judgement. (9:21)

My grandmother who had immigrated to South Africa from Ireland as a young girl and who was absolutely outrageous. She had a very sharp mind and very outspoken. And she would criticise wherever she saw fit (9:100)

I think again my godmother, she was a modern women a, she worked, she had a career. (8:33)

I think that like Margaret Thatcher, a really good woman can't be kept down, so in those places where we do see women excel; if you think about places like Pakistan very strong dominant Muslim culture, they had a very strong women leader in Benazir Bhutto she managed to become president where women are kept behind a veil and hidden in a back room. Again if you look at the great women leaders they have done it because they have not allowed any one to keep them down. (9:91)

In the workplace no, I've never experienced what women say they get mistreated and they get spoken to in an awful way I work with top, top executives amongst all the different groups in South Africa and they treat me with the utmost respect, they tell me if they differ, I tell them where I differ. I can tell you one of the boards that I serve on is the old boys club and I told them the other evening I don't need this in my life, I can resign from this board because you guys, you've formed an old boys club and you mustn't think I am here to make you tea because I am not. I am here to add value which I think I do but I don't need this. (8:57)

She stood up for herself, she had her say however she was gentle, warm, good mother, good wife. I think that is what attracted me to her to be different; I am very very different in my family, very very different. And I like the different things in life. (8:34)

I really remember that very strongly , I remember her saying to me you know people are people and you need to judge people as people, not as a this

mother and she did that because she didn't have anyone else that she wanted to be with. (2:54)

They kind of left you and you could do what you wanted to do (2:8)

Then obviously my granny that I spoke about already. (2:52)

Well besides my mother who I thought was just the bees knees, she was great, (3:46)

I think if she had been a different person and had stayed with my dad perhaps that I might have taken abuse or be tempted to; but it never even occurred to me. And I think that is an amazing legacy because I think you teach your children by your actions. (6:11)

By the time I grew up I never realized how wealthy my grandfather had been, but he never let, it never made him bitter or regretful or anything like that. (1:23)

Always people who influenced me in terms of musical taste or things to read, couple of teachers who would influence me in that regard. (3:51)

People that I work with, I work with my goodness, work with working books hey, and there are a few males that I admire tremendously, but in this department there are also a few females that I would say if I was growing up I would possibly want this person to be my role model, and it's not by virtue of the number of degrees they have or what they have done, it's because when you meet them they are just so humble and they have kept that humility and the dignity of being a woman and they have kept it together. (7:107)

I had a particular geography teacher called Mrs Hamlin who I think challenged me to stop acting up and be a little bit, and concentrate on what I could do. The frustrating thing with me was that I always got really really good marks but I did not work and played up all the time at school. So she

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kind of a person a green person or an orange person just as people and I remember some of the things she would do, so she would show me things in the newspaper and she would say to me let's talk about why this is wrong. So for the first time applying as set of moral values as a logical process rather than as a gut reaction. (9:17)

I a lot of role models, I had a lot of role models; my teachers were my roles models. In my family there were people who were educated who also guided us, they were also my role models. (5:34)

was probably the other teacher that could ever get me to buckle down and think about what it was that I was doing. (6:46)

We have some exceptional females that are in high positions, powerful positions in the company. (1:136)

But then I've also got some very good women role models in my head. You know people ask me who I would like to invite if I had a chance to invite to a dinner table. Nelson Mandela comes to mind, Barak Obama, then on the other hand Oprah Winfrey has been one of my biggest pastors in a way, she's like a counsellor in many ways. And then Mother Theresa was my icon, purely because of her faith and she lived simply, and she did amazing things by not earning a salary and she was still able to move the world and become a saint. (7:93)

This is actually a strange experience because the person that became my role model was an older male and he then as soon as, he was a very high ranking person not the highest rank in the unit, but because he was really respected person, he was really like the person, informally I think he was the strongest person around, and because he took me under his wing, people kind of started to then bend the rules for me and then I became, that opened some other doors. (2:69)

I really felt that that was something that I thought if I grow up I want to be like them. What I felt with them was that they accepted everyone, they were not exclusive about who they accepted but also their professionalism and their work and having a qualification was something that drew me to them. (2:51)

I have never looked up to politicians, I tend to see them as socio-paths except for Madiba, so the more I started to come to Africa the more I started looking at what Nelson Mandela had done and what he was doing and he started to be more of an adult role model. (3:53)

And she was a very strong woman, I think she divorced her first husband my

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mum's dad, she just didn't like him anymore. But she also went against her family's wishes and married an English guy. (2:102)

I was dating a farmer in Fiksburg, this is about four hours outside Joburg, towards Lesotho, it's right on the border. And we were living together and he hit me. Just literally hit me. We had a fight and I literally flew backwards across the room and I remember standing up and I hit him back and I packed my shit and I phoned my mommy and she came and fetched me. And it never entered into my thought process that I should stay or that I was the reason that he hit me or any of those things and I think that that is the legacy that she passed onto me that sense of self. (6:10)

And there were some girls in the group, other people who were role models, couple of teachers I admired, that was because of the fact that they were such great teachers. (3:50)

And it's purely due to my dad not being able to study in that direction he had perfect pitch, he could play six instruments, he was part of bands and composed music, and very talented, but that talent didn't materialise into something. Mum and dad both I think, finished up to standard six and didn't go beyond standard six. So ja that was a big deal for him to have a daughter that did something that he didn't do (7:112)

My children still laugh at me when I say at the age in my matric year my dad still insisted that we go to church in a dress, never allowed to wear jeans to church or pants, and up until now I can't get out of wearing a dress to church, I still can't put that pair of jeans or like a pants to go to church on Sunday. (7:108)

And I think my mom was obviously a role model. (6:47)

Brett Cane who we probably met for the first time in Grade eight, he was this young Anglican minister who was getting the Anglican youth camps going and he was such a wonderful leader. (3:105)

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And she was a very strong woman, I think she divorced her first husband my mum's dad, she just didn't like him anymore. But she also went against her family's wishes and married an English guy. At that stage just after the Boer war, it was a bit frowned upon (2:16)

She started working when I was about 9 or 10, she didn't work while we were young. She mostly did volunteer work while we were still young. Then she became a sales rep for a drapery and hardware store. The only woman rep within the company. (3:19)

There were very few female teachers and there was all this curiousness as to how they landed up there, those worlds seemed so far from the little mine, and they'd come from Durban you know via teacher training colleges and you'd think how did they actually get there. (7:17)

But in this country we've got to give your dues to Patricia de Lille and to Helen Zille setting ways and being different and dare to take that big step into a man's world. (7:97)

Whenever he looked at you, you knew this person will never hurt you and will love you until the end. So it was my granddad. (7:29)

With my parents it was that you had kids and then they grew up and what happened in-between, they kind of had to, we were left alone a lot, left to do things on our own. (2:13)

SUB THEME: MESSAGES ABOUT GENDER AND BEING A WOMAN

Codes: [Messages about being a woman: Focused on equality between genders] [Messages about being a woman: No limitations] [Messages about being a woman: Other] [Messages about being a woman: Reinforcing stereotypical gender norms] [Messages about being a woman: Significant others rejected gender norms]

Baby Boomers

One of the things that stands out in my mind quite clearly was when I was in form eleven, used to be standard nine, a classmate coming into school one day and telling us that her mother had just gone on the pill. We had heard a

Generation X

My mum was the exception though; my mum believed that a woman should be an equal partner in a home for you to contribute to etc.(1:157)

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bit but it was something that film stars did or people in other countries and this was a very ordinary woman. She also came up against the whole catholic thing about this is wrong, it is wicked you are preventing children from being born. I remember us speaking about that. I remember the nun's being vehement about how wicked it was, but we, most of the girls wondered why there was this kind of response. What gave any one the right, I remember a very heated debate that we had among ourselves, we would never dare carry this into the arena of there being adults around, what gave any one the right to tell a women that she couldn't. This thing going backwards and forwards between us, and coming to the conclusion that it was all bullshit. If a woman wanted to take the pill why couldn't she. (9:48)

I read a very interesting piece of research from an Australian university that claimed that every time a woman takes time out to have a baby she loses three years in her career, and the closer those babies are the more time she loses out. So if a woman has three babies over four years she has effectively lost ten years in her career, which is astonishing. (9:87)

There was an awful lot of mothers telling their daughters, aunts, media, magazines everything saying the best thing you can be in life is a wife and mother. (9:47)

You know what we didn't have a lot of discussions about things like that I always say the message that I got from my mom was you always care for your family first that is the way of living, you must always care for your family first you do everything for your family, your husband no matter what, you stick to the good wife mom scenario. That was the message I got from here in those days. (8:4)

I think an aunt was very, was also a huge role model not because she was a feminist, she was anything but, but I can remember her sitting my sister and myself down when we were early teenagers we were very close a year apart and giving us this lesson in life she called it. (9:23)

So if she would say cover yourself up to here (neck), she always told me about how to dress, how you have to dress as a woman, as a lady, I would

And I remember also when I was at Parktown Convent I wanted to drop home economics and I was told how would I ever make clothes for my children and cook for my husband, and I still said to the nun at the time I plan to be in a position all my life where I can buy clothes and have somebody to cook for me you know and they were pretty much astounded at that point. (6:34)

Also the one thing that I can also recall quite vividly is that, you know, I went to all these Busher house and Rodean and all these kind of schools, and all the mummies used to do all the homework and the knitting and whatever my mother never did. She would have rather died. (6:26)

But my mum was kind of like you can do anything and there are no limits about what you can do as a woman. (2:9)

So, I think, the lesson pretty much was I can be whatever I want to be. (6:28)

You can do it, you have it within you to do whatever it is you want to be whatever you want to be (6:67)

And then just being around family where most of the Indian women were either housewives or didn't really aspire too much in terms of a career, you must admit it was very limited at that particular time. (7:12)

Men I have definitely been hit on but again that goes down to something my mum always, has always taught me that you know sexual harassment is how you choose to take it, I mean, I don't mean the real hard core stuff, you know the suggestion that if you wanted to take it further you could where a lot of women would get very offended by that I just laugh, I take it as a compliment, I laugh. (6:72)

I must admit in high school when I came down to Durban and then we were in a much bigger school environment, we found that the male teachers were very patronising. You know they would, if they wanted to stress a point, I mean there were times we went through high school with having our bra straps being pulled at the back, and you know, saying that you're good

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go and do the opposite. (8:18)

And she said it's very easy for you to fall in love, it is as easy for you to fall in love with a rich man as with a poor man so you must make sure that all the men you meet are rich men. And I remember going away and thinking mmmm now that's an interesting thing. (9:24)

Our mother was more concerned about the way we dressed, the hair and things like that. (5:6)

I think from my dad, and I don't blame it on my dad anymore, but those guys those men, women were seen to be stay home you don't have to study, you're going to get married and and and. The boy was more the one being pushed forward and he is the man and he is the man of the house and he is going, and my dad always used to say and he was very open about it when there is money my brother must get it because my husband must look after me. (8:16)

But yes my mom in her own simple way gave me as a child a lot of direction, she's instilled a lot of values in me, honesty and openness and through her in her own way perseverance is the name of the game. (8:20)

So she was very strong and she had a very well developed sense of not accepting what someone told her as being right but thinking it through herself and forming her own judgement. And I think that that rubbed off to a very large extent. (9:22)

I think maybe it happened around me, but I think I can believe that it happened around me within TOSA however for me it was, if I wanted to do something then I am going to do it, no guy was going to stop me, nobody will stop me so my attitude towards male, female was always very very different. (8:37)

Not emulating her example but I remember thinking as a 13 year old thinking there were things in life that you actually could control even though we wouldn't have thought you could clearly there were something's that you

enough to be in the kitchen and you shouldn't be struggling with higher grade maths when you could be doing something, so there was that degree of kind of discrimination that came in.

(7:51)

So I think that was the sum total of, almost if you want to say, conditioning. I learnt though that there are extra things that we have as ammunition that boys don't have. My mom taught me that very early. It's of the way that women think and what it is that we can do versus men because if I think back on it now, she was quite feminist.(6:29)

There were no messages to say a girl must is supposed to do this a girl is supposed to become a teacher or a girl is supposed to behave like this and this. (2:6)

I had a very good role model when I first started work in the corporate sector called Ester Vivies who taught me that you should never sacrifice your femininity in the corporate world (6:48)

But in terms of conversations about it, you had to learn how to cook, which was what we were brought up to do because you were going to get married at an early age, so learning how to cook and do the housework and making sure you were well groomed etc. was all part of being a woman at that particular stage. (7:15)

Good in the sense of not being moralistic, not being PC but just about being good with anybody, so greeting the checkout clerk, showing that person respect, people that you don't know, I didn't learn this directly from her but I think I absorbed it. I approach people with what I call now call a trust budget. (3:15)

If tea or coffee lands on the table you ignore it like it is not there because the minute you pour it you will be pouring it for the rest of your life in that company. (6:64)

The messages about being a woman were subtle but explicit. (3:9)

THEME: GENDER SOCIALISATION

manage. (9:25)

I really remember that very strongly, I remember her saying to me you know people are people and you need to judge people as people, not as a this kind of a person a green person or an orange person just as people and I remember some of the things she would do, so she would show me things in the newspaper and she would say to me let's talk about why this is wrong. So for the first time applying as set of moral values as a logical process rather than as a gut reaction. (9:17)

But I didn't like it because I am not a committee type of person. On the one hand I liked the leadership position but I didn't like the committee type of ladies with the white dresses, it was that picture of being a woman what does it mean to be a woman, but I didn't agree with them that a woman must be someone that does the hair in perms, remember those times where the times of the big perms, you had to have big hair and lots of makeup. I never thought that's what being a woman is about (2:82)

mean there were times we went through high school with having our bra straps being pulled at the back, and you know, saying that you're good enough to be in the kitchen and you shouldn't be struggling with higher grade maths when you could be doing something, so there was that degree of kind of discrimination that came in. (7:51)

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THEME: GENDER SOCIALISATION

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SUB THEME: SCHOOLING

Codes: [Schooling: All-girls school] [Schooling: Co-Ed school] [Schooling: Distinction between boys and girls] [Schooling: No exceptional treatment] [Schooling: Preparation for future leaders] [Tertiary education]

Baby Boomers

So I had fun, but I didn't go over board and I also knew that I, that there was money being spent on this and I had to make good on that money, on that investment. And I had to make a good return on that investment. (4:31)

No because I went to a convent, an all-girls convent. Not at all. (9:36)

Yes, I thought about university even at primary school because I think that was what was instilled in us. (5:21)

No not really. No. (8:24)

And then when I was at university I did pre-med, I went to the University of

Generation X

In high school I found that the boys were kind of seen as a little bit cleverer than the girls, when a boy put up their hand especially in maths, they never expected girls to excel in maths. (2:34)

You took responsibility for your own. There was nobody in your face, even though we had guidance as a subject we had those, if boys aspired and they were like A students or whatever they were given high priority, they were given books and the teachers would give them something from the university or whatever. The girls had to find their own way, if you didn't have kind of connection with your teacher you weren't going to get the information; you were pretty much left to get your own information about stuff. (7:53)

THEME: GENDER SOCIALISATION

Fort Hare. (5:78)

No I can't say. Not that I can think of. (4:106)

My brother, my sister were all taught the importance of education that is why at my age I am still studying, still studying. (5:150)

Actually being very curious about this notion of separate schools and from my experience of being in an all-girls convent vowed that my daughters would go, that my children would go to a mixed sex school; and did. (9:37)

It was assumed that we would go to University and that we'd become professionals. (3:5)

I went to a co-ed school and that was all I knew, a co-ed school. (1:36)

I think the boys were allowed a bit more freedom to be naughty and to kind of push the boundaries while the girls were expected to be good girls. (2:31)

I never felt discriminated against because I was female during my early school years or my late school years. Gender bias was wasn't something; (1:37)

At Bryanston, I finished at Bryanston because I think no other girls school would take me. (6:108)

I applied and it went well, put in my application forms and spoke to my dad and said you know 'I'd like to go to university; I know there is no money, and I'd like to apply for a loan or a bursary or whatever'. And he just said for the first year he will go talk to his company and he will take a loan from his company which he did and that's my first year studies were paid through my dad's loan from his company. (7:65)

But we were never treated as girls differently from boys, we were in mixed classes all though elementary school and high school. And the girls were all better at Math, so one of the highs that was highlighted through-out high school was that girls were typically better at Math, girls were better at academics. (3:28)

But in high school, there was definitely a differentiation between the girls and the boys or maybe I was just more aware of it at that stage. (2:33)

I think yes, in terms sports there were boys' sports and there were girls' sports. (2:40)

THEME: GENDER SOCIALISATION

There were all races at school with you, so not in the neighbourhood with you but definitely at school with you. If I remember Rodean and Parktown Convent both had scholarship kids, so they were not from the same social strata, but definitely there (6:33)

And our high school was pretty much mixed on every level and it was mixed in terms of socio-economic class, it was mixed in terms of race, it was mixed in terms of achievers. We were so mixed we had no idea we were mixed (3:30)

The biggest achievement was for us to finish matric and I think we were one of the very few growing up in that era, very few Indian women, girls who finished matric because normally by like standard 10 or standard nine you had found your boyfriend and you were going to settle down, you were going to have your babies and you were going to get married. (7:42)

When I started thinking about going to University it was kind of surprised, like you want to go to University. (2:43)

So yes I always knew that I had to study further and I know today that I should also be studying further. It's just a matter of getting time to do it I guess. (6:38)

My kid's go to St. Stithians and I look at my fifteen year old and the leadership skills he is learning at school. Most kids are leaving school with leadership qualities that people who are owning multi-billion dollar budgets in organisations, don't have. It is great; it is great to see that leadership skill being built in school. (1:151)

We didn't have much pressure on us to achieve in sport, but I never got the sense that was a boy, girl differentiation it was more you like reading you're good at studying, there was no emphasis on school, our parents were never involved in sports, it just was never part of their lives. (3:27)

We understood that only 10 percent of the people we were in high school with would go onto university because that is what our parents told us and it was very important to believe in university and it was very important to get a

THEME: GENDER SOCIALISATION

degree. The messages about being a woman were subtle but explicit. (3:6)

And girls were expected to be better at studying and the academics than boys. I think the boys were allowed a bit more leeway than girls, but again.

(2:32)

Or if you disagreed with a teacher, for the boys it was allowable, well not allowable, but there were subtle signs than when a girl said, you know what I do not agree with what you are saying, why do you disagree, that is not a very ladylike thing to do. While with the boys it was, they were pushed to.

(2:111)

Anyway the differentiation through high school was mainly around academics. We didn't have a very sporting life; the girls who did sports competitively were really good, so again there was no big differentiation between the boys and the girls. (3:29)

I came all the way to Pretoria technicon to do it. (1:154)

Definitely not, I didn't feel special in any way or not special in any other way.

(1:165)

Definitely, it was never a question in my mind that I would go to University.

(2:37)

Went to very conservative schools as well where there were only Indians there. (7:16)

I was obviously treated exactly the same as all the other girls. (6:35)

I was in all girl schools until the very last school that I went to. So I went to convents mostly and private girl's schools, which I hated, which is probably the reason I got expelled so many times, because I really just didn't want to go there. (6:107)

THEME: GENDER SOCIALISATION

I must admit that most of the girls at that particular school always performed well; there weren't really any boys that were in the top ten so a lot of the girls, Indian girls would aspire to get good grades. (7:49)

First full time proper job, I was 20 and I finished my first degree(2:65)

THEME: PERCEPTIONS OF THE WORKPLACE

Codes: [Importance of networks] [Leadership: Predominantly white male leaders] [Mentor] [Multiple roles] [Sexism determined by race] [Virtual team] [Work-life balance: Men vs. women's] [Work environment: Flexibility] [Work environment: Focus on performance] [Work environment: Male dominated]

Baby Boomers

I just think women at the moment underestimate themselves, that's really the big thing and we are still very much a male dominated. (4:84)

But then I also get told by my black girlfriends that they say to me 'Annelize they won't try it with you because you are white' and they want to keep that, no no you're equal to us but I know that black women do experience it more often. But I can't say. (8:41)

Men their work stops, they might get onto the computer at home but that's what they do, but fortunately my husband is just the opposite of my dad and he is amazing, he is the most amazing person in my life. I would never have been able to do what I have done without him he is my backstop. (8:56)

I have learnt to identify those networks and plan to use those networks to my benefit as well so I would consult them, engage them in issues as a sounding board, I understand what is their thinking and where are they sitting, I've learnt to do that. (5:63)

Opportunities for development were actually granted to dominantly male colleagues (5:50)

And I remember my very first interview, well my first interview I suppose it was and it was very, now the airline sort of mentality, very hierarchical, management was all male except one and all airline* so all expats and the*

Generation X

I had a very good role model when I first started work in the corporate sector called Ester Vivies who taught me that you should never sacrifice your femininity in the corporate world (6:48)

I had met somebody who was lecturing here at RAU, formed a connection, and started working here part time, and then all of a sudden full time, and then got into this particular space. (7:88)

And with Vice president for the region of Southern Africa, now that's a company with 22 000 people that's a reasonable responsibility but these guys and I do take it culturally, the Afrikaner men took that as a threat, so they are happy to keep me around to do certain things but they have never been able to figure out where to put me, because that is what you do with people you put them somewhere, you don't allow them to grow, you just put them somewhere. (3:85)

But mummies guilt you know, female guilt is a very powerful thing. And I think females feel that far more, I mean I look at my male counterparts and they are quite happy to stay here until 9, 10, 11, 12 o'clock at night you know whereas women definitely have that (6:126)

He actually appreciated us and a lot of his friends in the professional world, senior people in Hydro Quebec and elsewhere were women, he behaved abominably with women, I mean he treated them like his sisters, but he'd

THEME: PERCEPTIONS OF THE WORKPLACE

*first thing that was told to me is that **if you have any aspirations of furthering your career beyond this point this is not the place for you, you will never become general manager.** (4:52)*

I think, I really haven't had serious problems but I still believe that some and I am sorry to say but some are the white males older, much older they can still be very dominant, you know you're a woman but they say black men are like that. (8:40)

I think, I really haven't had serious problems but I still believe that some and I am sorry to say but some are the white males older, much older they can still be very dominant, you know you're a woman but they say black men are like that. I personally have not experienced it first-hand. But then I also get told by my black girlfriends that they say to me 'Annelize they won't try it with you because you are white' and they want to keep that, no no you're equal to us but I know that black women do experience it more often (8:68)

Lo and behold we get a new guy a Swiss guy and he was just marvellous, he was fantastic and I think we got on together, he might have seen something and he also pushed me. So I have Richard pushing me, Heiny pushing me and I got me pushing me because I realised hey I can do this. (4:125)

I did. That I started experiencing when I started teaching at technikon. I found that my male colleagues would have meetings outside the normal work meetings, take decisions just enforce them, the meetings that we had the departmental meetings were just a formality, to formalise the decisions that they had made. (5:48)

In 2009 I was at home for most of the year and by the end of it I was tearing my hair out and I knew I was not being a good mother but this was all I wanted to do you know be at home and do this and that. I realised within myself that I need more than children and talking about children because then every adult that you mingling with its about children because they are parents and this and that so I need something else but, I am not great with boundaries so it's either all, or nothing with me. So I've got to be the best

been given the right of being like their brothers and they really liked him, really really liked him. So I guess if anything, yes we were treated differently but we were treated with respect because we produced so you know Pavlov was working, if you pat someone on the head when they do something wrong they are likely to do it again.(3:82)

But work-life balance is something every women in her head almost aspires to because she has so many roles (7:101)

For me one of the reasons why I haven't aspired to the R1.2 million salary and the BMW and that mansion in Northcliff, is I wanted to have a job where I come in the morning, did the very best that I can do, and I do the best quality with the little that I have, with the little that I get at the end of the month, but four o'clock when I go home it is my family time. Kids time, school time, homework time, connecting time, supper time. And that has been a very decisive factor as to why I didn't take those particular jobs when growing up. (7:104)

This is actually a strange experience because the person that became my role model was an older male and he then as soon as, he was a very high ranking person not the highest rank in the unit, but because he was really respected person, he was really like the person, informally I think he was the strongest person around, and because he took me under his wing, people kind of started to then bend the rules for me and then I became, that opened some other doors. (2:69)

I mean even today, what you find is that financial services is very male dominated, marketing and communications is less though and I will often go to board meetings and I will be a mid-junior person there.(6:63)

Fundamentally it is an outcomes based measurement, which is great because if you are somebody that can do your months work in fifteen days cool, but that is you. (1:140)

But there wasn't anyone from a different race group that were my seniors, it

THEME: PERCEPTIONS OF THE WORKPLACE

mother and the best manger and I've got to be the best wife and the best house keeper. (4:86)

I had worked hard and I was good at my job, everything was great, but I didn't get the position, and they probably, you see, they wanted to bring someone in from Switzerland, male you know, and they are extremely, extremely male dominated. (4:53)

and of course you leave behind a team that is used to a certain leadership style and of course they went to this very autocratic Germanic you do as I say, male leadership which was so wrong you know, completely opposite. (4:132)

To the top there was a huge structure in those days. It was male dominant (8:35)

Yes I think also what I learnt as well is the networks that the men use. Men have their networks, they have networks and I have learnt to identify issues that have been discussed elsewhere that only require formalisation from me, and those that are genuinely issues that what people want to deal with. (5:62)

I did realise though that I'm the kind of person that wanted, I'm more of a focused person so to do a travel agents job which was very much broad based and you did a little bit of this and that, I wanted to specialise and I met somebody on the bus from [the airline] and I just thought, she would, we would talk about our days and things like that, and I thought that actually sounded nice and I applied for a job and I got the job. (4:119)*

I managed to teach with some of my old teachers who also wanted to mentor me. I got a lot of support from them when I was working.(5:47)

Because women, you're a mother, you're a wife, you actually a house keeper, you're a cook. (8:55)

was white males (2:66)

I'm now in an organisation that gives me the flexibility to choose what I am going to do as work life balance. If I decide that I am going to leave in the middle of the afternoon and I have got nothing in my diary, or if I want to schedule my son's soccer match in my diary I can. (1:143)

Yes I definitely single out the Afrikaner culture and I knew what I was getting into but I really didn't think it would be this hard. (3:84)

Much later by the way I had a fantastic mentor, too bad we are in this office because otherwise I would have shown you a picture of him. He was a fantastic mentor took me under his wing early in my career and taught me as whole lot of stuff but at the same time learned a lot from me because we were very different people, but by then I was probably close to 30, I would say that was my first real mentor. (3:49)

I thought I should rather focus my energies on doing stuff and I quickly learned, my mentor whose name was Jacque de Boul, Jacque would walk the halls at night and he would say, 'who do I find here at night, I find the women here, they are working harder than the guys, they do better work, their quality is better and it looks better and when they put it to clients they are better received'. (3:111)

The way we do things is very different, if I look at my husband he is doing his MBA and we don't see him and I am sure he's got some kind of guilt with regards to not spending time with the family, it really does feature but he still goes on, whereas with us it would kind of eat us up alive and we will go into a stupor and get sick kind of thing, the way of dealing with it is very different. (7:103)

And I had a really good friend whose dad was doing development, so Ben shared his dad with me, and I actually ended up doing a little bit of work for him. He was a really nice guy and he was doing projects in Cape Verde, so he explained to me what the development business was about and how to get work for CIDA the Canadian International Development Agency and that

THEME: PERCEPTIONS OF THE WORKPLACE

was good. So when I applied for jobs, I didn't do like the rest of my friends, they were all sending out a hundred applications, like I said recession so it was really hard to get a job and I looked and looked and looked, who do I want to work for, who is doing dams, who is doing the type of work that I want to do. I had two choices, I could go to hydro Quebec and get into dam design or I could go and check out a lava line company, and one of my friends from Anglican Church camp in fact the Paridge Family, they are the parents of Julie, he'd worked at this company, as had the father of one of my girlfriends from Cjet, so between the two of them I said is there someone I can speak to in the company, and they said speak to Mike he is doing dams stuff and he will tell you if you can get a job or not. (3:64)

It's a cardinal rule and Ester Viviers taught me that. (6:83)

'you know that person that cooks your meals, that does the shopping that looks after your children and does their homework, that's also me. You know that women you've got at home that does all of that for you that's also me and my family. (6:96)

That being said the expectations are equal irrespective of who you are. They expectation is always performance. (1:138)

I differed definitely from the other restaurant managers because I was younger and I was a female and they tended to be males in the restaurant sector at that point. (6:61)

I then ended up knowing somebody who worked at [a financial institution] and she got both [Craig*] and I a job at [the financial institution*]. (1:73)*

My dad was still the patriarch and you couldn't really express an opinion or your point of view, and you were still part of those very progressive elements happening in your government when you were at university you were still scared. (7:79)

I manage people that sit all over the continent. (1:111)

So there are a few individuals who are less disempowering and I don't find

THEME: PERCEPTIONS OF THE WORKPLACE

*the same things with black cultures. I mean **there is this certain level of cultural sexism in the black cultures** as there is in Afrikaner culture but they are much more willing to deal with it professionally, I am speaking obviously of the individuals. (3:86)*

My seniors were white males and females, there were women as well. (2:121)

The one thing about the organisation though, this is true for IT and I have had this in the last twelve years of my life is that it is exceptionally flexible. If I don't have office meetings in the morning's I can pitch at the office at twelve. (1:139)

But I think through-out I've always been younger and I always managed to gravitated towards things that were more male dominated because chefery because you don't really see it in South Africa is more male dominated (6:62)

That is one thing you have to admire about males, the buddy system is strong and with females I don't think we have that. (1:196)

In Quebec and Canada they had gone through this whole affirmative action programme for women and in fact my mentor had tried really hard to get me promoted above my level of competence. He wanted to promote me to vice president, and I said you must be kidding. (3:108)

THEME: CAREER EXPERIENCE

SUB THEME: CAREER CHALLENGES

Codes: [Limited: Career choice] [Limited: Career knowledge] [Limited: Opportunities]

Baby Boomers

My dad once again said he is not going to pay because why, women do get married and that's it. (8:27)

Generation X

I remember our physics teacher a very arb looking person, a wonderful person, Norris Denman saying, 'right who of you want to become an

THEME: CAREER EXPERIENCE

My sister went to University, she was there, I didn't think I would make University, but at that stage you also knew you had to get some kind of tertiary education and there wasn't much around for women in the 70s. (4:20)

But the others were all entrepreneurs, they all had their own businesses and I was part of the big organisation and you know you can influence and change what you can change and I learnt that very early on in my career, don't try change the stuff you can't change. (4:81)

Growing up in that era it was expected that a girl would marry; and a girl that did not marry you wondered what was wrong with her. Even within that no matter what you studied when you got married and had children that was the end of that. From that point on you reverted to being a housewife and a mother. (9:46)

engineer'. I had no idea, absolutely no idea but I thought computers were the way to go, I wanted to become a systems analyst. (3:103)

In those particular communities growing up in that particular era you could either become a teacher, doctor or lawyer that was the sum of your whole job spec. (7:39)

And got to engage and chat and whatever and it was through one of those sessions that talking to a group of boys, and asking them you know what is it that they will be doing, and they were saying BSc university, medical school and that got me thinking about, there is a whole new world out there that I don't really know about. (7:59)

I had absolutely no idea what a systems' analyst was, but I wanted to become one. I dropped that when I started doing computer programming and found out how mind-numbingly boring it was. Not like the fun stuff they can do now. (3:37)

A couple of things, all the women had what was considered to be what were secretarial type jobs, admin type jobs. (1:74)

First job was a school, so during second year, third year of university I was teaching, it was the only thing you could do with a bachelor of music, and if you were Indian, and if you didn't have money there was nothing much that you could do.(7:70)

It was easier for me to get a job as a secretary; ok my then boyfriend couldn't get a job. As a man it was really difficult because I could at least get a job as a secretary. I got a job as a secretary and essentially did that for a few months. (1:181)

Largely because it was the first job offer I got, secondly because we needed the money, because our parents were helping us out to pay the rent and buy food etc. and my husband could not get a job. (1:72)

And my curiosity in terms of a career was actually sparked by those

THEME: CAREER EXPERIENCE

particular women teachers coming to a little farm school, I think less than 108 kids and that's where I think the little questions about being a women or aspiring to be a women of some sort, that had some sort of career, actually began to start. (7:18)

For the kind of thing that we had studied we ended up needing to work in places that had head offices and you don't get that in Durban, so we decided that we were going to move to Johannesburg. (1:69)

*But you kind of felt that if you **became a teacher, lawyer or a doctor those were the only careers available to you. Not the only careers, but they were thought highly of in our race group or in our society because that is all we knew** (1:40)*

I met my now husband when I was studying in technikon and we both decided that when we finish technicon that we weren't going to have job opportunities in Durban. (1:68)

Yes I do believe women can be effective, it's never been a question to me, the question is why we don't get enough chance to do it. (3:90)

***Even if women were management, they were management in admin departments, not management in any other area of the business. If I'm really honest that was the first time I felt the gender issue, in my entire life.**(1:75)*

And it was after that particular session with Kearsney college that I found myself taking a bus and going to Natal university in my matric year and looking at what was going on and you know they used to have open days but they weren't really open for Indians, so you literally had to go and get information from the door and get a booklet. (7:56)

They encouraged us but I think back in the 70s in high school they didn't have much idea about what career opportunities there were, it wasn't as structured as what you would experience now or what my partners kids are getting in high school now. (3:35)

THEME: CAREER EXPERIENCE

*In my early career thinking; it might not be just an Indian thing; but you kind of felt that if you **became a teacher, lawyer or a doctor those were the only careers available to you. Not the only careers, but they were thought highly of in our race group or in our society because that is all we knew.** So I considered that, in fact I considered teaching. (1:166)*

It took me five months to find a job and that was because in those days when I was looking for a job it still said whites only in the adverts in the paper. (1:71)

SUB THEME: CAREER EVOLUTION

Codes: [Career guidance: Career guidance not received] [Career guidance: Compliance focused career guidance received] [Career guidance: Stimulating career guidance received] [Career: Atypical career] [Career: Career drive] [Career: Challenges of managing children and a career] [Career: Change in career] [Career: Change in field of study] [Career: Current and future plans] [Career: Focused on learning] [Career: Progression] [Career: Unexpected area of working]

Baby Boomers

I had all the theory, absolutely no practical but again I think it was just determination. So I started in a travel agent, change completely career and really started from the bottom. I didn't have a clue what to do and I mean you had all these things in books and you know, I guess you just used common sense. (4:36)

When my younger daughter was about four or five I started getting involved in black sash and working, well not working as we were not paid, but volunteering with black sash. I think from that point on a very different experiences in the early 70s happened, seeing a very different side of life from white suburbia. I think from that point things just grew so working for black sash first as a volunteer doing whatever there was to be done; making tea, stuffing envelopes, wearing the banner, standing outside the city hall all of that kind of stuff; to beginning to organise people and becoming a field worker and working with field advice officers providing legal advice. I was not offering legal advice, but organising the legal advice systems in the Eastern Cape. (9:61)

An organisation called operation hunger was started as a project of black

Generation X

If I had to write a book about myself, I'd probably write, the title would probably go you know 'Go where you're needed' and that's been almost the journey that I have taken in terms of my career. (7:85)

But I think that, I eventually went overseas and I studied cheffery and I was a chef for quite a number of years and then I went into PR and marketing and communication. (6:110)

And then also taught for a bit and then was enrolled for another degree, psychology, because I could afford it, through Unisa, and was through doing that degree. (7:87)

Yes, I had absolutely no idea what I wanted to do. I eventually decided I was going to study fashion design and got a bursary from Maria and promptly discovered I hated it. (6:109)

My career has always been about what am I doing, am I enjoying it and am I learning from it. (2:60)

THEME: CAREER EXPERIENCE

sash, to provide relief and development to people who had been forcibly evicted at the time of the creation of the Transkei and Ciskei and from there doing pure field work to becoming a regional director. That path of growth was not planned it just happened circumstantially. Working in the field of development from the early 80s from organising relief, to organising women in co-operatives and self-help groups, to integrated development and then from there working more and more into OD and training. (9:66)

So I always wanted to go to university even at an early age. I thought I would be a medical doctor but I didn't end up being a medical doctor, I will be a doctor anyway very soon but not a medical one. (5:75)

I taught at a high school for about three months and thereafter there was an opening at [a technical university] a technikon in Ga-Rankuwa it was in the former Bophuthatswana, I went to apply for the job and I got the job so that is when I started working in higher education. (5:38)*

But I have always been a career woman like I've said. I used to take my kids with to board meetings, I used to take my maid with as well and I used to organise either an office or somewhere to sit, I didn't like leaving my kids, I took them with overseas, they have travelled the world with me. I don't think I will ever be the type of mother my mom was, she gave her life to us.(8:50)

That path of growth was not planned it just happened circumstantially. Working in the field of development from the early 80s from organising relief, to organising women in co-operatives and self-help groups, to integrated development and then from there working more and more into OD and training. (9:63)

but I don't think you do either job to the best of its ability being a leader and a mother.(4:85)

Yes, but of course most of the career guidance was directed towards seeing if we couldn't become nun's, so a lot of energy was thrown at that. (9:51)

Then moving on and working for an organisation called the sack head trust. I

It was weird and I don't think if you had asked me before if I had any aptitude for computers, I would probably have said no. I had never seen a computer before that. Even when I wrote the aptitude test I had never seen one. I didn't know what it looked like, nothing. So I kind of just wrote this test, got in and saw my first computer. In those days it was only the main frames and you only had the green screens and even for me that was a huge thing. But we had never seen one before that. That's how I came to be in IT very early on in my career. (1:173)

So that was my career goals, in terms of decision to take a new position or if I stay where I am, was am I going to learn something new or am I going to add value in terms of my scope of skills and am I going to enjoy it. And if the answer was no then I would not take it. (2:62)

The year I went back I had no idea what I wanted to do, because when you decide on something you apply you don't really have a second option by then. I didn't really think about it. (1:171)

They encouraged us but I think back in the 70s in high school they didn't have much idea about what career opportunities there were, it wasn't as structured as what you would experience now or what my partners kids are getting in high school now. (3:35)

I care passionately about getting things done and getting things done right and about standards and I'm quite driven that way because I feel the need to prove myself. (6:8)

I was going to be a famous fashion designer for a long time until I actually went to fashion design school, discovered the reality of that one. (6:56)

But in terms of career progression and in terms of where I got in terms of my career I never really felt that there was, but it was also because I was working in an environment which in which women were in the HR environment and they were expecting women to take the lead there. (2:79)

And then also my parents were never career focused that much so, I think if

THEME: CAREER EXPERIENCE

don't know what possessed me but I was tutoring university students that were studying through UNISA. It must have been a mark of how desperate they were because, I had no pedagogic training at all, but people were so desperate to learn that any help they were offered they would take gratefully.

(9:70)

I am head of department; I have departments in three provinces. (5:67)

One of the areas that was clearly overdue for transformation was the tertiary sector. Someone that I had worked with in the NGO sector wrote to me and said to me; I had been in touch with him; we really need someone like you to work in a university like what was then the University of Port Elizabeth, because an untransformed structure like that would probably not take transformation like that if it came from the hands of a black person (9:73)

Once I was there I really enjoyed it and I realised that maybe I should do this year extra to get my B.Ed. and I did everything all the extra, I think in our third year we have extra lessons and this and that but I didn't write my exam. Just decided that nah actually I don't want to study for another year, and I never pursued it. But I also think that I realised that I didn't want to teach for the rest of my life. (4:108)

So I took over [the airline] as GM from being at home from maternity leave and I was thrust really into a leadership position. There were of two of us that had any [specific airline*] knowledge the rest had stayed with SAA so that's how I met Karin and all of this. It was like oh my gosh the two of us have to train the rest of the team and I had to employ new people, all of this happened and then September 11th happened. Three weeks later [the airline*] was grounded we were bankrupt and now you're the GM and you have to face this, and you know what the strength that comes to you, I just remained totally calm, I obviously had sleepless night after sleepless night and child, so it was quite interesting but it was just a case of this is nothing we've done, this has happened how are you going to handle this. (4:69)*

From there it was really just a skip and a hop. An organisation called

I compare that to a friend of mine's dad who was really driven to become the successful chief of the company chief executive officer, that person was much more driven to become that measurable than I am. (2:57)

I had absolutely no idea what a systems' analyst was, but I wanted to become one. I dropped that when I started doing computer programming and found out how mind-numbingly boring it was. Not like the fun stuff they can do now. (3:37)

They definitely think you will take less of a pay increase, that you have less of an understanding of what you are worth, slow to promote you (6:121)

One instance, it was a few years later, five or six or seven years later and I was, then I had been transferred into the organisational renewal and development section and I was supposed to facilitate a session on diversity management (2:71)

So by the time I had graduated from civil I had a pretty good idea that I wanted to get into dams and I wanted to get into development. (3:63)

But also I said I was never going to join the military and after studying, I didn't get a job for three months, my first degree then I said let's try the army and then I got in so I didn't go always the way that I planned to go. (2:42)

I wanted to go and work in human resource management from I think standard nine, I decided this is what I want to do and then I went to do it. (2:39)

I have somehow managed to stumble from one position into the next or it evolved for me. I have never said 'oh I want to be a ...' and worked towards it, does that make sense. (6:51)

For me one of the reasons why I haven't aspired to the R1.2 million salary and the BMW and that mansion in Northcliff, is I wanted to have a job where I come in the morning, did the very best that I can do, and I do the best quality with the little that I have, with the little that I get at the end of the

THEME: CAREER EXPERIENCE

operation hunger was started as a project of black sash, to provide relief and development to people who had been forcibly evicted at the time of the creation of the Transkei and Ciskei and from there doing pure field work to becoming a regional director. (9:62)

*And of course that was also a huge strength for us we were a lot of us with kids so that was, it was very much a okay you can't do that we understand you have children. It was a compassionate yet very much the feeling behind it was we have to run a business. Yes, I've also got a child, but you need a support system in place for that. I can give you a day off because your child is sick that's fine but the job has to get done, that sort of thing and you know I lead by the same thing, **I never shirked any responsibility because I had a child** but at the same time she was very much a part of our life you know and we involved her, and involved very much the children in our lives at work as well. (4:74)*

And I think that's also where my career started changing. I got the promotion eventually and I started also realising that I could influence people and that was probably the most important thing and it wasn't just training people, it wasn't just about telling them things because I had also probably because of my background and so on and so forth. (4:57)

I did realise though that I'm the kind of person that wanted, I'm more of a focused person so to do a travel agents job which was very much broad based and you did a little bit of this and that, I wanted to specialise and I met somebody on the bus from [the airline] and I just thought, she would, we would talk about our days and things like that, and I thought that actually sounded nice and I applied for a job and I got the job. (4:119)*

I think they did because I was actually an above average student, so most of my teachers were very impressed with me, most of them wanted to see me succeed (5:76)

When I look back I can see how everything came together. I was accepted to do medicine at UCT but could not get a place in the residence because I was 16 and at that time you had to be 18. We had no family in Cape Town

month, but four o'clock when I go home it is my family time. Kids time, school time, homework time, connecting time, supper time. And that has been a very decisive factor as to why I didn't take those particular jobs when growing up. (7:104)

I think that my drive is much more difficult to measure when you say it is about learning. (2:58)

So I then started waitressing full time, and then from waitressing you know I kind of felt I kind of like this, then I went into a management role in a restaurant and then into an interest in sort of food management (6:58)

Those experiences have changed my career in such a way that it's for me about learning and my younger life experiences if I have to think about that, have been about learning and have been about that more than about getting to a place. (2:56)

He got a job as a project manager and I got a job as a P.A at [a financial institution] and the reason that I did that was that my previous job, as a secretary, at a very small two man company and I wanted the security from this very large corporate which was [a financial institution*]. Neither of us ended up doing what we studied. I was a P.A, personal assistant to a senior manager in [a financial institution*]. (1:182)*

And it was after that particular session with Kearsney college that I found myself taking a bus and going to Natal university in my matric year and looking at what was going on and you know they used to have open days but they weren't really open for Indians, so you literally had to go and get information from the door and get a booklet. (7:56)

And then I met this guy who came into the restaurant a lot and who actually ran a ski product for beach combers and I went overseas to Switzerland and worked for him as a chalet girl (6:59)

I could open up a PC and build it up from scratch and repair printers, take apart a printer and put it back together again etc.but I think there were just

THEME: CAREER EXPERIENCE

and I had no one to live with so I did not take that place up and I changed to an arts degree at the University of Natal where I could stay at home and commute to varsity every day. (9:56)

I had like two bachelor's degrees and master's degrees and there was very little relationship between any of them. I just did them because they were interesting not because it was part of a career or academic plan (9:106)

I can remember nothing of any kind of any systematic career guidance or any kind of useful advice during those pre-computer, pre-internet days. (9:104)

The progress of women whilst maybe not legislated certainly was not encouraged. So in those day's you really did not see women progressing. A woman doctor was an unusual thing. (9:40)

I had always thought I wanted to do medicine, so there was never any doubt about that and I was not alone there were a number of girls in my class; possibly because we were streamed in that way; who were quite keen. Out of a class of twenty-one, eleven of us did in fact get accepted to do medicine. (9:50)

I think from that point things just grew so working for black sash first as a volunteer doing whatever there was to be done; making tea, stuffing envelopes, wearing the banner, standing outside the city hall all of that kind of stuff; to beginning to organise people and becoming a field worker and working with field advice officers providing legal advice. I was not offering legal advice, but organising the legal advice systems in the Eastern Cape. (9:60)

I can't remember that we ever had, what do you call it, counselling session or a subject no, no really (8:30)

I see the people around me grapple with that and I have a young family that are friends of mine and I see how they divide parenting duties. So he has child care activities on certain days and she has child care activities on other

some people who thought because you were female you just couldn't do it. I think that was the challenge initially. (1:87)

And actually when I finished school I came all the way to Pretoria technicon to do it. (1:43)

I think the turning point in my life was in my matric year, we the whole prefect team got to go and do a whole road trip where we got to visit private schools like Kearsney and Hilton, and it was the first time that we'd stepped out of our community and met white students. And got to engage and chat and whatever and it was through one of those sessions that talking to a group of boys, and asking them you know what is it that they will be doing, and they were saying BSc university, medical school and that got me thinking about, there is a whole new world out there that I don't really know about. And it was after that particular session with Kearsney college that I found myself taking a bus and going to Natal university in my matric year and looking at what was going on and you know they used to have open days but they weren't really open for Indians, so you literally had to go and get information from the door and get a booklet. (7:55)

No. No I don't recall any of them doing that. But that also could have been because I was the most militant child on the face of the planet. (6:112)

But I think through-out I've always been younger and I always managed to gravitated towards things that were more male dominated because chefery because you don't really see it in South Africa is more male dominated (6:62)

Growing up in a very conservative household, community, government, I never thought long term about where I want be five years from now, where I want to be at the age of 20, 25 you didn't aspire to goals like, that you didn't have those things. (7:86)

They just couldn't perceive that women would want to open up a computer and fix something. I don't think it had to do with the fact that I was a woman it had more to do with the kind of job I wanted and that was more the issue.

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days, but in moments of stress the child still looks for his mother, that is in spite of equal parenting. It is not easy and things have not automatically come right **(9:98)**

It actually worked out very very well, so there was a complete career change but at the back of my mind I had that, I didn't say that I hated teaching, I didn't at all but, it just maybe, it was just the wrong time, maybe I was just too young, too much responsibility. **(4:115)**

And I am certainly more driven than my mom was ever was, that all has its influences as well so. **(4:99)**

But after working for about three to four years I wanted to improve my qualification so I did my Bcom Honours and I did it within two years then I decided I wanted to do a masters so I did my master's in business leadership which I got after working for about ten years, I got a masters. **(5:39)**

So I think a lot of what I do today had its roots in stuff that's just happened organically, not because I planned it, not because I was smart, a combination of being in the right place at the right time and being the only one who put their hand up. **(9:71)**

I think during my early adulthood my, the things that became most important for me were my children, I really wanted my children to have a good childhood, to have everything that I didn't have and I think that focused a lot on them in those early days of my career, I was not looking for any leadership position I just wanted to be a good mother. **(5:42)**

I just did them because they were interesting not because it was part of a career or academic plan and then saying academically that I was weak, I had no publishing record, who am I, I am just coming to make trouble. **(9:75)**

When my younger daughter was about four or five I started getting involved in black sash and working, well not working as we were not paid, but volunteering with black sash. I think from that point on a very different

(1:90)

No not really. If I have to be honest I think we were 400 or 500 matric's and I think I was one of a number. **(2:113)**

You took responsibility for your own. There was nobody in your face, even though we had guidance as a subject we had those, if boys aspired and they were like A students or whatever they were given high priority, they were given books and the teachers would give them something from the university or whatever. The girls had to find their own way, if you didn't have kind of connection with your teacher you weren't going to get the information; you were pretty much left to get your own information about stuff. **(7:53)**

So my career drive is also what am I getting paid so that I can support myself and my family and that's enough. **(2:117)**

My dad was a musician so I did music right up until matric and although my first love was psychology as a career he filled in a bachelor of music as my first choice and that's what I did in my first degree was music. **(7:68)**

Not really, I have a very boring story, which is, I was doing really well at maths and science and the guidance counsellor, such as they were, which was terrible, as they were the guidance counsellors really couldn't tell us much about what was out there **(3:55)**

The guidance counsellor had a room, they had it like a careers room, where somebody came in and wanted to know about teaching they had pamphlets and write ups and stuff like that about teaching as a career. So we were always encouraged to progress our careers and think outside the box a little bit around careers. **(1:54)**

So I walked into ML technikon, which is now the Durban institute of technology and essentially now they have combined both those technikon's. I walked in and I had no idea what I was going to do. I ended up seeing a sign that said computer leader processing aptitude test and I thought I'd do

THEME: CAREER EXPERIENCE

experiences in the early 70s happened, seeing a very different side of life from white suburbia. I think from that point things just grew so working for black sash first as a volunteer doing whatever there was to be done; making tea, stuffing envelopes, wearing the banner, standing outside the city hall all of that kind of stuff; to beginning to organise people and becoming a field worker and working with field advice officers providing legal advice. I was not offering legal advice, but organising the legal advice systems in the Eastern Cape. From there it was really just a skip and a hop. An organisation called operation hunger was started as a project of black sash, to provide relief and development to people who had been forcibly evicted at the time of the creation of the Transkei and Ciskei and from there doing pure field work to becoming a regional director. That path of growth was not planned it just happened circumstantially. Working in the field of development from the early 80s from organising relief, to organising women in co-operatives and self-help groups, to integrated development and then from there working more and more into OD and training. **(9:64)**

So that's literally what happened, I changed jobs, left the country, came back to the country and when I arrived back. Now I went back to Harare and I had to find a job because I didn't have any income coming in and I think because of my teaching and because I had been at college and had taught and I'd now written the exams for this travel agents, correspondents course the first, and I was a bit older 22, you know I wasn't 18 out of school. **(4:35)**

I was appointed as a manager in a department within a faculty so I was managing a department during that time. **(5:82)**

I remember when it was decided that I should push to become a member of senate and I remember these professors being absolutely incensed by this hodge podge of degrees that I had. I had like two bachelor's degrees and master's degrees and there was very little relationship between any of them. **(9:105)**

Then I moved to the Eastern Cape and then studied radiography because it just seemed like a practical thing to do and I thought it was getting me closer to medicine. **(9:65)**

as many tests as I can and see which ones I get into. I walked in and there were about 1000 students waiting to write the test, it just so happened that I ended up being at the front near the door and ended up being shunted in. About 300 of us wrote the test and only 70 of us got in. So I ended up in this career by absolute mistake. **(1:172)**

And then I was going to be an artist, I was going to be an artist for a long time, a fine artist, I actually studied fine art and history they were my thirteenth and fourteenth subject at school. **(6:57)**

For purpose of the question you asked I did think of marine biology and those kinds of things **(1:49)**

The school did something for us, even in those early day's that I thought was great, we had something called careers day and they brought in different people, to come and speak to us and I wanted to do orthotics and prosthetics. **(1:168)**

But then I did a year of arts which engineers are very very technical about, and that was to round up my education. But then I went back and did civil engineering, but it took another three years. So seven years at university with very little income besides summer, summer jobs, things were getting really tight. So by the time I had graduated from civil I had a pretty good idea that I wanted to get into dams and I wanted to get into development. **(3:62)**

So that was first of all when I thought about what I could be after that particular session. So not even in my own home environment did that expose me to me saying I actually want to study. **(7:111)**

I always had a dream of being somebody not in terms of a title but in terms of self-actualisation in terms of contributions, in terms of leadership actually, not particularly because of what we are talking about, but to be taking people where they would like to be and incidentally I have had the opportunity to at times, here to lead teams in that respective. **(3:106)**

I wanted to go and work in human resource management from I think

THEME: CAREER EXPERIENCE

So when I had children I was very careful about ensuring that I supported my children at sport days and concerts and all of those kinds of things you know. Spend a big chunk of time in the day carting them from activity to activity sort of the mom taxi kind of thing. (9:12)

I progressed from there, I started my doctorate then, and then I got a bigger position, bigger department, bigger responsibility and that is exactly where I am now. (5:83)

So I had started studying medicine and I'd moved across to arts by the time I was finished she was like sure by now you should be a doctor by now. (9:32)

I had also done a little bit of teaching in between because things would come up. In the 70s there was a huge shortage of skilled teachers in East London where I was then living, and I volunteered to teach English at a huge coloured school. Nothing prepared me for that. (9:68)

The classroom training I hated with a passion so what I did, they were still called technikon's, even before the technikon's, I think they were called technical colleges or something like that, shows you how old I am. I went there and did a two year diploma but I did it in one year, yes, I did it in one year. (8:64)

I was recruited, everybody was saying we putting up commercial subjects so we need somebody with your education background to come and teach, so I went for teaching. (5:79)

And I sort of progressed and progressed from there, and eventually you know, her clients were phoning me and then we did get married and then I moved to the little town where Richard's air force base was. They also had a branch there and I moved to that branch there. (4:114)

standard nine, I decided this is what I want to do and then I went to do it. (2:41)

I think they complied to the curriculum to say you have to have a conversation with the person about their career but it was just compliance it was not really taking interest in what you wanted to do. (2:44)

I got to a stage right now where I reached the age of 40, a two years ago I am at the stage in my life where you look back and you think you've worked for 21 years ever since you left university, and I've actually spoken to hubby to say I just want to a year, to leave work and I just want a year and just do nothing, not plan, not do, not have objectives, not have wishes, not have dreams, not have whatever, just to be and being would be whether it's being in the moment with my son in the garden playing with the ball, not thinking about work the following day, and just being in the moment, and that's what I want for a year. And who says after a year I can decide whether you know doing my Doctorate or something would feature in my head. (7:117)

How I ended up getting into the IT industry in that space, the department that I was a P.A for one of my colleagues resigned, so I went to my boss and said I wanted a job as a junior person in that role. It was first line support, so you were helping people with IT telephonically over the phone. He first said that he can't give me the job, so I said to him I was going to apply for an associate programmer position in another division internally. I did, essentially I blackmailed him into giving me the job because what I did was that I went and applied for another job. And the manager there said that Val is here for an interview and its highly likely that she'll get the job and then he said that he'll give me the job but not a salary increase or anything. So I said fine, for me it was just a job an opportunity not to be a P.A anymore. And I took the job at no salary increase or anything and I forced myself into the role and so I became first line support maintenance and as I learnt and grew etc. I then became second line support maintenance which means I walked around and fixed peoples stuff, computers and stuff like that. (1:187)

I think because I have never been driven to reach the top, I have never been

THEME: CAREER EXPERIENCE

driven to say I want to be the top person in the team or the head girl or something like that. (2:116)

I was in Vivier and Montre is just down the road which is the most famous sort of catering, chef school in the world and that's where I decided okay I am going to study chefery. (6:60)

I differed definitely from the other restaurant managers because I was younger and I was a female and they tended to be males in the restaurant sector at that point. (6:61)

SUB THEME: WORK-LIFE BALANCE

Codes: [Marriage] [Value: Children as a priority] [Work-life balance: Balancing family life vs. work life] [Work-life balance: Men vs. women's]

Baby Boomers

I think during my early adulthood my, the things that became most important for me were my children (5:84)

So very long story short, Richard decided that it was now time to ask me to marry him (4:34)

I think one thing I got from my mom is that your kids they are your everything, they are your future. (8:58)

A couple of years ago I have struggled; I get so involved with my goals and achieving. You know what they say is what is important to you in life is not money its achievement, self-achievement. If you're successful, success that's what I like, because if you're successful money will follow you don't have to hunt money. You've got to aim for success. (8:51)

I was like a child for them, they had their own little child, their baby was born then but still after that I stayed part of their lives maybe in a lesser sense which is fine it didn't worry me at all, but still I was part of them, I even got married out of their house. I got dressed there and whatever all those nice things. They played a major major part in my life. (8:60)

Generation X

I have massive challenges with that because I feel like I am cheating both and doing neither brilliantly. You know my children are six and three, and I work from seven in the morning until three in the afternoon and I battle to strike a work life balance. (6:94)

I think another thing about parenthood is that you have to be balanced and especially with my mum again, my mum played a very strong role in my life she kind of always said a parent always loves their child but they don't always like their child. (2:100)

I built a support system around me because my job requires me to travel, so I have a full-time maid, full-time gardener/driver so my kids get dropped off by my husband or myself in the morning and because they both have different schedules they finish at different times and different days, then the driver picks them up. One will end up at home one in the afternoon and the other one at six in the afternoon. Some come home and then go back depending on school schedules etc. So I have built a support system around me to do that. (1:199)

Yes I think at one point I thought, I never thought I would get married which

THEME: CAREER EXPERIENCE

But I have always been a career woman like I've said. I used to take my kids with to board meetings, I used to take my maid with as well and I used to organise either an office or somewhere to sit, I didn't like leaving my kids, I took them with overseas, they have travelled the world with me. I don't think I will ever be the type of mother my mom was, she gave her life to us. (8:50)

A lot of openness in the family that is what he taught me about engaging my children so that I understand what they feel about things that way I will be able to understand them better. (5:10)

You know life does not always happen the way you think it would. I met someone in my final year when I was only 19 and I got married. (9:57)

Men their work stops, they might get onto the computer at home but that's what they do, but fortunately my husband is just the opposite of my dad and he is amazing, he is the most amazing person in my life. I would never have been able to do what I have done without him he is my backstop. (8:56)

I see the problem, I have a daughter who has two young children battling, desperately ambitious wanting to grow her career held back by the fact that her children need certain things from her. Saying to her the other day that she has to just understand she can't have it all. (9:95)

*And of course that was also a huge strength for us we were a lot of us with kids so that was, it was very much a okay you can't do that we understand you have children. It was a compassionate yet very much the feeling behind it was we have to run a business. Yes, I've also got a child, but you need a support system in place for that. I can give you a day off because your child is sick that's fine but the job has to get done, that sort of thing and you know I lead by the same thing, **I never shirked any responsibility because I had a child** but at the same time she was very much a part of our life you know and we involved her, and involved very much the children in our lives at work as well. (4:74)*

I had my daughters when I was very young, so I have two totally grown up

was bizarre, I always knew I would be successful, always wanted to be successful. (6:53)

For me one of the reasons why I haven't aspired to the R1.2 million salary and the BMW and that mansion in Northcliff, is I wanted to have a job where I come in the morning, did the very best that I can do, and I do the best quality with the little that I have, with the little that I get at the end of the month, but four o'clock when I go home it is my family time. Kids time, school time, homework time, connecting time, supper time. And that has been a very decisive factor as to why I didn't take those particular jobs when growing up. (7:104)

I don't think it's a challenge for me to balance it because you make a choice to balance it or not. (2:97)

I'm now in an organisation that gives me the flexibility to choose what I am going to do as work life balance. If I decide that I am going to leave in the middle of the afternoon and I have got nothing in my diary, or if I want to schedule my son's soccer match in my diary I can. (1:143)

But mummies guilt you know, female guilt is a very powerful thing. And I think females feel that far more, I mean I look at my male counterparts and they are quite happy to stay here until 9, 10, 11, 12 o'clock at night you know whereas women definitely have that (6:126)

The way we do things is very different, if I look at my husband he is doing his MBA and we don't see him and I am sure he's got some kind of guilt with regards to not spending time with the family, it really does feature but he still goes on, whereas with us it would kind of eat us up alive and we will go into a stupor and get sick kind of thing, the way of dealing with it is very different. (7:103)

I have never been someone who wants to be married. (2:63)

Somehow I think that work-life balance is a myth, we strive to it, seriously I think the world in the 21st century where people live and work not even eight

THEME: CAREER EXPERIENCE

independent daughters so it has never really been a challenge for me. (9:93)

I definitely wanted to marry somebody that I loved. I think marriage was very much a part of there but from a career perspective I never thought that no. (4:40)

And I sort of progressed and progressed from there, and eventually you know, her clients were phoning me and then we did get married and then I moved to the little town where Richard's air force base was. They also had a branch there and I moved to that branch there. (4:114)

You know at that time I started neglecting my children and my husband as well, because I had a lot of stress, I most of the time I had to tell him, I think it was unfair because I stressed him as well. (5:86)

So I've got to be the best mother and the best manager and I've got to be the best wife and the best house keeper. You just realise that you can't do everything. It's not an easy task to balance that, it's not easy and I would never say to anybody that it's easy that because something is always going to give and 99% of the time it is you as a human being, as a person, the woman as a person. (4:88)

So I think in anybody's life, especially in women's life, our life as a woman you sometimes struggle and then you have to take a good long hard look at yourself and I've learnt a hard lesson that sometimes if you lose yourself along the way you've got nothing to give and I am not talking money here. If you don't have something how can you give it, if you're so tired, if you're so overworked, if you don't allow yourself to think creatively anymore then you have nothing, nothing to give. (8:53)

Early on in my career I was very much a 'you can't be a mother and a manager'. And I said that a few times, I am sure these things came to bite me because there I was with this new born baby, GM I mean gee whiz. I am probably not so black and white, a lot more grey now and that's one of the best things that could have happened to me was that I did see a lot more grey you know and you operate out of the grey area and that was probably

hour days anymore, 12, 14 hours days and with the 3G and data card, internet and computer you don't switch off. (7:116)

But work-life balance is something every women in her head almost aspires to because she has so many roles, but at the same time there are a lot of women, especially younger women out there that feels that there is a time and a place for it, is that they want to do things in steps, so some want to get their career and Porsche by the age of 32 then decide to get married and then have kids before the age of 40. (7:102)

It is a little bit of a balance but you have to find that. I do think, personally work life balance is very dependent on the individual. You need to know when to time out; you need to know when to mentally give it up. The challenges in work life balance is totally individually brought on, I think the company will give you space to decide what it is you want and how it is you need it, but it is up to the individual. (1:144)

But in terms of conversations about it, you had to learn how to cook, which was what we were brought up to do because you were going to get married at an early age, so learning how to cook and do the housework and making sure you were well groomed etc. was all part of being a women at that particular stage. (7:15)

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Helen, that was probably the [airline] manager and having a child. (4:131)*

I think when I got into this last position the one that I am in, it was too demanding for me, the work, our working hours were very long, the stress was very high, the stress levels. (5:61)

I have already started saying these are the things that I can do for you, no more because I don't want this half past six in the morning thing until ten o'clock at night scenario anymore. And just running around not giving anything the attention that it deserves. (4:92)

THEME: LEADERSHIP

SUB THEME: APPROACH TO LEADERSHIP

Codes: [Approach to leadership: Transactional] [Approach to leadership: Transformational]

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<p><i>And it's all about I think just making sure you're people are happy and getting the best out of them. (4:79)</i></p> <p><i>And I think that stuck in me as well surround yourself with good people and you are going to achieve but you have got to keep those people, you've got to lead them basically and it's your influence as well. (4:65)</i></p> <p><i>I am not afraid to speak my mind, and do because I think that nobody learns by somebody who tries to prevaricate and pretend that nothing is wrong when something is quite clearly, appallingly, badly wrong.(9:83)</i></p> <p><i>I had to manage it in such a way so that everybody feels like they have a place in that department. I shouldn't be seen to be favouring other people actually discriminate, I shouldn't be seen to be sensitive gender wise so I had to have an open type of leadership style, I circulate everything, I actually over communicate.(5:59)</i></p> <p><i>And I did that, I actually adopted a different approach, I worked in teams, we had program teams, I just gave guidelines how we would address issues, some of the things that they were saying was that we didn't have a student evaluation system, so we don't have feedback about what is happening in the process and also it was about library resources, we didn't have sufficient library resources and our studying material was not good. (5:53)</i></p> <p><i>And of course you leave behind a team that is used to a certain leadership style and of course they went to this very autocratic Germanic you do as I say, male leadership which was so wrong you know, completely opposite. (4:132)</i></p>	<p><i>Brett Cane who we probably met for the first time in Grade eight, he was this young Anglican minister who was getting the Anglican youth camps going and he was such a wonderful leader. He was the kind of leader who would always work harder than everybody else but he would set up a team and empower them and make sure everybody understood what the goal was so that they could work towards the goal, it was very empowering. He would never ask people to do things that he wouldn't do himself which I found to be very important. (3:47)</i></p> <p><i>My approach is also very much that people must learn and grow for themselves, you cannot force them you can give them some role modelling, some ideas and some coaching but people have to do it for themselves and they have to have to make mistakes and mistakes are good because that is how people learn, you have to allow a lot of freedom to followers and sometimes you have to, sometimes stand back and say, I see people are frustrated, I see people are getting irritated, and they just want to quit but this is where they have to be because they have to learn through this and that confusion is a good space to be in. (2:87)</i></p> <p><i>I've kind of taken on that motto, because the first time it comes back, you give them guidelines and directions on how to change it to make it be what it is and what it should be. Then the next time round if it still doesn't come back in the right way then you tell them how it should be done, but I think they have had two chances to kind of get their creativity and innovation going into what they have done.(1:106)</i></p> <p><i>But really thinking of myself as a leader has happened in the past five years but I think it's because my view of a leader has changed for me. A leader is someone who influences people. When you said you wanted to interview leaders it's difficult because in my mind a leader is someone who influences</i></p>

THEME: LEADERSHIP

From one thing to another, that's who I am, an entrepreneur, I cannot be boxed in and it's good and it's bad. If I just look at CEO, because of my entrepreneurial spirit if I can call it like that, I allow sometimes my staff way too much because I don't want to be boxed in so I believe find your own space, which is also always not good, it's good to allow people space, but you also have to rope them in a bit. So that's me I think I was born an entrepreneur, I am sure about it.(8:29)

other people and then where do you draw the line. And is the leader the top of the company or can it be the lieutenant leading ten people.(2:81)

But I have always had a talent for seeing into people and seeing their potential, I bring that to bear, I know I am not answering your question but I am trying to give you a little idea of where I have enjoyed exercising leadership and taking a team of professionals who are used to be beaten up managerially, who are used to be brow-beaten or picked on or sarcastic to death, and creating an environment where they are respected, and where they respect each other and where they can express ideas, and follow true on them, and catch the implications of their ideas. It's really fulfilling when it works, it really is magic. So it's about understanding who the catalyser will be, who will be able to come up with ideas that others will be able to roll with, who would be able to bring in the stability, it's not about leading brain storming sessions or facilitating it's about doing this over an extended period and also getting them to work with other people, cause them to be able to do what they have to do. So it was a dream to be that kind of person to help people to unlock their own potential. That's a very flexible dream, it's very portable, it's very mobile.(3:74)

Again it is trying to manage people according to what they need from you. The challenge comes in when trying to figure out what they need.(1:112)

I am very outcome based so I will give you a task and if you need direction in terms of how to get it done then ask me, if you don't then get on with it and deliver it when I need you to deliver it or I will have something to say.(6:81)

My approach to leadership is first of all your responsibility is to help people grow. I think that is the most important part of leadership and I think a leaders role, and for me as a leader if people that you have lead in some or other way in your past has grown and developed on a professional and personal level then that is your job to nurture people. (2:91)

I started thinking of myself as a leader, and it's going to start sounding very weird now, when I got a job at Dimension Data and I got exposed to

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leadership. I think previously to that was I exposed to management, or to managers. I got exposed to leadership at Dimension Data. (1:95)

In the same vein I'll sit down with my team and I'll say ok guys cards on the table, if there is something that I'm doing that is not allowing us to attain our objective, I need to hear it. If you don't want to say it to me in a forum or in a one on one say it to me in an email. If you comfortable use email or sms or whatever, all you have to do is say that I'm unhappy, you did this and I wasn't happy with the way you handled it or something like that; I'd rather deal with that head on than people fester with their feelings.(1:117)

The one thing I've learnt from other leaders is let people do things twice their way. If it still doesn't come back the way it should be then the third time you do it your way.(1:105)

Up until then and I'm very honest with myself about this, a therapist once said it was because of my background, I tended to feel like I wanted to control things. So I ended up feeling like I was managing all the time and I did. It was more telling people what and how to do something, rather than tell them what to do and let them figure out the how. (1:97)

I appreciate honest transparent feedback and I give transparent feedback. (1:116)

And I've always thought of myself as an uncreative person until about the last five years where I've realised, that is an area that I am actually really creative at, because there is no recipe for it, it depends on the individuals, on the skills that they bring, on the tasks that we have to do, the objective of the client. (3:73)

GENDERED LEADERSHIP

Codes: [Gender identity vs. leadership] [Leadership: Distinction between men and women leaders] [Leadership: Men's leadership characteristics]
[Leadership: Women's leadership characteristics]

Baby Boomers

Generation X

I don't think we are kind enough to ourselves women leaders, and

Yes, I believe individuals vary according to their capacity and some men are

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that's probably because of society we still, we've come a long way from the glass ceilings of the 90s but we are not there yet and I think there is still compensation given for being a woman, you know 'you can do that because you are a woman', no I wanted to be treated as a leader not as a woman leader. (4:87)

But I think it's much needed that we have both skills male and female, because guys can be emotionless at times which is also needed but women really bring something else to the party but we need both skills sets.(8:48)

So I believe male and female we bring different things to the party. Women will think and feel and do things differently. Women will prepare when they go to a board meeting and they will know that board pack from page one to page fifty, guys will bullshit their way through because they sometimes have more knowledge because they had the opportunity to serve on different boards on a longer time than some women.(8:47)

I think the women that sit back and whine and whinge and say no one will give me a chance a lot of that is because they don't reach out and take the chances when they are offered. It is like all opportunities, here in this organisation if I say to a women I have a really good job for you but it is in Darfur, they will say not so sure where as a man will jump at it. Don't expect promotion and opportunities if everything has to be travelling first class and living in comfort and ease because the opportunities that come to you will be few and far between.(9:92)

I just think women at the moment underestimate themselves, that's really the big thing and we are still very much a male dominated. (4:84)

I think we lead in different ways but I do think a male could be just as effective as a female.(4:83)

That environment encourages a women but I am not naive enough to believe that that is a universal thing and I think in many sectors of society, always interestingly the cliché that people fall back on is where, if you are in a room of senior people and there are seven men and one woman they will

great leaders and some men are really crappy leaders, some women are great leaders and some women are crappy leaders.(3:88)

But the age old argument about women by virtue of being nurturers, I think there are pro's and con's to that. Yes I do think we tend to care more, but sometimes the emotions come in the way of your ability to do and just execute, whereas man can just execute without emotion. You've got to look at sometimes how we fit, where our fit is before you make a difference (7:100)

I think men are better leaders.(1:125)

The other thing with men that makes them effective leaders is that they can call someone in tell them how it is, discipline them about it, walk out of the office and forget about it. It is done it's dusted we've moved on, I've said my piece and deal with it.(1:130)

Yes I do believe women can be effective, it's never been a question to me, the question is why we don't get enough chance to do it.(3:90)

That's the reason why I think men are better leaders and the reason why men can effectively lead both genders. Women find it exceptionally hard to lead men.(1:132)

So I find that women that are in leadership positions are a lot stronger, but stronger in a way that is more on the negative side, they feel that they have to talk louder, be more vicious in the way that they speak just to get their points across. (7:99)

And that's what I mean by the she-man that control thing because generally speaking I think that females are a bit more outcomes orientated. (6:68)

But then they don't feel the same level of empathy in terms of if you having a bad day how to empathise or how to motivate your team by getting their heart buy-in versus their head buy-in, or you know the value of a hug now and again, or the value of a simple thank you, or those kinds of things that

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still expect the women to pour the tea. If she doesn't, because she fears being stereotyped she is labelled as being a harridan and if she does they will say shame she is a frustrated mummy and wife any way.(9:90)

I actually believe that they are differently effective, I don't know about the equal, men are effective in their own ways, women are effective in their own ways. (5:56)

...as women leaders I think any way we do we have to work harder and we do have to work harder than our male counterparts just to prove ourselves which is really silly. And like I said before it's not like I have anything against male leaders I think we each have our own elements to bring and I don't think one is better than the other on an individual basis but we, I think we need to stop proving to the rest of the worlds that we are good leaders, we just need to prove that we are good leaders.(4:90)

But I actually have done some research that indicates that women have more empathy and we work in teams more and they consult more so they do a type of leadership that is open that is very useful especially within a change environment.(5:58)

women are so good at.(6:93)

Being a women you get very inquisitive about people and you try and learn as much, and men generally are not forthcoming and when you managing different cultures.(1:113)

There is always a plus in having emotion in leadership, in being empathetic and seeing the other side and all of those things, but sometimes as women we take it to the extreme.(1:126)

With women they carry it and it's hard to be an effective leader when somebody give's you hard feedback or constructive feedback, you kind of keep it in you and six months later you do something that reacts to what the person said six months earlier.(1:131)

But I have also experienced females who have tried to emulate the male type and it does not work(2:94)

I do find that women, when they aspire to certain positions or get given certain leadership positions, become far more harsher almost behave like men, speak like them, dress like them, just to make sure that their talk and their speak is common and consistent so that the whole world kind of understands but then we lose our identity in the process(7:98)

So you know you get these she-men who are kind of always the best, I mean worse in the sort of non-emotional female sense and I think that that lesson has definitely stuck by me.(6:49)

I think that women make better leaders to their people I don't think they make in the whole construct necessarily so organisationally. (6:89)

And also sometimes I think they're pretty much equal but with different skills if that makes sense. So men can take things less emotionally if you attack my words you are attacking me you know. I find it difficult to catch myself from that whereas men don't. But then they don't feel the same level of empathy in terms of if you having a bad day how to empathise or how to

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motivate your team by getting their heart buy-in versus their head buy-in, or you know the value of a hug now and again, or the value of a simple thank you, or those kinds of things that women are so good at. (6:92)

She also always said that you know that your unique value in the corporate sector that you look at things differently from a mans and you should preserve that at all costs because that is valuable. And I guess it also shaped my belief around races as well.(6:50)

And I think they have a deeper emotional construct particularly in financial services, I mean there are obviously a few that definitely sort of stand out from a male perspective but I think you know what, I've also only ever had two female bosses and I hated them they were awful.(6:66)

But I didn't like it because I am not a committee type of person. On the one hand I liked the leadership position but I didn't like the committee type of ladies with the white dresses, it was that picture of being a women what does it mean to be a women, but I didn't agree with them that a women must be someone that does the hair in perms, remember those times where the times of the big perms, you had to have big hair and lots of makeup. I never thought that's what being a woman is about (2:82)

I think they are a bit more logical, bit more factual, they see things more black and white, we tend to be a little bit more grey and I think it's hard to be an effective leader if you are grey. (1:128)

The other thing with men that makes them effective leaders is that they can call someone in tell them how it is, discipline them about it, walk out of the office and forget about it. It is done it's dusted we've moved on, I've said my piece and deal with it. With women they carry it and its hard to be an effective leader when somebody give's you hard feedback or constructive feedback, you kind of keep it in you and six months later you do something that reacts to what the person said six months earlier. That's the reason why I think men are better leaders and the reason why men can effectively lead both genders.

(1:197)

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The discrimination was that if you didn't fit into the men's world you were not allowed into their world, but if you did fit into their world then you were less of a woman.(2:73)

I think it's quite an interesting dynamic that I think women have to work harder and prove themselves way more but yet they are able to lead better because they have that level of empathy.(6:65)

I really have experienced that, there is a gender difference in terms of how people think where males typically, and it's not all males or all females, but a typical behaviour for males is to be much more decisive and for females to be much more tentative but it's not to say that they cannot get to the same results, it just that they follow a different route.(2:93)

We live in the grey all the time and we always trying to solve everybody's problem's, we also take on baggage that is not our's. When somebody in your team has a problem, you get emotionally connected to their problem. When you in it is very hard to see I, but with men they can separate it.(1:129)

Like me, I'm an A type personality and one of my previous bosses called me a testosterone twin because they felt I was exceptionally hard and I did not have soft emotional womanly kind of things. You largely end up adopting those characteristic's because it is the only way you will be able to get the job done. Depending on who you are speaking to there are pro's and con's to it. You get criticized because you are soft and empathetic and then you get criticised when you try and be logical. I think a women is always a little bit schizophrenic, she is trying to be like the man but she wants to rename being the woman image etc. Whereas I think a man just knows who he is, he is what he is and he is not stuck on the gender thing. I think woman are more stuck on the gender thing, I think it affects our leadership.(1:198)

I think men and women are different as leaders.(1:124)

I think a women is always a little bit schizophrenic, she is trying to be like the man but she wants to rename being the woman image etc.(1:134)

THEME: LEADERSHIP

It is harder for women to do the hard stuff, to do the performance management stuff. When someone is not performing we will find every excuse not to performance manage. We give them all the time in the world to fix it and we try and fix it for them. What ends up happening is that we get ourselves in a bind because when it comes time to let the person go, we don't have enough ammunition or background to do that. So we get ourselves into a corner, that's not why I think men are better leaders. (1:127)

I have definitely seen that women can have very good empathy and nurturing skills but I'd have to say that the current leader that I have is just awesome with that as well and direction. (6:91)

SUB THEME: FIRST ENCOUNTERS WITH LEADERSHIP

Codes: [Leadership: First experience of being a leader] [Leadership: Good experience of a leader] [Leadership: Poor experience of a leader]

Baby Boomers

And I think that huge change came in and that was probably mid-90s where I realised that I could influence people one way or another and it's rather to do it positively than negatively. (4:124)

Known some pretty awful male and female leaders I do not see a difference. (9:85)

It was a hospital, all white, but our leader our manager was an amazing woman, who believed that if you were going to do something then you had to do it right, preferably you did it right the first time. (9:76)

The people would listen when you spoke and I think some of that has to do with having the conviction of what it is you are saying, I think that takes you a long way as well. (9:81)

I think that like Margaret Thatcher, a really good woman can't be kept down, so in those places where we do see women excel; if you think about places

Generation X

I started thinking of myself as a leader, and it's going to start sounding very weird now, when I got a job at Dimension Data and I got exposed to leadership. I think previously to that was I exposed to management, or to managers. I got exposed to leadership at Dimension Data. (1:95)

We as part of girl guides, I hadn't even thought of this but we had gone up through the brownies system and up to girl guides and they offered us the opportunity to volunteer at the Olympics that's when we were almost 14 and to make a little bit of money. (3:40)

I would say probably my first real job was a managerial role in a health food outlet in a food restaurant. I would have been about 18 for the proper job. (6:116)

But then I've also got some very good women role models in my head. You know people ask me who I would like to invite if I had a chance to invite to a dinner table. Nelson Mandela comes to mind, Barak Obama, then on the

THEME: LEADERSHIP

like Pakistan very strong dominant Muslim culture, they had a very strong women leader in Benazir Bhutto she managed to become president where women are kept behind a veil and hidden in a back room. Again if you look at the great women leaders they have done it because they have not allowed any one to keep them down.(9:91)

And I had a really really good boss at the time, manager at the time, the owner of the agency and whilst I didn't appreciate it then I did appreciate it later. (4:37)

Again she terrorised a lot of younger people, but she was really clear and uncompromising in her push for quality work, immensely self-controlled. She reminded me very much of the nun who was the headmistress of the convent, who used to say to us, what a gal needs, was happy self-control. God only knows what that means.(9:108)

So I think as from an early age to answer your question, I believed maybe not that I could be a leader but that I could do things. So in a simple way I did believe in myself as a leader.(8:45)

I worked for an amazing guy, he never made me feel incompetent, he never made me feel less. I was very stubborn, I can remember he used to sit with me and say, you're going to go places but you must just calm down, just calm down, wait, just wait. But he was amazing.(8:66)

When I worked as a radiographer our manager exuded self-control, certainly in the work place. She was technically very proficient and I think that she expected us to follow her. There was just no half measures in terms of what she would accept as being decent work, and this notion that you did not make mistakes, you did it right.(9:77)

Shew. I think in primary school, there were always the favourites, those whose parents are really really involved in giving a lot of money and stuff to the school, you could see they get to be the leaders in the school. But I used to think I can also do what they do, I can also lead just give me the opportunity. (8:69)

other hand Oprah Winfrey has been one of my biggest pastors in a way, she's like a counsellor in many ways. And then Mother Theresa was my icon, purely because of her faith and she lived simply, and she did amazing things by not earning a salary and she was still able to move the world and become a saint. (7:93)

You look at a few years ago, we had half the ministers were female ministers in government and then with the whole reshuffling last year, I was excited because I was saying wow, there is women leadership for the first time in the history of the country we've got more women leaders as ministers. It's been very disappointing in terms of their worth.(7:96)

I'm probably between 1 and 5 per cent of the population who have been fortunate enough to have experienced leadership, good leadership because I don't think you get that often.(1:100)

I mean there are obviously a few that definitely sort of stand out from a male perspective but I think you know what, I've also only ever had two female bosses and I hated them they were awful. I was at SAB, I had a boss and he used to, I had a three month old baby, he used to make me sit there until five o'clock even if I didn't have any work to do.(6:74)

But in this country we've got to give your dues to Patricia de Lille and to Helen Zille setting ways and being different and dare to take that big step into a man's world.(7:97)

I think I have always been a leader. I was thinking about it when I had to phone you. When I think about the things that I got expelled for it had less to do with the things I did but the fact that I managed to get everybody in the class to come with me and do it with me you know what I am saying. I think that I have always had that inclination.(6:122)

I think if you had to look at the world right now, there are good male leaders, Barak Obama is one of the leaders that I aspire to at the moment but only because of where he came from and what he is doing as the first black president, but, I lean more to stories such as that because of my journey

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I think finding that I quite liked standing in front of people and seeing people develop whatever knowledge and skill I had and sharing it. I think that OD develops from that in a very ordinary way. You move from training, to learning to organisation development.(9:72)

I had a very good manager while I was at Anglo, I didn't want to emulate her because she was very peculiar, but she did her job very well and she was very professional, and obviously this was the first real professional that I had ever really met if you see what I mean.(4:51)

growing up.(7:92)

So when I think about the leaders that stand out in my career specifically it was the people who allowed me to struggle through the process and when I needed answers or needed support they would give me support they couldn't give me the answers. Those are the people that stand out today in my life that I still admire. (2:90)

At varsity I decided I decided I am going to reach out more I am going to put myself out more and then I was elected in the first year committee, rag committee, huis committee.(2:130)

I think definitely the lady at SAB that I told you about I think that I have always been fortunate that I had that in people that led me but I had never seen the value of that.(6:86)

It has been experiences with good and bad leaders in specifically my career where the good leaders you didn't necessarily recognise them as such when they were there, because you got frustrated and you wanted them to give you an answer say this is what you have to do but they were, the people who actually did that, the leaders that did that didn't let me think for myself and they didn't get me too to get to the answer myself. So the next time I needed them I was still dependent on them when I had to face the same problem I was dependent and had to go back to them.(2:131)

And when it was taken away from me I understood the importance of it and it almost is a drawback and you know Barclays had a very very different way as well, I mean at Barclays they honestly didn't care if you were hanging from the ceiling in the corner as long as you got your work done. (6:87)

SUB THEME: LEADERSHIP CHARACTERISTICS

Codes: [Followers: Focus on development] [Followers: Focus on empowering] [Followers: Unlocking potential] [Leadership: Adapts leadership to suit team] [Leadership: Characteristics] [Leadership: Lead from previous experience] [Leadership: Leader supporting subordinates] [Passion for working with people]

Baby Boomers

Generation X

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I really just allowed decisions to be taken by individuals, cause that's how you are going to learn, that's how you are going to grow. Obviously they were accountable for the decisions, and that was made very clear to them and it wasn't do whatever you want and whatever, sometimes they couldn't make it so we would discuss both sides and so on, and that to me was the most important part of everything, was that I gave them the possibility to make decisions for themselves. And that just contributes to your growth, I supported those decisions always, yes sometimes we did realise together that they weren't the right decision or there maybe could have been a better decision, but the philosophy was always at the time it is the right decision. And I supported those if it meant head office, if it meant whatever, I supported them. And I guess that really stood me in good stead with the team. They knew that whatever it was that I would support them, but that they were also accountable to me for it you know, if not further on. (4:64)

I helped people to grow and develop, I had a thousand women reporting to me at one point when I still lived in Cape Town. Most of them I have made leaders in their own right, not maybe in management positions but they each and every person can be a leader.(8:44)

I did this management development course which was just fantastic, it was fantastic, and all I realised that all I wanted to do was now on top of being the best that I could be, make sure that everyone else could be the best they could be, and to start influencing that in other people and using my position to create positivity as opposed to anything else.(4:59)

I think it is because of my attitude of but I can be a leader, I can achieve, I love people. That's a strong point but it is also a weak point in my life. I've just grabbed opportunities;(8:43)

We turned the root into bottom of the line profitability to top international. It was an amazing turnaround and as I said nobody left. It was just amazing. We did get in a sales manager and I did a lot of development with the team, we had an outside coach coming in and various training elements I embraced the airport side, the cargo side, it was so important that we were this team that worked together, if one part didn't work then the other part.

And I've always thought of myself as an uncreative person until about the last five years where I've realised, that is an area that I am actually really creative at, because there is no recipe for it, it depends on the individuals, on the skills that they bring, on the tasks that we have to do, the objective of the client. (3:73)

I became a manager very early on in my life when I was about 25. I ran the entire network division at [the financial institution] and all the people who reported to me were men. (1:92)*

My first few years at lava line I was doing technical work and I was learning stuff but then I started leading a very big project and that's when I learned that I can lead technical teams, people from very different disciplines, generally much older and much more decorated than me and much better at their statistic subjects than me, but I can create an environment where if they work together magic happens. They are able to see that when they work together in this crucible that I create for them and I couldn't tell you the techniques, it depends on the team, always different with the individuals but Michael escaped that crucible where these peoples talent is brought out in such a way that they don't compete with one another but create something great together. (3:72)

Brett Cane who we probably met for the first time in Grade eight, he was this young Anglican minister who was getting the Anglican youth camps going and he was such a wonderful leader. He was the kind of leader who would always work harder than everybody else but he would set up a team and empower them and make sure everybody understood what the goal was so that they could work towards the goal, it was very empowering. He would never ask people to do things that he wouldn't do himself which I found to be very important.(3:47)

*I became president of the electrical society which I thought would be a useful detail for this research and it would be useful for me to tell you that I was a patrol leader in brownies and the patrol leader in guides. **I was always always the leader, always. And my sister was always too, it just***

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(4:72)

I got a job as, in the beginning as a transformation officer, so working partly with students and partly with academic structures and the job later, with the passing of the employment equity law it became involved in the legal compliance with the employment equity. There was still the whole piece of work with students, so it was a rather peculiar job but very interesting working with some quite amazing people, a bunch of real old academic diehards, who the last thing in the world they wanted was to open the doors of their university to anyone who wasn't white and Afrikaans. (9:74)

The people would listen when you spoke and I think some of that has to do with having the conviction of what it is you are saying, I think that takes you a long way as well. (9:81)

And I started reading more about leadership stuff and I started looking at people again, who do I want to be, who do I want to emulate and who do I not want to, who do I want to be like you know and certainly none of my managers had inspired me in the slightest up until then.(4:58)

So anyone knows what is happening anytime within the department, we discuss those issues at a departmental meetings and even I have this open door policy, where people come and say what it is that they are suggesting we do in the department, what resources they might need and then we work together we do have a good department.(5:60)

I think I treat people the way I want to be treated, I want to get their full potential out of them, I lead by example, I probably do too much I am not the greatest delegator but I am aware of it. I think the single most important word in my leadership style is empowerment.(4:63)

And I think that stuck in me as well surround yourself with good people and you are going to achieve but you have got to keep those people, you've got to lead them basically and it's your influence as well.(4:65)

From one thing to another, that's who I am, an entrepreneur, I cannot be

happened naturally, there was never any question about it, we were always be the ones that would be leaders. (3:58)

I appreciate honest transparent feedback and I give transparent feedback. (1:115)

In the same vein I'll sit down with my team and I'll say ok guys cards on the table, if there is something that I'm doing that is not allowing us to attain our objective, I need to hear it. If you don't want to say it to me in a forum or in a one on one say it to me in an email. If you comfortable use email or sms or whatever, all you have to do is say that I'm unhappy, you did this and I wasn't happy with the way you handled it or something like that; I'd rather deal with that head on than people fester with their feelings.(1:117)

Again it is trying to manage people according to what they need from you. The challenge comes in when trying to figure out what they need.(1:112)

He was so brilliant and it was so good learning from him, a team of really bright people and it was great being with all these really smart people. His was not a good leadership role model because no one understood him, but he had a fiercely loyal core group because he would unlock their brains, he called them to do really interesting stuff and that's what they wanted to do, so we were doing interesting, what we felt was relevant work and dam design in Africa and my very first job was on the Comoros.(3:65)

My approach to leadership is first of all your responsibility is to help people grow(2:84)

So when I think about the leaders that stand out in my career specifically it was the people who allowed me to struggle through the process and when I needed answers or needed support they would give me support they couldn't give me the answers. Those are the people that stand out today in my life that I still admire. (2:90)

In terms of leadership actually, not particularly because of what we are talking about, but to be taking people where they would like to be and incidentally I have had the opportunity to at times, here to lead teams in that

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boxed in and it's good and it's bad. If I just look at CEO, because of my entrepreneurial spirit if I can call it like that, I allow sometimes my staff way too much because I don't want to be boxed in so I believe find your own space, which is also always not good, it's good to allow people space, but you also have to rope them in a bit. So that's me I think I was born an entrepreneur, I am sure about it.(8:29)

You get so involved and as your company grows and grows and grows, you get so involved with your staff and you want to develop them, you want to grow them, you want to see success and you don't always achieve those goals(8:52)

Nobody left, not one person left the team, they stuck behind me, I mean we would have our little talk sessions in the morning you know they knew that the door was open if they weren't happy, or if they needed me to speak to a customer that wasn't happy, but the thing was, the big thing at the time that I made clear was the only way that we are going to get over this hurdle is by giving over the top service, because nobody wants to fly [that airline] anymore they want to fly with somebody else because we are now in this situation.(4:71)*

And it's all about I think just making sure you're people are happy and getting the best out of them.(4:79)

*I believe that if you have a women's programme which is much needed or programmes, there should be sustainable development and growth with that.
(8:46)*

And I think that's also where my career started changing. I got the promotion eventually and I started also realising that I could influence people and that was probably the most important thing and it wasn't just training people, it wasn't just about telling them things because I had also probably because of my background and so on and so forth. (4:57)

And I did that, I actually adopted a different approach, I worked in teams, we

*respective.
(3:71)*

When I think about the things that I got expelled for it had less to do with the things I did but the fact that I managed to get everybody in the class to come with me and do it with me you know what I am saying. I think that I have always had that inclination.(6:78)

So it's like to me the outcomes based thing, the ability to make decisions and also to have new ideas, I challenge my people to have new ideas all the time.(6:84)

And if there is support that you need or whatever, I will never ever, if my guys, I lose my sense of humour if people don't make decision, but if they make the wrong ones I stick by them always, always, always.(6:82)

So you have to lead them in different ways. As much as I have a style and I do have a style, I can't force that style on the people that I'm managing.(1:109)

*I think your first management roles etc. you tend to manage the way your manager managed. **You don't have your own style. I think over time you learn your own style but again you are still very influenced by the way people managed you.(1:102)***

But I have always had a talent for seeing into people and seeing their potential, I bring that to bear, I know I am not answering your question but I am trying to give you a little idea of where I have enjoyed exercising leadership and taking a team of professionals who are used to be beaten up managerially, who are used to be brow-beaten or picked on or sarcastic to death, and creating an environment where they are respected, and where they respect each other and where they can express ideas, and follow true on them, and catch the implications of their ideas. It's really fulfilling when it works, it really is magic. So it's about understanding who the catalyser will be, who will be able to come up with ideas that others will be able to roll with, who would be able to bring in the stability, it's not about leading brain

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had program teams, I just gave guidelines how we would address issues, some of the things that they were saying was that we didn't have a student evaluation system, so we don't have feedback about what is happening in the process and also it was about library resources, we didn't have sufficient library resources and our studying material was not good. (5:53)

storming sessions or facilitating it's about doing this over an extended period and also getting them to work with other people, cause them to be able to do what they have to do. So it was a dream to be that kind of person to help people to unlock their own potential. That's a very flexible dream, it's very portable, it's very mobile.(3:74)

As a young woman my dream was to be accepted in my choice of career as someone who can add value and as someone who will support and guide people to develop their careers.(2:64)

And I think my love for teaching children started there. And music and children kind of go hand in hand together, it's amazing.(7:71)

A leader is someone who influences people. When you said you wanted to interview leaders it's difficult because in my mind a leader is someone who influences other people and then where do you draw the line. And is the leader the top of the company or can it be the lieutenant leading ten people. (2:83)

I think that is the most important part of leadership and I think a leaders role, and for me as a leader if people that you have lead in some or other way in your past has grown and developed on a professional and personal level then that is your job to nurture people.(2:85)

There are some kinds of people that like a lot of detail and there are some people who don't need the detail, just tell me where I'm supposed to be and what I'm supposed to do.(1:110)

I think that I recognised myself mostly as a leader and my abilities with it when I started to feel that seeing people grow and develop was actually made me happy and was very fulfilling versus the taking the actual block of achievements does that make sense. (6:79)

It has been experiences with good and bad leaders in specifically my career where the good leaders you didn't necessarily recognise them as such when they were there, because you got frustrated and you wanted them to give

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you an answer say this is what you have to do but they were, the people who actually did that, the leaders that did that didn't let me think for myself and they didn't get me too to get to the answer myself. (2:89)

The thing is you can't manage him, you have to point him in one direction and let him go do his thing, whereas the team in South Africa are a little less mature, less experienced and you have to give them a little bit more direction, point them in a bit of a bigger space etc. Again it is trying to manage people according to what they need from you. The challenge comes in when trying to figure out what they need. (1:190)

So I think that's probably got to be the last sort of ten years or so that I have actually taken personal responsibility and love taking personal responsibility for taking people, and I have had a lot of people work for me that I have inherited them and the person that they have worked for has said 'oh you might want to get rid of her' and they've turned out to be my shining stars. Its finding that thing that flicks their switch you know. (6:80)

My approach is also very much that people must learn and grow for themselves, you cannot force them you can give them some role modelling, some ideas and some coaching but people have to do it for themselves and they have to have to make mistakes and mistakes are good because that is how people learn, you have to allow a lot of freedom to followers and sometimes you have to, sometimes stand back and say, I see people are frustrated, I see people are getting irritated, and they just want to quit but this is where they have to be because they have to learn through this and that confusion is a good space to be in. (2:87)

First full time proper job, I was 20 and I finished my first degree and I started working when I was 21 a month after I turned 21 and my position was a lieutenant in the army which meant that I had to lead a team of about ten people. (2:119)

My approach is also very much that people must learn and grow for themselves, you cannot force them you can give them some role modelling, some ideas and some coaching but people have to do it for themselves and

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they have to have to make mistakes and mistakes are good because that is how people learn, you have to allow a lot of freedom to followers and sometimes you have to, sometimes stand back and say, I see people are frustrated, I see people are getting irritated, and they just want to quit but this is where they have to be because they have to learn through this and that confusion is a good space to be in. (2:88)

