# EXPLORING OF A SUCCESSION PLANNING FRAMEWORK FOR WOMEN IN THE SOUTH AFRICAN AVIATION INDUSTRY

By

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I, Confidence Lydia Hoffman, student number 9040676, hereby declare that the treatise for the degree of Master in Business Administration to be awarded is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for other qualification.

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# ABSTRACT

Women globally are seen as key contributors to the economic development and 'bottom-line' of businesses, but their presence and representation is still lacking in senior positions and the boardroom. Although after 20 years of democracy, the South African government has made significant progress towards empowering women in all spheres of business, inequalities and imbalances remain huge stumbling blocks. Embracing diversity and advocating gender equality makes business sense; this includes developing women as leaders through effectively implementing succession planning. Research shows that most companies have a succession plan document in place, but whether it is correctly implemented and effective remains to be investigated. A company's leadership and human resources management together need to create a robust succession planning framework which aligns the vision of the company and talent management.

The purpose of this research study was to determine the perceived success of succession planning for women in businesses in South Africa. The study's primary objective was to develop and explore a succession planning framework for women in the South African Aviation Industry. A detailed literature review was conducted on women in business, leadership and succession planning. A qualitative case study approach was used as the most appropriate research methodology for this study to test whether the six propositions developed by the researcher applied to this single case or not.

A questionnaire was developed to be used as a guide when interviewing the female respondents. The results were analysed and based on the findings, recommendations were made for further research. The main finding of this research was that the selected company lacks the correct implementation of the succession planning process. A possible solution to this issue would be the recruitment of a succession planning coordinator who has strong knowledge of the company's policies, procedures and culture to establish strategies to roll out the succession planning programme.

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# CHAPTER 1

# SCOPE OF THE STUDY

## 1.1 INTRODUCTION

French pioneer Henry Foyal (1845 – 1925), "was amongst the first to recognise and document the universal organisational need for succession planning" (Rothwell 2001, cited in Henderson, 2007:1). Succession planning's historical background dates back to the spiritual leaders of biblical times. This was evident when Joshua, the son of Nun, Moses' assistant, successfully succeeded as the ancient Jewish leader through faithful obedience to God. In the book of Deuteronomy, God gave specific instructions how the emerging generations of leaders were to be trained and prepared (Blackaby & Blackaby, 2001:278). Successors must be groomed and have the capacity to lead.

According to Fox (1967:16-17), the idea of the anthropological study of kinship is based on Business Succession Planning (BSP). BSP is critical for corporations: evidence in literature shows that little research has been carried out on its methods of application. Although BSP has not received much attention in the general management literature, future business planning for any corporation is a critical issue (Ip & Jacobs, 2006). BSP can be defined as the transfer of business from the incumbent to the successor as a result of retirement or resignation (Ip & Jacobs, 2006). Successful succession can be described as the process through which companies plan for future management transfer, which results in the continuation of business (Ip & Jacobs, 2006).

It has been proven many times that the sudden death, resignation or poor performance of the leader of listed companies can hurt investors. According to Zachariah (2014), Tata Motors shares dropped by approximately 6% in January 2014, a day after the news broke of the MD, Karl Slym's death. "Governance experts state that organisations

should be mindful of succession planning. It is not just about the leadership development process, but also a risk management exercise as it impacts the stock price" (Zachariah, 2014:1).

The primary focus of this study is succession planning for women. Katrina Crittenden, executive talent manager at IBM, states, "…succession planning should not be underestimated because it gives managers peace of mind to let people go elsewhere (within the organisation) filling the pipeline at all levels" (Russell, 2007). Greer and Virick (2008:353) note that "the future of many organisations is likely to depend on their mastery of diverse succession planning given that building bench strength among women and minorities will be critical in the competitive war for talent".

Statistics show that of the world's 1.3 billion poor people, nearly 70% are estimated to be women. This figure accounts for over 40% of the global labour force (unstats.org). The countries with the highest number of women in leadership are Latvia, Hong Kong, Botswana, Mainland China and Estonia; countries with the lowest number of women in leadership are the UAB, India, Argentina, Chile and Turkey (IBR, 2013). Elborgh-Woytek, Newiak, Kochhar, Fabrizio, Kpodar, Wingender, Clements and Schwartz (2013:4) state, "…of the 865 million women worldwide who have the potential to contribute more fully to their national economies, based on International Labour Organisation (ILO) data, 812 million live in emerging and developing countries". Gender equality and development of women are therefore important to enhance economic efficiency (Revenga & Shetty, 2012). Statistics (January 2014) shows that 22 of the 500 largest corporations in the world have female CEOs, including 4.4% of the largest US companies. A recent survey (IBR, 2013) revealed that there are not enough women CEOs in South Africa. According to Grant Thornton's 2014 International Business Report (IBR), women fill just over one quarter of top decision-making roles in South African businesses. The survey also revealed that only 15% of South African women are represented on boards compared with 19% globally and 26% in the BRIC (Brazil, Russia, India and China) economies. Despite this stagnant trend, there were no women in senior positions in 21% of the South African businesses surveyed for 2013. Statistics

thus indicate an urgent need for change: local businesses need to implement effective succession planning strategies to fill these gaps.  In 1991, Jack Welch, former CEO of General Electric, stated, "From now on, choosing my successor is the most important decision I will make. It occupies a considerable amount of thought almost every day."

## 1.2 PROBLEM STATEMENT

Effective leaders are needed in this rapidly changing world. Steering women forward can bring about powerful change in the global economy (Turley and Brooke, 2013:5). Women tend to face a cultural dilemma when they want to aspire to success (Piterman, 2008). Cultural dilemmas not only prevent organisations from maximising available talent, but also prevent women from reaching their full potential (JMD, 2010). There is a concern that not enough skilled, qualified workers are available to replace retirees or employees who leave the organisation due to inadequate career advancement. A finding in the 2012 Businesswomen's Association of South Africa (BWA) census shows that career advancement for women in South Africa is an urgent matter, and no longer an option (BWA, 2012). Literature directly related to BSP shows evidence which suggests that women are rarely considered as succession candidates (Ip & Jacobs, 2006).

The study investigated what factors influence the perceived success of succession planning for women in a selected company in the South African Aviation Industry. Potential factors are as follows:
- How does the organisational culture affect women's leadership opportunities?
- Do women get the same recognition as men for their contribution to the business?
- Do women lead differently from men?

## 1.3 RESEARCH METHODOLOGY

### 1.3.1 Primary Objectives

The primary objective of this study was to explore a succession planning framework for women in a selected company in the South African Aviation Industry. The study assessed management succession in a corporate business in South Africa to establish how this business could ensure the successful transfer of leadership from incumbent to successor. The aim of the study was to determine the perceived success of succession planning for women in businesses in South Africa.

### 1.3.2 Secondary Objectives

To address the primary objective of the study, the following secondary objectives were identified:

- To determine what strategies the literature revealed would increase the representation of women in organisations.
- To develop a theoretical model to be used as a guideline to propose the variables that plays a role in the development of successors in corporate businesses.
- To empirically test how organisational implementation of succession planning in the Aviation Industry complies with the proposed theoretical model and guidelines developed in the framework of this research.
- To determine variables that ensured the correct implementation of the theoretical model.
- To determine what was needed to maintain sustainable and successful succession planning, once implemented.
- To conduct a second literature review on the perceived success of succession planning.

- To design a questionnaire for the interview process that was administered to management within the selected company in the Aviation Industry based on the guidelines in the proposed theoretical model for perceived success of succession planning.

### 1.3.3 Research Questions

- Do women want to be involved in succession planning?
- Are women underrepresented in senior leadership roles?
- Are women given an opportunity to succeed?
- What actions can women take to exert greater control over their career success?
- What steps can the company take to promote the advancement of women?

## 1.4 PROPOSED THEORETICAL MODEL AND PROPOSITIONS

The literature study revealed that several factors influence the perceived success of succession planning for women in business. A succession plan must be correctly implemented and executed, ensuring successful leader transition to minimize the risk of damage to the business if problems are not investigated and solved (Workforce, 2013). A theoretical model (refer to Figure 1.1 below) was developed to test the dependent and independent variables that affect perceived succession planning for women in organisations.

**FIGURE 1.1: PROPOSED THEORETICAL FRAMEWORK OF PERCEIVED SUCCESS OF SUCCESSION PLANNING FOR WOMEN IN THE AVIATION INDUSTRY**

**Independent Variables**

**Dependent Variable**

Organisational Culture

$P^1$

Diversity Climate

$P^2$

Leadership Development

$P^3$

Career Development

$P^4$

Mentoring

$P^5$

Communication

$P^6$

Perceived Success Of Succession Planning
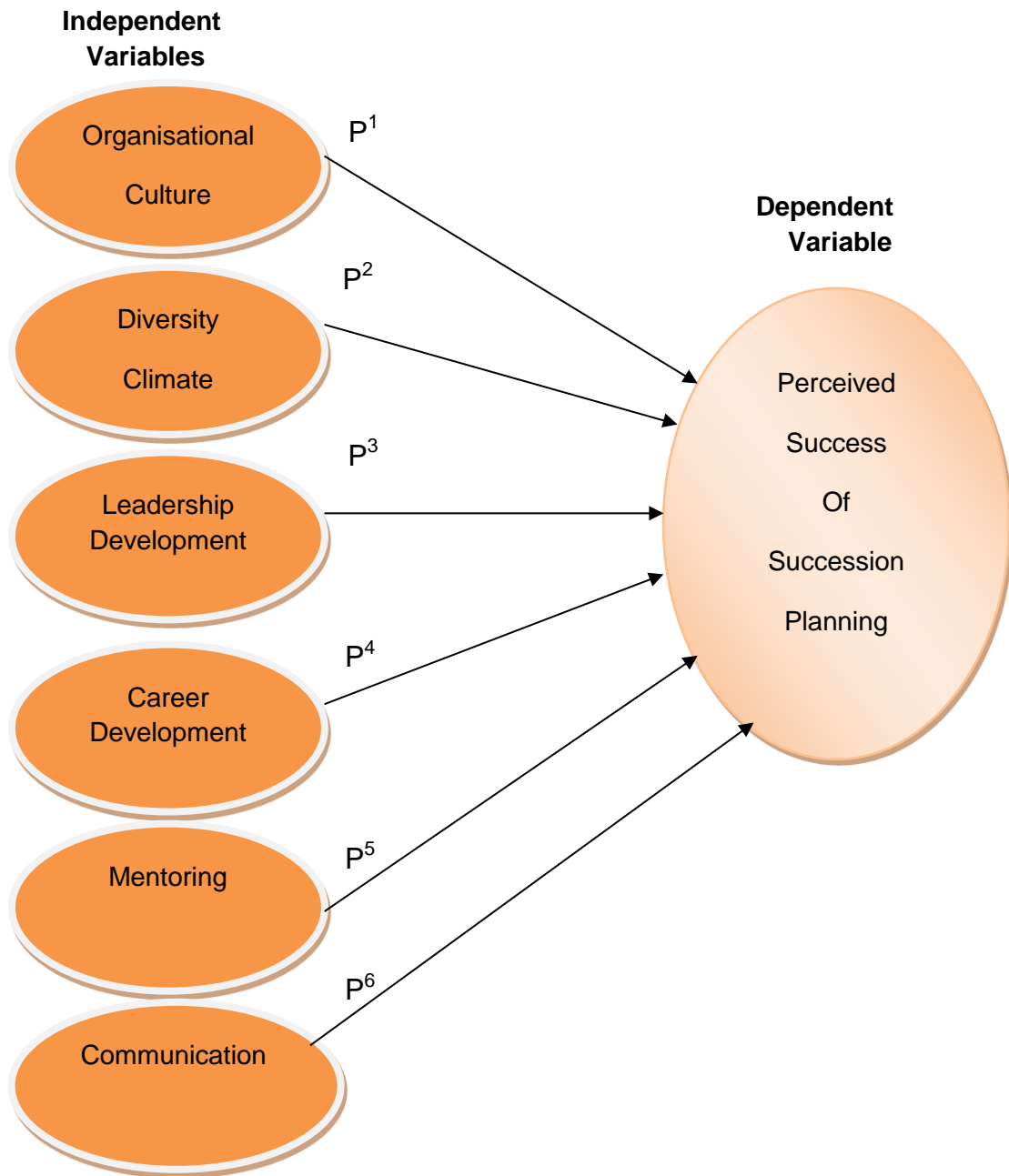
**Source: Researcher's Own Construction (2014)**

### 1.4.1 Propositions

P[1]:    There is a positive relationship between the organisational culture of the selected company and the perceived success of succession planning for women in the Aviation Industry

P[2]:    There is a positive relationship between the diverse climate of the selected company and the perceived success of succession planning for women in the Aviation Industry.

P[3]:    There is a positive relationship between leadership development in the selected company and the perceived success of succession planning for women in the Aviation Industry.

P[4]:    There is a positive relationship between career development in the selected company and the perceived success of succession planning for women in the Aviation Industry.

P[5]:    There is a positive relationship between mentoring in the selected company and the perceived success of succession planning for women in the Aviation Industry.

P[6]:    There is a positive relationship between communication in the selected company and the perceived success of succession planning for women in the Aviation Industry.

### 1.5 CONTRIBUTION OF THE STUDY

This study attempted to contribute to the body of knowledge on women in the selected company in the South African Aviation Industry by identifying a number of factors that influence succession in business. Addressing challenging succession issues successfully makes good business sense, and will strengthen the performance of corporate businesses in the global economy and contribute to the social wellbeing of the South African community.

## 1.6 DEFINTION OF CONCEPTS

### 1.6.1 Succession planning (SP)

Dessler (2000) comprehensively defines succession planning as the process of ensuring a supply of current and future key job successors, managing individual careers by optimizing the organisation's needs and the individual's aspirations. Butler and Roche-Terry (2002) explain succession planning as "an on-going process that aligns an organisation's business goals and human capital needs, ensuring enterprises can keep pace with changes to the business, industry and the overall marketplace". Rothwell (2001:29) defines succession planning as "a deliberate and systematic effort by an organisation to ensure leadership continuity in key positions, retaining and developing intellectual and knowledge capital for the future and encouraging individual advancement. More recently Rothwell (2010) defined succession planning as "a means of identifying critical management positions, starting at the levels of project manager and supervisor and extending up to the highest position in the organisation".

### 1.6.2 Organisational Culture (OC)

Organisational culture is defined from different perspectives and there seems to be no standard agreed upon in the literature. Schein (1990:111) defines it as "a pattern of basic assumptions that a group has invented, discovered or developed in learning to cope with its problems of external adaption and internal integration, and that have worked well enough to be considered valid, and taught to new members as the correct way to perceive, think and feel in relation to those problems". A simple definition of OC is "the shared values and norms of the organisation's members" (Kim, Lee & Yu 2004:341).

Den Hartog and Verburg (2004:58)) define OC as a "set of core values, behavioural norms, artefacts and behavioural patterns which govern the way people in organisations interact with each other and invest energy in their jobs and the organization at large".

### 1.6.3 Diversity Climate (DC)

Recent research by Gelfand, Nishi, Raver, and Schneider (2005:104) defines diversity climate as "employees' shared perceptions of policies, practices and procedures that implicitly and explicitly communicate the extent to which fostering and maintaining diversity and eliminating discrimination is a priority in the organisation". Several authors define DC as "collective perceptions of the extent to which an organization is viewed as having fair employee policies and integrates under-represented individuals into the work environment" (Virick & Greer, 2012:577). Gonzalez and DeNisi (2009) cited in Virick and Greer (2012:577) found that DC "enhanced the positive relationship between gender diversity and unit productivity and profitability".

### 1.6.4 Leadership Development (LD)

Leadership can be defined as the ability to inspire confidence and support among the people who are needed to achieve organisational goals (DuBrin, 2010). Groves (2007) defines institutional leadership development as planned and systematic efforts to improve leadership quality. Research done by Amagoh (2009:989) found that leadership is "…a process of influence toward the accomplishment of objectives". Several authors, according to Amagoh (2009:989), found that "leadership generally focuses on the dyadic relationship between a leader and follower, but not on what conditions need to be in place for effective leaders to emerge or to be developed".

### 1.6.5 Career Development (CD)

Earlier research by Super (1980) found that career development was continuous and irreversible progress. Aryee and Leong (1991) cited in Lee and Chen (2012) define career development as work-related values that reflect the preference of a person with regard to employment type, performance standard and job contentment.  CD is a lifelong process of personal development and managing work experience within or between organisations (Businessdictionary, 2013). New skills training, higher position responsibilities, and making a career change within or away from the organization are all part of career development.

### 1.6.6 Mentoring

According to Bloomberg (2014), the origin of mentoring is Greek: "Mentor was a friend to whom Odysseus entrusted the education of his son, Telemachus". A simple definition of mentoring is advising, counselling and guiding the mentee (junior) through tutoring and coaching while providing emotional support. Werner (2011:373) states that "coaching and mentoring are essentially a process of self-discovery, skills development and adjustment in the workplace through insight and reflection under the structured guidance of an experienced leader". Mentoring is also defined as the process that supports learning development, improving the performance of the individual, team and organization (Parsloe & Wray, 2000).

### 1.6.7 Communication

According to Markaki, Sakas and Chadjipantelis (2013), communication management and employees' career development are related and directly affect employees' evolution, their development, career prospects and the success of the organisation's

strategic targets. Markaki et al (2013) emphasise that "the communication process influences not only the way management works, but also the way employees understand their role in an organisation, the commitment and expectation they have". To overcome gender/workplace diversity among employees and stakeholders, a communication plan needs to be developed to share the company's vision, strategy and action plans (World Gender Equity Agency, 2012).

## 1.7 RESEARCH DESIGN AND METHODOLOGY

### 1.7.1 Research Design

The point of departure for the research design was to determine the research paradigm. Many paradigms are used to guide research, according to Collis and Hussey (2009); the two main research paradigms are positivism and interpretivism. The positivist paradigm, which uses a quantitative method, originated in natural sciences, whereas the interpretivist or phenomological paradigm that uses a qualitative method, developed as a result of criticism of positivism (Collis & Hussey, 2009). The two paradigms can be differentiated as follows.

- Positivism – Produces quantitative data which is precise and objective. The paradigm tends to use large samples and is concerned with testing a hypothesis. Its result is highly reliable, but its validity low.
- Interpretivism – Produces qualitative data which is rich and subjective. The paradigm tends to use small samples and is concerned with generating theories. The findings it produces are unreliable, but the validity high.

Positivistic research uses a deductive process to provide theories that are explanatory, whereas interpretivist research involves an inductive process which focuses on exploring the complexity of the case. The purpose of this study was to explore succession planning within the selected company in the Aviation Industry, a topic not researched before. Therefore, the research was exploratory with the view to gain an

interpretive understanding, and falls within the interpretivist paradigm (Collis & Hussey, 2009).

**1.7.2 Method**

A method is a technique for collecting and analysing data (Collis & Hussey, 2009). The following methodologies are associated with positivism.

- Experimental studies – A methodology to investigate the relationship between two variables in different contexts to see the relationship between them.
- Surveys and longitudinal studies – Popular in positivist study, but can also be used in interpretivist study. Surveys can be used to collect either primary or secondary data from a sample and statistically analyse the data, whereas longitudinal studies involve the investigation of variables over an extended period of time.
- Cross –sectional studies – A methodology to acquire data simultaneously on variables in different contexts.

The following methodologies are associated with interpretivism.

- Hermeneutics – Focuses on interpreting and understanding ancient text.
- Ethnography – A methodology to study human cultures and relationships, using information obtained socially to understand and witness their behaviour.
- Participative enquiry – A methodology that involves data collection and analysis from own group or organisation.
- Action research – A methodology applying change management in a semi-controlled environment.
- Case study – A methodology that explores a single case to obtain an understanding using different methods.
- Grounded theory – A methodology that uses logical procedures to develop an inductively derived theory about the case.

When considering a case study approach, the researcher must take the following points into consideration (Yin, 2003): (i) the study focus is on how and why questions, (ii) the respondents' behaviour cannot be manipulated, (iii) context is taken into account because it is believed to be relevant to the phenomenon under study and (iv) there are no clear boundaries between the phenomenon and the context. Yin (1989:14-23) defines a case study as a research strategy that empirically investigates a contemporary phenomenon within its real live context, and adds that "the distinctive need for case study research arises out of the desire to understand the complex social phenomena". Implementing the case study, propositions are used which form the foundation of the proposed theoretical model. Each proposition has a distinct focus and purpose which guides the data collection, and determines the direction and scope of the study (Miles & Huberman, 1994; Stake, 1995, cited in Baxter & Jack, 2008). According to Yin (1994), the case study components should be designed in such a way that they provide a link between the collected data and the conclusion.

For this research, a case study approach was used which involved conducting interviews with management in the selected company of the Aviation Industry. The aim was to determine the perceived success of succession planning for women. This will provide the leadership and the successor with practical guidelines to improve their current succession planning model, which appears to be fragmented.

### 1.7.3 Sampling Design and Data Collection

The population in this case study were the top management of the selected company in the South African Aviation Industry., Three senior managers and two middle managers were interviewed. A questionnaire was designed for the interview process. The format of the questionnaire took previously designed questionnaires into consideration and incorporated information obtained from literature. Personal interviews were used as a primary data source and documentation from respondents, such as the company's annual report, was used as a secondary data source. The response from this process

served as the primary data source for the case study.  The data collected was analysed for barriers determined to be specific to the perceived success of succession planning for women in business. Pattern matching, linking data to propositions, explanation building, time-series analysis, logic models and cross-case synthesis are all analysing techniques according to Yin (2003). For the purpose of this case study, data analysis was conducted by linking the collected data with the six propositions from the theoretical model. Yin (2003) proposes a practice of returning to the propositions during data analysis, giving the following reasons:

- Attempting to analyse data that is outside of the research question's scope, leads to a focused analysis.
- Exploring rival propositions attempts to provide an alternative explanation of the phenomenon
- Engaging in this analysis process increases the confidence level of the findings, and addresses the number of propositions by means of acceptance or rejection.

The confidentiality and anonymity of all respondents were guaranteed. The anonymity means that participants will not be identified with any views they expressed. Open and honest response is hereby encouraged. Confidentiality guarantees that the disclosure of any sensitive information will not be traced to the participant (Collis & Hussey, 2009).


### 1.7.4 Measuring Instrument


A case study approach best suited this research. The measuring instrument used consisted of items taken from similar researched instruments, and self-generated items. The researcher used an exploratory factor analysis on all items, identifying the unique factors in the data. Interviews were conducted with top-level management. A research questionnaire was developed for the interview process. Collis and Hussey (2008:195) suggest that the researcher/interviewer must ask the permission of the respondent to record the interview by means of an audio recorder. The interviews was recorded and transcribed. The response from the interview process served as the primary data source

for the study. The collected data from the qualitative approach used, was interpreted. According to Baxter and Jack (2008), in order to ensure the validity of the measuring instrument, the following basic key elements must be integrated into the study design to enhance the overall study quality:

- The case study research question must be clearly written, propositions must be provided and questions substantiated;
- The case study design must be appropriate for the research questions;
- Sampling strategies must be appropriate for the case study;
- Collected data must be managed systematically; and
- Data must be analysed correctly.

## 1.8 OUTLINE OF THE STUDY

### Chapter 1: Scope of the study

Chapter one provides the introduction, problem statement, proposed theoretical model, research design and methodology and defines certain concepts. The introduction touches on the historical background of succession planning and presents statistics concerning representation of women in leadership positions. The research methodology includes the primary and secondary objectives of the study. The theoretical model consisted of one dependent and six independent variables. Each variable's concepts are explained briefly.

### Chapter 2: Literature review on perceived success of succession planning

Chapter two provides an overview of the relevant literature on the perceived success of succession planning for women in business in developed and developing countries. The chapter describes the business succession process and its variables in detail.

**Chapter 3: Methodology of the study**

In this chapter, the methodology of the study is discussed. This includes the research approach (paradigm), the sample, measuring instruments and data analysis procedures. The sample comprised five participants, three of whom were Senior Managers and two Middle Managers. The measuring instruments used were personal interviews, questionnaires and tape recordings.

**Chapter 4: Findings**

Chapter four provides the data gathered during the face-to-face interview process, findings of the research conducted and the interpretation of the findings. Similar responses are grouped together and differences are reported individually.

**Chapter 5: Conclusion and recommendations**

Chapter five reports on the conclusions, makes recommendations, defines the limitations of the research and highlights areas for future research.

**CHAPTER 2**

**LITERATURE REVIEW ON PERCEIVED SUCCESS OF SUCCESSION PLANNING FOR WOMEN IN BUSINESS**

**2.1 INTRODUCTION**

The previous chapter explained the problem statement and research methodology, introduced the proposed theoretical model, defined the selected variables and outlined the study. This chapter provides an overview of the relevant literature on the perceived success of succession planning for women in business in developed and developing countries. The dependent and independent variables are discussed in detail. The chapter concludes with a review of the business succession process.

Many organisations are facing challenges as 'baby boomers' retire and 'torch-passing' takes place in the corporate world (Moskal, 2008). The baby boomers, known for their corporate loyalty and strong work ethic, will be succeeded by generations X and Y. The question that arises and poses a challenge for many organisations is how the generational shift will be handled. According to Abdulwaheed (2013), a lack of succession planning in South Africa has contributed to failure to take advantage of diversity, to ensure business continuity and growth, leadership development and planning. A systematic, talent-retention succession planning process will be required to manage these challenges (Moskal, 2008).

## 2.2 A GLOBAL PERSPECTIVE – WOMEN IN BUSINESS IN DEVELOPED AND DEVELOPING COUNTRIES

According to Burke (2000), a dramatic positive change in the number of women pursuing professional and managerial careers has been noticed over the past two decades. However, women are still failing to move into the ranks of senior management positions despite gaining the necessary academic qualifications and increased experience in both private and public sector organisations in all developed and developing countries (Davidson & Burke, 2000). Focusing on the private sector, IFC, a member of the World Bank Group, uses a women-targeted approach that characterises women as leaders, entrepreneurs, employees, consumers and stakeholders, who when empowered, influence economic decisions in their immediate surroundings (World Development Report, 2012). A recent trend, according to Davidson and Burke (2012), is that women continue to enter business in all developed countries. Since economies became industrialised, the service, public and non-profitable sectors have grown and created new opportunities for women. Irrespective of this trend, Barreto, Ryan and Schmitt (2009) argue that there is slow progress in many countries towards advancing women in business. Research (e.g. Adler & Izraeli, 1988; Davidson & Burke, 2004; Wirth, 2001) found that women continue to be 'side-lined' in all developed countries, even after obtaining the necessary experience for advancement. The worldwide economic recession played a big role in the loss of part-time jobs in countries like the UK and US, as well as in the full-time sector: women in the UK lost 68,000 jobs compared with men (12,000) (Office for National Statistics, 2009). Lubin (2009) argues that the recession has slowed the promotional rate of both men and women in many industries, prioritising the retention of future leaders in organisations.  Davidson and Burke (2012) point out that organisations should therefore develop women and use their talents because it makes business sense.

Catalyst (2007) reports that in Japan only 0.8% of CEOs are women compared with 10% in the UK, that is, less than 10% of managers in Japan are women versus 43% in the UK. These statistics indicate a severe talent shortage in Japan. A solution to this

talent shortage would be to develop and advance women to fill the gap (Davison & Burke, 2012). In the US, half of the workforce is women; the US has been named the "female nation" to emphasise the change women bring to the society (Shriver, 2009). Silverstein and Sayre (2009a, 2009b) point out that "women are becoming an increasing economic force in terms of their purchasing influence and power'. Shriver (2009) argues that this is because more women are working and earn more money than their husbands/partners. Deloitte (2013:2) reports that almost 70 percent of women account for car purchasing decisions. According to Silverstein and Sayre (2009a, 2009b), in the USA women earn about $11 trillion and control $20 trillion of consumer spending annually in areas like home furnishing, vacations and automobiles, and this figure will increase in years to come.

Recent research by The Deloitte Global Centre for Corporate Governance (2013) notes that some governments have legislated quotas because not enough appropriately qualified women are present in the boardrooms of the world's largest companies. Heather McGregor, CEO of Taylor Bennett, does not support quotas, doubts that they can bring any change and believes that "Women can and should be appointed because they are well-qualified candidates, and not because of their gender" (Deloitte report, 2013). Although Norway, a high-profile country that has adopted quotas, now boasts 40% women at board level, their figure for the number of women progressing up the executive 'pipeline' has not improved. Norway has fewer women senior executives and CEOs than the European average (Deloitte report, 2013). The impetus for change has come from governments and legislators, with the exception of groups like the 30% Club in the UK and the 30% Coalition in the US (Deloitte report, 2013). Table 2.1 below shows how the number of women on boards in senior management positions has improved since 2010, and how the combination of initiatives has improved the number of women appointments onto the board.

**TABLE 2.1: WOMEN ON BOARDS OR IN SENIOR MANAGEMENT POSITIONS**

| COUNTRY | GENDER QUOTAS FOR WOMEN ON BOARDS | WOMEN SERVING ON BOARDS OF A SAMPLE OF LISTED COMPANIES (%) | INITIATIVES |
|---|---|---|---|
| **ASIA - PACIFIC** | | | |
| AUSTRALIA | None | 13.8 | Establish objectives to achieve gender diversity. |
| CHINA | None | 8.5 | Gender equality not a key concern in the workplace. |
| HONG KONG | None | 9.4 | Policies and practices on diversity should address gender diversity. |
| INDIA | At least 1 women director to 3 men directors | 5.2 | Corporate governance efforts to introduce diversity, introducing women on boards |
| MALAYSIA | 30% women representation in boardrooms | 7.3 | Implement succession plan to represent women at the management and board level. |
| NEW ZEALAND | None | 13.7 | Introduce diversity policies, guidelines and goals to promote women to boards. |
| SINGAPORE | None | 7.0 | Facilitate women's advancement to represent senior management in boardrooms. |
| **AMERICAS** | | | |
| BRAZIL | Inclusion of compulsory quotas, at least 40% by 2022 | 4.2 | Gender diversity to be implemented on the corporate governance agenda. |
| CANADA | 20% of each gender by 2015/6 | 13.1 | Advisory council to help increase the percentage of women's representation. |

| | | | |
|---|---|---|---|
| UNITED STATES | None | 12.6 | The 30% Coalition initiative (to expedite the diversification of corporate boards) strives to raise women's representation to 30% by 2015. |
| **EUROPE, MIDDLE EAST AND AFRICA** | | | |
| **EUROPEAN PROFILE** | | | |
| AUSTRIA | 25% women representation, increasing to 35% by 2018 | 10.8 | The corporate governance code focuses on increasing the number of women on executive and supervisory boards. |
| BELGUIM | One-third male and one-third female present | 9.4 | Establishing a promotional programme to represent women on boards, through coaching initiatives and the public database of male and female director candidates. |
| DENMARK | At least a 40/60 split gender equality | 15.6 | Adopt a policy to increase the underrepresented gender on management boards |
| FINLAND | Both genders equally represented | 26.4 | The current self-regulation of women board members works better than the quotas. |
| FRANCE | The proportion of women and men directors should not be below 40%, meaning when board has 8 or less directors, the difference between each gender should not more than two. | 22.5 | To drive a long-term gender landscape change, France must consider gender in medium size companies also. |
| GERMANY | None | 12.9 | Taking diversity into consideration, DAX 30 companies pledge to promote women, outlining a quota to increase women to 30% on |

| | | | boards. |
|---|---|---|---|
| GREECE | One third | 7.3 | Inform, sensitise and mobilise Greek business on equal opportunities policies, promoting good practices, signing an updated signed Memorandum Collaboration. |
| ITALY | At least one fifth of elected members, increasing to one third after directors' first term | 4.5 | New rules enforce companies to change statutes, ensuring gender balance. |
| NETHERLANDS | Requires at least 30% male and female by 2016 | 13.1 | The Dutch corporate governance requires specified profile objectives pursued by the board in respect of diversity. |
| NORWAY | Each gender must represent at least 40% of directors | 36.3 | Successful use of legal instruments, increase female board representation showing a positive effect on diversity. |
| SPAIN | Recommends up to 40% of all board seats | 10.2 | The regulator recommends women with business backgrounds should be considered for directors' posts. |
| SWEDEN | The company should strive for equal gender distribution | 26.4 | A National Women's entrepreneurship programme initiated by the Swedish Agency for economic and Regional Growth, focussing on stimulating employment levels and economic growth, increasing the representation of females at the top of business. |
| UNITED KINGDOM | None | 10.7 | The 30% Club aims to stimulate debate to diversify boards and track progress towards a 30% target of women on boards by 2015. |
| | | | |

| MIDDLE EAST AND AFRICA | | | |
|---|---|---|---|
| ISRAEL | Equal gender representation | 14.2 | The legislation ensures both genders are represented on boards, including financial experts. |
| SOUTH AFRICA | At least 50% participation and representation of women | 17.4 | The BBBEE Act of 2003 focusses on the increase of black women with access to economic activities, infrastructure and skills training |
| **Source: Adapted from GovernanceMetrics International, Women on Boards Survey (2012)** | | | |

BBBEE =Broad-based Black Economic Empowerment

With regard to the proportion of women in senior management positions globally, results from the Grant Thornton International Business Report (IBR) 2014 (refer to Fig 2.1 below) show that less than a quarter (24%) of these roles are held by women (King & Lagerberg, 2014).

| **FIGURE 2.1: WOMEN IN SENIOR MANAGEMENT POSITIONS GLOBALLY** |
|---|
|  |
| **Source: Adapted from Grant Thornton IBR (2014)** |

Proportion of women in senior management globally

| 19% | 24% | 24% | 20% | 21% | 24% | 24% |
|---|---|---|---|---|---|---|
| 2004* | 2007 | 2009 | 2011 | 2012 | 2013 | 2014 |
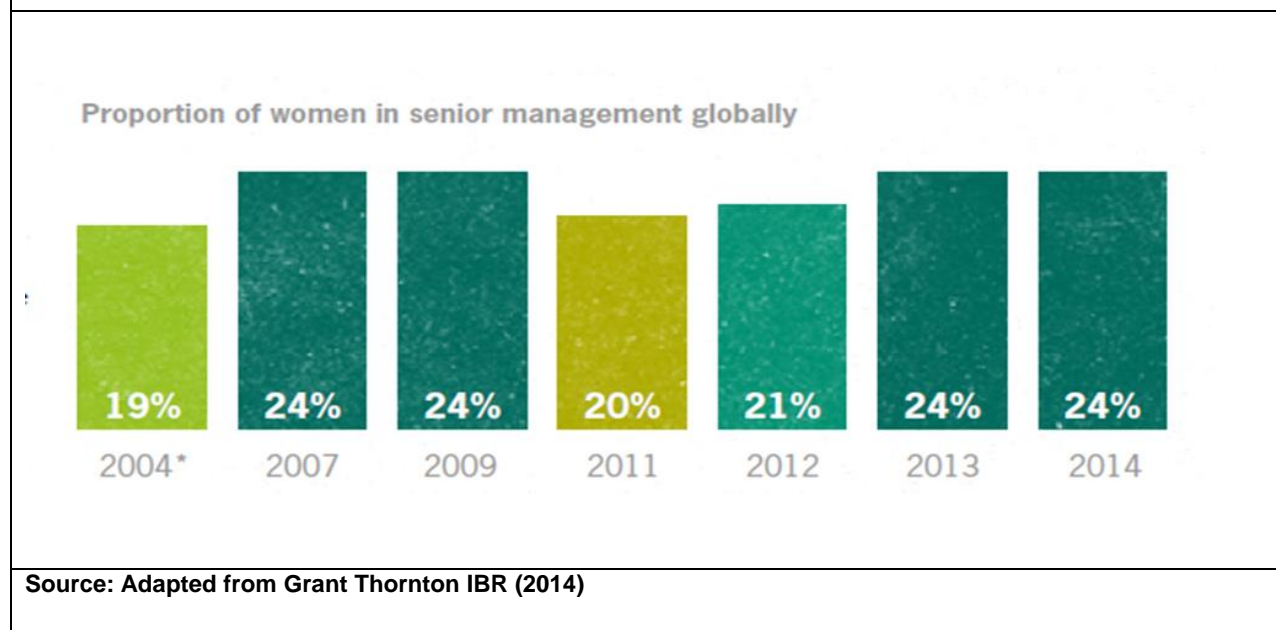
The data in Figure 2.1 depicts a stagnation of women represented in senior roles globally since 2007. "The paucity of women on boards around the world suggests that

quotas may need to be introduced to produce the 'step change' required to get women on an equal footing with men in terms of access to the most senior positions in companies" (King & Lagerberg, 2014).

## 2.3 WOMEN IN BUSINESS LEADERSHIP IN AFRICA AND SOUTH AFRICA

"According to the World Economic Forum (WEF) that uses the Global Gender Gap Index (GGGI) to determine the scope of gender inequalities, South Africa is ranked 9th in the world in terms of political empowerment" (Ndinda & Okeke-Uzodike, 2012). South Africa has achieved about 45% of women political leadership (Potter, 2009). South Africa's GGGI is ranked 12th, which outperforms the USA (ranked 19) and Uganda (ranked 42). Notwithstanding, the WEF (2010) argues that South Africa's performance in economic participation and opportunity is below average and worse, compared with these countries (Ndinda & Okeke-Uzodike, 2012). Makoro (2007), Phendla (2008), Mogadime, and Mentz and Armstrong (2010) argue that although there is an abundance of scholarly literature on women in political leadership in South Africa, research reveals that there is a scarcity of literature on women's participation in business leadership (Nkomo & Ngambi, 2009 cited in Ndinda & Okeke-Uzodike, 2012). Ndinda and Okeke-Uzodike (2012:128) suggest that to "redress women's absence in business leadership, intersectionality needs to be grounded, among other theoretical perspectives, in order to fully comprehend multi-layered forms of domination, seeking contextually relevant, dynamic and empowering solutions".

The Labour Relations Act (1995), Basic Conditions of Employment (1997), Employment Equity Act (1997) and Broad-based Black Economic Empowerment (2003) are regulations and policies that have been implemented to ensure fairness and equality for all. Ndhlovu and Spring (2009) argue that "although apartheid laws, affirmative action and the enactment of equity legislation lead to some increases in black- and women-owned businesses, the continued skewed distribution of businesses in favour of white males stems from historical and cultural factors". Table 2.2 shows a gender analysis of

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top management in the South African workforce for all employers (Ndinda & Okeke-Uzodike, 2012).

| TABLE 2.2: SENIOR MANAGEMENT BY RACE AND GENDER | | | |
|---|---|---|---|
| Race | Male (%) | Female (%) | Total (%) |
| African | 13.5 | 6.5 | 20 |
| Coloured | 4.3 | 2.1 | 6.4 |
| Indian | 6.6 | 2.5 | 9.1 |
| White | 46.3 | 15.6 | 61.9 |
| Foreign | 2.1 | 0.5 | 3.6 |
| Total | 72.8 | 27.2 | 100 |
| **Source: Adapted from CEE (2010). The 10th Annual Report. Pretoria: Department of Labour** | | | |

Table 2.2 above shows that white men and women dominate in senior management positions. As can be noticed, the proportion of white women (15.6%) is more than double that of African women (6.5%). Overall, males dominate professional management positions. The percentage of African males is also higher than that of African females. Compared with white women, African women remain absent at senior management level; hence the glass ceiling concept can also be used to understand the position of black African women (Williams, 1992). Taking diversity into account, strategies need to be implemented to fast-track women's advancement into these professional positions. Ultimately the idea is to achieve proportional representation (Ndinda & Okeke-Uzodike, 2012).

## 2.4 VARIABLES

### 2.4.1 Succession Planning

Rothwell (2001:29) defines succession planning as "a deliberate and systematic effort by an organisation to ensure leadership continuity in key positions, retain and develop

intellectual and knowledge capital for the future, and encourage individual advancement". Rothwell (2001) emphasises that succession planning is most effective when the succession planning policy is written with a clear foundation to communicate and establish career paths, facilitate development and training, and create a broad human resources planning system. In modern organisations, several views endorse the value of succession planning. Senior leaders are aware that having the right people in the right place at the right time is of utmost importance for the continued survival of an organization (Rothwell, 2001:8). Succession planning is needed to cultivate the right talent to meet the daunting challenges organisations face relating to growth, globalization and competition (Henderson, 2007). Hensley (2013:3) states, "…..the purpose of succession planning is to ensure a smooth transition of leadership and maintain a clear organisational direction that supports the philosophy, strategic initiatives, and values of the organisation".

There is evidence in earlier studies that leadership succession planning and its implementation often fail: one of the contributing factors is the reluctance of CEOs to vacate their positions (Abdulwaheed, 2013). According to Hensley (2013), outgoing organisational leaders need to continue to implement process improvements that will grow the organisation, thereby supporting the successor.

### 2.4.2 Business Succession Planning (BSP)

The key difference between family and non-family businesses is that family businesses generally favour personal, relationship-centered approaches to successor development, while non-family businesses prefer a more formalized, task-oriented development approach (Ip & Jacobs, 2006). One likely advantage of BSP in business organisations is that informed decisions can be made, unlike in family businesses where certain biases towards family members occur. Ip and Jacobs (2006:332) argue that "non-family succession draws attention to a plethora of issues grounded in the general management literature including organisational change, organisational learning, ethics

and procedures, leadership, shareholder / stock market reaction to CEO succession announcements, ideological influences of the outgoing CEO, and a vast collection other prescriptive viewpoints". These issues suggest the need for a clear understanding of the business succession planning purpose and a precise definition of the business' future aspirations (Ip & Jacob, 2006). The continued prosperity and transformation of a business will be directed by the succession plan, current management and the eventual successor. The three essential elements that play a critical role in the business succession planning are

- **Legal** – Depending on the type of business (small unincorporated or large incorporated), the Co-operatives (2003) provides a good outline of the legal obligations of business transfer in the United Kingdom. Various legal considerations must be kept in mind with the business transfer between exiting and incoming owner. Legal procedures include the complexities of the transfer process of assets through monetary payment to the outgoing owner − to intricate planning of share transfers (Ip & Jacobs, 2006). The following legal key areas, although aimed at European businesses, cover issues relevant to BSP. Firstly, transferring and changing the legal form of the business includes partnership, limited and public limited company, and tax changes due to transfer/conversion. Secondly, the legal continuity of the business can be insured through the national schemes promoting succession, retaining the business build-up by the business, based on legal and contractual agreement, establishing a business continuity trust and use of family and business agreements (Ip & Jacobs, 2006:333).

- **Finance** – According to Ip and Jacobs (2006), in a study done by File and Prince (1996), a salient distinction can be drawn between succession and estate planning. Although it is imperative for organisations to deal with psychological and managerial issues, organisations engaging with succession planning must be aware that the transfer of tangible or financial assets, according to File and Prince (1996), can determine the actual success or failure of succession (Ip & Jacobs, 2006). The two key elements of financial concern affecting the succession process are (i) the valuation of the monetary worth of the business in

the event of a possible sale and (ii) methods of raising adequate finance for the process (Ip & Jacobs, 2006:333). The business valuation acts as a guide to the business' worth, rather than a purchasing price (Hawkey, 2002) cited in Ip and Jacobs (2006). The valuation process is essential for both the incumbent and the successor, and should therefore be dealt with by the financial professionals, as it is not a straightforward matter. Considering the many impediments involved during valuation, businesses should first identify those factors that undermine its value and determine how they can be resolved (Ip & Jacobs, 2006:334).

- **Tax** – According to Ip and Jacobs (2006), the most important financial component a company has to consider are the fiscal matters when preparing for business transfer. Capital gains tax, threshold/allowance/reduced rates, value added tax, and other taxes such as stamp duties and registration tax, gift/inheritance tax and double taxation all differ in international variation, and have an effect on succession..

## 2.4.3 BSP PROCESS

Figure 2.2 below depicts the general structure of the BSP process, which consists of three stages. Ip and Jacobs (2006) reiterate that the BSP process generally takes between three and 10 years, and that the successor adjustment period may take from 12 to18 months to reach full productivity.

**FIGURE 2.2: GENERAL STRUCTURE OF THE BSP PROCESS**

Considering BSP issues and barriers

| Psychological and business | Legal | Finance | Tax |

**Stage 2**

Development of succession Plan

| Antecedents | Events | Consequences |
|---|---|---|
| Pre-succession company valuation and assessment | Leadership development | Post-succession company performance |
| Nature of current CEO Departure | Job and person specification | Stock-market reactions |
| Current owner CEO characteristics | Successor characteristics | Leadership evaluation |
| | Finding a suitable successor | |

**Stage 3**

Application methods

| Antecents | Events | Consequences |
|---|---|---|
| Business valuation and assessment | Leadership training | Leadership, job and person evaluation |
| Determine exit options | Job and person assessment | Analyse business performance profitability |
| Evaluate commitment and potential of successors | 180-360 degree feedback/ sociometry | Analyse stock market performance |
| | Benchmarking | |

**Successor adjustment period – may take from 12-18 months to reach full productivity**

**Source: Adapted from Ip and Jacobs (2006)**

## 2.4.3.1 Stage 1: Consideration of BSP issues and barriers

Possible reasons for succession failure are the absence of strategic goals, a lack of involvement by the CEO, poor business performance, and a failure to develop appropriate training and personal initiatives (Friedman, 1986; Perry, 1985; HR Focus, 2001; Martin et al, 2002; Hutton, 2003; Karaelvi & Hall, 2003; Miller et al, 2003). HR Focus (2003) considers the following shortcomings as mostly applicable.

- Lack of resources and BSP cost
- Work demands
- Overcoming resistance and company politics
- The need for performance management.

## 2.4.3.2 Stage 2: Development of the succession plan

The development of the succession plan depends on the size of the plan and the audience targeted. During the BSP process summarised by Pitcher et al (2000), the plan consisted of antecedents, events and consequences. The current business must be assessed in order to determine its appropriateness (antecedent). Ip and Jacobs (2006) suggest that companies need to assess their current position and the characteristics of the business, and weigh the best exit option. Detailed plans need about three to 10 years to develop before the incumbent is likely to leave because it can take anything from 12 to18 months for the new manager to become accustomed to the new working environment. Leadership development seems to be the one area that needs extensive attention (event). The events that need to take place are (i) look at successor characteristics (ii) find the suitable candidate to fill position and (iii) develop successor according to the job description. Approaches must be implemented to identify leaders that fit the job profile and a suitable successor must be found for the position. Considerations to take into account are how the company will perform after the

succession, the reaction of the stock market with the announcement of the new leader, and assessment of the leadership whether individually or as a holistic process. Co-Operatives (2003) points out that thorough plans require time to be developed; if plans are needed, they can be drawn up in approximately 20 weeks. There is no specific requirement for a succession plan; it depends on whether it is suitable for the particular company.

### 2.4.3.3 Stage 3: Application Methods

Antecedents – Before applying the business succession plan, assessment methods that measure the business objectives, assets, skills and expertise must be applied. Define the options (exit strategy) for the CEO's departure. Evaluate commitment and potential by implementing succession planning methods to test successor fitness for the position.

Events – application of leadership development methods, which include training and leadership quality assessment. A method for job and person assessments includes job rotation (gain experience). Application of a relay succession method which includes identifying a successor, and appointing and training the successor in the incumbent's position to facilitate a smooth transition.

Another application method is sociometry (also referred to as 180-360 degree feedback), which involves referral and nomination by colleagues (this helps to identify the successor with the best suited qualities for the job). Benchmarking is a method which encourages the organisation to look into other businesses' succession plans and see what 'works'. The consequences that need to be taken into account are measures to analyse how post-transfer performance impacts the succession plan (monitor the impact it has on business). Assessment methods include evaluating the effect on stock market performance.

## 2.4.4 The future of succession planning


Succession planning (SP) is moving away from its traditional roots of replacing people based on their performance, and shifting in the direction of examining the potential of a candidate where the goal is to develop and retain talent. Rothwell (2010) believes that the following changes occurring in SP will affect the future of the workplace.

- A move from SP designed to meet promotion needs to knowledge transfer,
- More reliance on retirees,
- A transition from a strategic focused succession to a daily planned succession,
- Increased integration of SP and career development (Rothwell, 2010:51).

A strategic model to guide management of SP is displayed in Figure 2.3 (below), including preparing candidates for promotion within an organisation, and emphasising the development of internal talent.

**FIGURE 2.3: MODEL FOR SYSTEMATIC SUCCESSION PLANNING AND MANAGEMENT.**



Source: Adapted from Rothwell (2010)
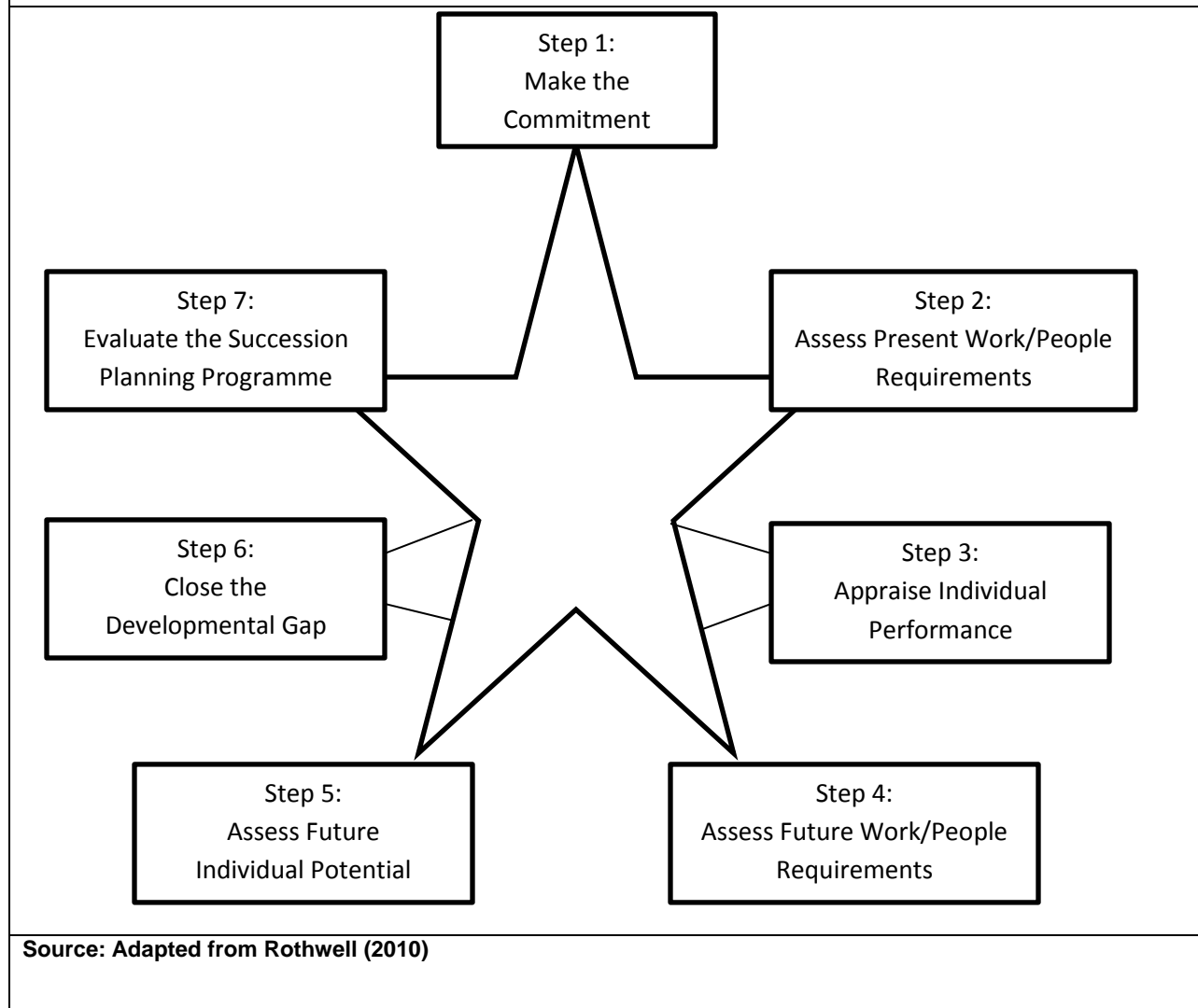
The seven steps in Figure 2.3 can be described as follows.

- Step1: securing and sustaining management's commitment, including measuring programme goals, and clarifying that key stakeholders are accountable.
- Step2: clarifying what work must be done and which people are needed to meet the present organisational needs.
- Step3: holding individuals accountable and managing their performance.

- Step4: clarifying what work needs to be done and which people are needed to meet future strategic objectives.
- Step5: assessing individuals for future promotion.
- Step6: closing developmental gaps and leveraging the strength of individuals through facilitating individual development plans and reviewing talent regularly.
- Step7: evaluating programme results by comparing them with measurable programme goals.

Rothwell (2010) argues that "succession planning plays a key role in an organisation's ability to pursue its long-term strategies and achieve lasting results".

## 2.4.5 Factors influencing effective implementation of succession planning

An organisation's culture has the potential to impact women's promotional opportunities and affect their experience in the workplace. Potential factors that influence the effective implementation of succession planning for women are:

- A lack of management support,
- A lack of adequate training,
- The lack of a leadership pathway,
- A lack of transparency around SP processes

A succession plan must be correctly implemented and executed to ensure successful leader transition, and minimise the risk of damage to the business if problems are not investigated and solved. Table 2.3 shows potential risks and their solutions when implementing a SP.

| TABLE 2.3 POTENTIAL RISKS AND SOLUTIONS | |
|---|---|
| Risk | Solution |
| Factoring diversity into decision-making leads to managers selecting employees who are like them for mentoring and promotion. | Include a succession plan initiative that promotes women and minorities for leadership opportunities, thereby encouraging diversity. |
| Using the past to plan for the future. | Align succession plans with business vision. |
| Allowing human capital barriers to take root. | Create new opportunities and positions, ensuring future leader growth. |
| Ignoring the business' culture OR Failing to take the business' culture into consideration | Identify and develop female leaders. Align compensation with efforts and introduce promotion. |
| Leaders making wrong decisions. | Ensure that SP decisions include the board and HR management. |
| **Source: Adapted from Workforce (2013)** | |

Women benefit from succession planning in the following ways.

- The workplace becomes an effective, flexible environment for women.
- Women are well trained, capable, competent and motivated to step into key positions.
- Women are represented in leadership roles.
- Skilled, qualified workforce shortages are minimised through employing available, trained staff.
- There is improved and ongoing staff engagement and motivation.

Both men and women must embrace a strong culture to increase organisational effectiveness. To understand what a critical role organisational culture plays in

business, the background to organisational culture, the types of culture and a South African perspective on organisational culture will be discussed.

## 2.5 ORGANISATIONAL CULTURE

### 2.5.1 A Theoretical Background

The word culture originates from the Latin root that means 'the tilling of the soil'. In modern English it has two meanings. The first is culture as civilisation and the second derives from anthropology and refers to the way people behave (think, feel and act). Culture plays a critical role in an organisation's daily operations. The layman's definition for organisational culture is "the way we do, think and see things around here" (Williams, Dobson, & Walters, 1994). According to Sun (2008), organisational culture is "the set theory of important values, beliefs and common understanding between organisational members, where the culture provides better ways of thinking, feeling and reacting, helping managers to make better decisions". Maull, Brown and Cliffe (2001) identified four key themes of organisational culture.

- Culture is a learned entity – it is the correct way for new employees to behave, thereby perpetuating the organisation's growth and survival.
- Culture is a belief system – it guides beliefs, giving direction to the practical beliefs of everyday life, which are the rules and feelings about everyday behaviour.
- Culture is a strategy – according to Bate (1995), strategy is a cultural phenomenon, that is, any kind of strategic formulation is a cultural activity, and all cultural changes should be viewed as strategic changes because any cultural programme change will take place within informal and formal strategic planning processes.
- Culture is mental programming – according to Hofstede (1980), culture is the "collective programming of the mind, which distinguishes the members of one category of people from each other".

To identify and understand an organisation's culture, Johnson and Scholes (1999) use the culture web diagram, which illustrates the link between the political, symbolic and structural aspects of an organisation (Sun, 2008). Simply put, the culture web is an ideal tool for understanding organisational culture (depicted in Figure 2.4 below).

**FIGURE 2.4: THE CULTURE WEB**
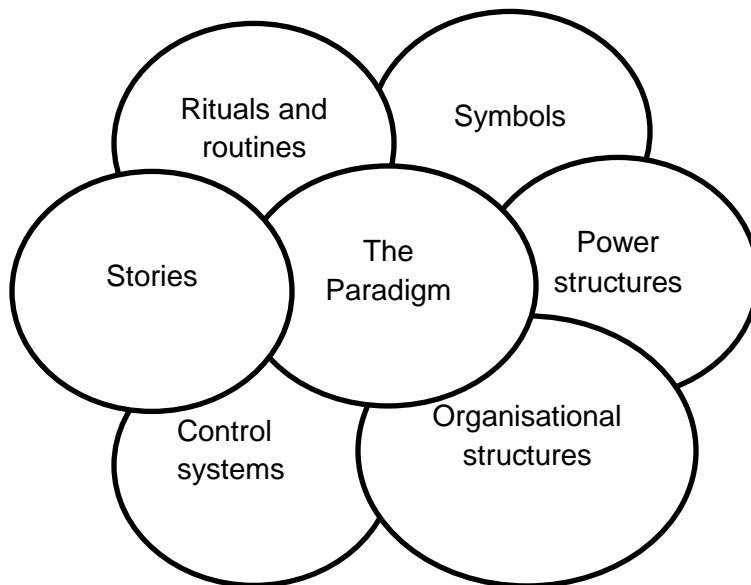


Source: Johnson and Scholes (1999)

The culture web's paradigm contains the organisation's beliefs and values surrounded by the rituals and routines, stories, symbols, control systems, organisational and power structures. These seven elements are formed during different periods of an organisation's development. Sun (2008:139) argues that these patterns of basic assumptions, shared beliefs and values are mostly established in practice by the organisation's leaders, and present the seven key elements of the culture web, which are deep, broad and stable. Yesil and Kaya (2013 cited in Abu-Jared et al., 2010:34) refer to organisational culture as "something that is holistic, historically determined by

founders and leaders, related to things anthropologists study, namely, rituals, and symbols, socially constructed (created and preserved by the group of people who form the organisation), soft, and difficult to change".

## 2.5.2 Types of cultures

Business organisations in the 21$^{st}$ century are struggling to survive in the ever changing, competitive world. Managers are constantly looking for ways to be creative, innovative and competitive in order to influence the performance of organisational culture (Yesil & Kaya, 2013). Yesil and Kaya argue that organisational culture is an important factor when considering organisational performance. Although there are four organisational cultural dimensions, for the purpose of this study the author focused on two types, namely, clan and adhocracy organisational cultures. Cameron (2004), Cameron and Quinn (2006) and Tseng (2010) explain the differences between clan and adhocracy organisational cultures.

- **Clan culture** – friendly, family type workplace, focusing on internal, flexible matters. Characterised by loyalty, morale, commitment, tradition, collaboration, teamwork, participation, consensus and individual development. Emphasises the long-term benefit of human resource development with high cohesion and morale, but prudent and conservative. Related to corporate performance, although not the best compared with other dimensions. Interdependent behaviour, such as cooperation, knowledge sharing and mutual assistance related to organisational performance (Tseng, 2010)
- **Adhocracy culture** – Embraces an extremely dynamic and external focus. Characterised as a dynamic, innovative, creative and entrepreneurial workplace. Emphasises new product and service development, growth, adaptability, change, efficiency, productivity and experimentation. The external orientation reflects positively with developed knowledge conversion and corporate performance (Tseng, 2010).

## 2.5.3 A South African perspective on organisational culture

Chiloane-Tsoka (2012) argues that "the South African organisational culture embraces a concept of culture that is male dominant, highly subservient, supportive and of a submissive quality". Chiloane-Tsoka (2012) suggests that both South African men and women should rather embrace a strong culture that is supportive of participative leadership and has the ability to inspire and empower people, driving the organisation through product and process innovation to increase organisational effectiveness and achieve goals. For women managers to prosper in corporate business, they will have to learn their organisational culture and lead by example, thus inspiring followers, using a gentle approach without sacrificing their femininity. To remain successfully integrated in the corporate world, women managers need to promote their traditional cultural values, which include support, empathy and open communication. Figure 2.5 below displays the integration of a gender corporate culture process which shows how women are perceived by their male counterparts in the workplace and how they differ in relation to their patterns of socialisation. A gendered culture is one that represents both male and female values in the work environment, embracing diversity.

**FIGURE 2.5: INTEGRATION OF GENDER CULTURE PROCESSES**

| Gender segregation: Women viewed as outsiders | | Gender construction of society: Socially established roles and expectations |
| --- | --- | --- |
| Gender symbols of culture: Symbolic value of professions traditionally viewed as masculine | **Gender Corporate Culture** **FEMALE** | |
| Gender interactions: Make assumption that women are in support roles | | Gender identity development: Extent to which women differ from the male norm |

Source: Adapted from Singh (2008)

Singh (2008:5) believes that diversity is managed in an inclusive corporate culture, which increases business performance. Chiloane-Tsoka (2012) found that transformed organisational culture requires an inclusiveness of diversity from both men and women, rather than policies and practices that are not integrated into the organisational strategy and its culture. Tsoka (1999) argues that the failure of the diverse South African workforce to integrate or adapt to employment practices poses a challenge to organisations, which perpetuates the masculine culture that women learn, sacrificing their feminity. Chiloane-Tsoka (2012) embraces the "Trojan Horse" strategy (changing

business from within), although it is not easy to lead and implement change management in a gendered organisation.

To distinguish between organisational culture and diversity climate, the researcher now explains the difference between these two concepts that are influenced by the attitudes and behaviour of management.


## 2.6 DIVERSITY CLIMATE


According to Pugh, Dietz, Brief and Wiley (2008), the diversity climate of organisations refers to the "shared perceptions of policies and practices that communicate the extent to which fostering diversity and eliminating discrimination is a priority". The modern face of the workforce has changed, and is more heterogeneous in terms of age, gender, race, ethnicity and natural origin. This trend towards greater demographic diversity will continue into the future. Greer and Virick (2012) argue that there is a critical need to develop the gender diversity of future leadership. For organisations to be competitive, leadership needs to identify candidates for future positions among those groups that were traditionally overlooked, namely, women and minorities (Day, Zaccaro & Halpin, 2004). A study by Richard (2000) on the strategic importance of diversity examined the relationship between gender diversity and the outcomes of leadership succession found to have a positive relationship with productivity, return on investment and perception of market performance.  Greer and Virick (2012) point out that "women are more likely to be nominated as successors in more favourable diversity climates". Greer and Virick (2012) suggest that climates are more temporal and subject to influence than cultures, therefore in diversity climates women may potentially be affected by human resource and management practices. Favourable diversity climate practices that contribute to women's succession are as follows.

- Opportunities for training
- Clearly defined career paths
- Cross-functional experiences

- Opportunities for high-visibility assignments

Favourable diversity climates facilitate networking opportunities (Catalyst, 2003a); in addition affinity programmes implemented by organisations to facilitate diversity, encourage greater inclusion (Douglas, 2008). Women are less likely to be overlooked in a hospitable diversity climate, ensuring a greater representation of women managers in organisations (Greer & Virick, 2012:578).

## 2.6.1 Climate versus culture

Climate and culture are two distinct forces which dictate organisational behaviour. Climate and culture researchers such as Burke and McKeen (cited in Hicks-Clarke and Iles, 2000), point out that both these concepts are influenced by management attitudes and behaviours. Hicks-Clarke and Iles (2000) note that often within literature, diversity and culture concepts are confused and used interchangeably. There is a significant difference between climate and culture, although it can be argued that climate is one aspect of culture (Hicks-Clarke & Iles, 2000). Hicks-Clarke and Illes (2000:325) describe climate as "the atmosphere that employees perceive is created in their organisations by practices, procedures, and rewards". According to Hicks-Clarke and Iles (2000), the basis of organisational climate is when employees cluster their organisational events and experiences into meanings. Although the culture is deeply rooted in the nature of the organisation, the climate created by the leadership results in the rules, customs, tradition, and formal and informal systems of the organisation. Arguably, the character of the leader influences the climate, whereas the culture influences the characteristics of the climate.

## 2.6.2 Diversity Management

Jauhari and Singh (2013) point out that most countries have experienced a multicultural 'facelift' in their organisational demographical structure, which has changed the workforce composition in an attempt to standardise cross-border business implementation. According to Jauhari and Singh (2013), "organisations need to deal with multicultural workforce structures by departing from national boundaries and challenging cultural obstacles to obtain competitive advantage. Jauhari and Singh (2013) found that diversity, viewed by resource-based theories as a resource, adds to performance through cognitive benefits. Resource-based theories view diversity as a necessity in business, predicting higher performance levels in diverse organisations. Research by Magoshi and Chang (2009) found that many existing studies on diversity have been conducted in countries where cultural values do not differ significantly, and these authors thus focused more on diversity among workgroup members than on team and organisational performance.

Cooke (2011) views diversity management as a key HR initiative to attract and retain talented employees, since it has an impact on employee attitude and behaviour. To understand how to manage diversity, one has to look at the definition of diversity which, according to Fleury (1999), is "a mixture of people with different group identities within the same social system". Jauhari and Singh (2013) argue that diversity emerges when an organisation's workforce profile reflects different demographics, or characteristics. The characteristics that distinguish worker groups are race, gender, age, ethnicity, geographical origin, educational or functional background, physical and cognitive capability, language, lifestyle, beliefs, cultural background, economic category, tenure with the organisation, and sexual preference. Shen et al (2009 cited in Jauhari & Singh, 2013) describe the advantages and disadvantages of workforce diversity.

- **Advantages** - Enabling access to a changing marketplace and mirroring the increase in diverse markets, ensuring better quality solutions to brainstorming tasks, and displaying more cooperative behaviours.

- **Disadvantages** – The existence of segregated ethnic communities within the organisation, and increased conflict, training costs, communication breakdown, low cohesion and a high turnover.

 To effectively manage workforce diversity, it is necessary to capitalise on the advantages and minimise the disadvantages (Jauhari & Singh, 2013). Focusing on the diversity management objectives for organisations, Soni (2000 cited in Jauhari & Singh, 2013:264) found that organisations need to "increase cultural difference awareness, develop the ability to recognise, accept and value diversity through organisational intervention by minimising patterns of inequality which are experienced by minorities, modify the organisational culture and leadership practices, so that members of all socio-cultural backgrounds can contribute and achieve their full potential". The main benefits of diversity management are as follows:

- Recruit from a wider selection pool and retain a loyal workforce.
- Realise a broader market intelligence and internationalisation.
- Experience greater creativity and innovation within the organisation.
- Encourage a diverse perspective on business issues, thereby improving problem solving and decision making.
- Improve marketing and community relations to enhance the organisation's image.
- Increase productivity by reducing costs linked to turnover and absenteeism.
- Increase resilience and flexibility (Jauhari & Singh, 20013:264).

Although diversity management is seen as part of affirmative action (AA) and employment equity (EE) opportunity policies, Cooke and Saini (2010) regard it as a better approach to AA and EE because it focuses more on valuing people's uniqueness than on workgroup issues covered by legislation.

Leadership development focusses on maximising leadership potential and retaining key talent within the organisation. The approaches and leadership development programmes to accomplish this will be discussed next.

## 2.7 LEADERSHIP DEVELOPMENT

As mentioned previously, many companies are faced with a leadership shortage due to baby-boomers retiring. Companies therefore need to identify and develop future leaders who, according to Biech (2013), are the most valuable investment any organisation can make. Several businesses experience rapid change due to the influence of technology, and political and social factors, which have called for the development of effective leadership skills (Amagoh, 2009). These influences caused many organisations to opt for a flat organisational structure, which then necessitated organisations rethinking their way of attaining their workforce. Groves (2007) and Amagoh (2009) found that leadership development programmes have become an increasing priority for both business and government organisations. Arguably, successful organisations are now following a comprehensive set of assessment and leadership development practices, supporting talent across the organisation. Research on effective leadership development questions whether one can train or develop leaders.

According to Myatt (2012), the number one reason leadership development fails, is training. Another key reason is the lack of support from current leaders (Biech, 2013). Myatt (2012) adds that training and development are used synonymously, although they are not the same. The differences between training and development are depicted in Table 2.4 below.

| TABLE 2.4: DIFFERENCES BETWEEN TRAINING AND DEVELOPMENT | |
|---|---|
| **TRAINING** | **DEVELOPMENT** |
| Adheres to standard | Focuses on maximising potential |
| Transactional | Transformational |
| Blends to the norm | Occurs beyond the norm |
| Tests patience | Tests courage |
| Focuses on technique | Focuses on people |
| Mechanical | Intellectual |
| Indoctrinates | Educates |
| Maintains the status quo | Catalyses innovation |
| Focuses on the present | Focuses on the future |
| Focuses on maintenance | Focuses on growth |
| Focuses on the role | Focuses on the person |
| Stifles culture | Enriches culture |
| Encourages compliance | Emphasises performance |
| Focuses on efficiency | Focuses on effectiveness |
| Focuses on problems | Focuses on solutions |
| Focuses on reporting lines | Expands influence |
| Places people in a box | Frees people from the box |
| Focuses on the known | Explores the unknown |
| Places people in a comfort zone | Moves people beyond their comfort zone |
| Training is finite | Development is infinite |
| **Source: Adapted from Myatt (2012)** | |

## 2.7.1 Approaches to leadership development

Over the years many development approaches have evolved which have contributed to leadership development. Leadership development approaches depend on what the researcher wants to achieve. Studies conducted by European companies found that the

following methods were preferred for management development – internal skills programmes, external courses, seminars and conferences, mentoring and coaching, formal qualifications, job rotation, external assignments, placements, secondments and E-learning (Bolden, 2013:13). There is a relatively low preference for on-the-job development and a low uptake for E-learning by European companies; UK companies experience higher than average use of qualification-based development. Some of the formal, traditional training and development interventions offered in organisations are learning about leadership and organisations, and exploring leadership styles; in addition, there is experiential learning and simulation, self-team analysis and attending top-level strategy courses (Storey, 2004). With all the informal and formal development approaches available, organisations might simultaneously use several different approaches to development (Bolden, 2013). Amagoh (2009) discusses integrated-solution approach, experience-based approach, formal mentoring and the leadership life cycle.

2.7.1.1 Integrated-solution approach – "A strategic, synergistic and sustainable way for organisations to build the leadership capacity needed to survive in a competitive environment" (Amagoh, 2009:991). According to Weiss and Molinaro (2006), the eight steps to leadership development are the following:

- Develop a comprehensive strategy for integrated leadership development;
- Connect leadership development to the organisation's environmental challenges;
- Use the leadership 'story' (how leadership was conducted before) to set the context for development;
- Balance global enterprise-wide needs with local individual needs;
- Employ emergent design and implementation;
- Ensure development options fit the culture;
- Focus on critical moments of the leadership lifecycle; and
- Apply a blended methodology.

2.7.1.2 Experienced-based approach – A way that merges on-the-job experience, life experience and specific skills development. The three major processes which produce the necessary skills needed by leaders are preparing, developing and preserving leadership skills. The three processes facilitate leadership skills and theoretical exercises that inspire lifelong learning. They "link the leadership development assessment centres, career development, succession planning, performance management with real work assignments and innovative uses of information and communication technology" (Amagoh, 2009:992).

2.7.1.3 Formal Mentoring – is the relationship between an experienced mentor and a less experienced mentee where both benefit from the relationship. Mentoring is a two-way relationship; mentors can develop leadership skills while leading mentees, and in reverse, mentees can develop leadership capabilities, and gain encouragement, feedback and role modelling from mentors. Formal mentoring benefits are

- Very flexible for one-on-one, peer and group mentoring, depending on the availability of mentors and the needs of potential leaders.
- Team-based work in formal mentoring requires an immediate response from the leaders in setting team commitment and direction.

2.7.1.4 The leadership life cycle – refers to the core elements needed to build an effective leadership development system, which represents best practices in leadership development (Amagoh, 2009:993). When integrated within organisations, the six steps of the leadership life cycle act as a guide towards leadership excellence.

- Put a process in place that identifies leadership needs;
- Design education content and learning processes which address identified knowledge and skills shortcomings;
- Facilitate action learning where engagement opportunities are created and new skills and knowledge can be practiced in real work settings;

- Put workplace support in place, ensuring the developing leader receives ongoing guidance and quality feedback;

- Institute strategies that acknowledge the developing leader's commitment and contribution to the organisation;

- Establish renewal processes to ensure the leader's development path is meaningful and aligned with the organisation's strategic goals.


## 2.7.2 Leadership Development Programme


Organisations that strive to be successful in all aspects need to focus on leadership development to improve their performance. Implementing leadership programmes that focus on personal growth, strategy formulation, diversity management, persuasive communication, influence and motivation helps managers and leaders to enhance their managerial skills and abilities (Dubrin, 2010:455). McNally (2014:17), citing a study done by Bersin and Associates, reports that "…organisations with a strategic approach to leadership development were 73% more effective at improving their employee retention and 84% more effective at improving the quality of their leadership succession pipeline". Although organisations focus on the 'bottom line' (also referred to as a company's overall profit), the world's economy compels leaders to focus more on human capital. Organisations that invest in developing their leaders tend to out-perform their competitors. The three factors needed to ensure successful leadership development programmes are:

- **Engaging senior leaders support and commitment for the effort** – Develop support from senior leaders as change champions to financially invest in the programme by demonstrating how other programmes increased organisational performance when tied to business strategic goals.

- **Implementing a multi-model learning and development programme** – combine classroom, individual, experiential and peer learning opportunities to achieve maximum benefits compared with training only.

- **Aligning leadership development with a talent management strategy** – Link the organisation's leadership development strategy to talent management, such as recruiting, performance management and rewards (McNally, 2014).

McNally's (2014:19) leadership development framework is an effective way to ensure talent management supports leadership goals. The framework (shown in Figure 2.6) connects the organisation's performance, goals, leadership strategy, competencies and talent management with an evaluation of continuous success.

**FIGURE 2.6: LEADERSHIP DEVELOPMENT FRAMEWORK**



**Source: Adapted from McNally (2013)**
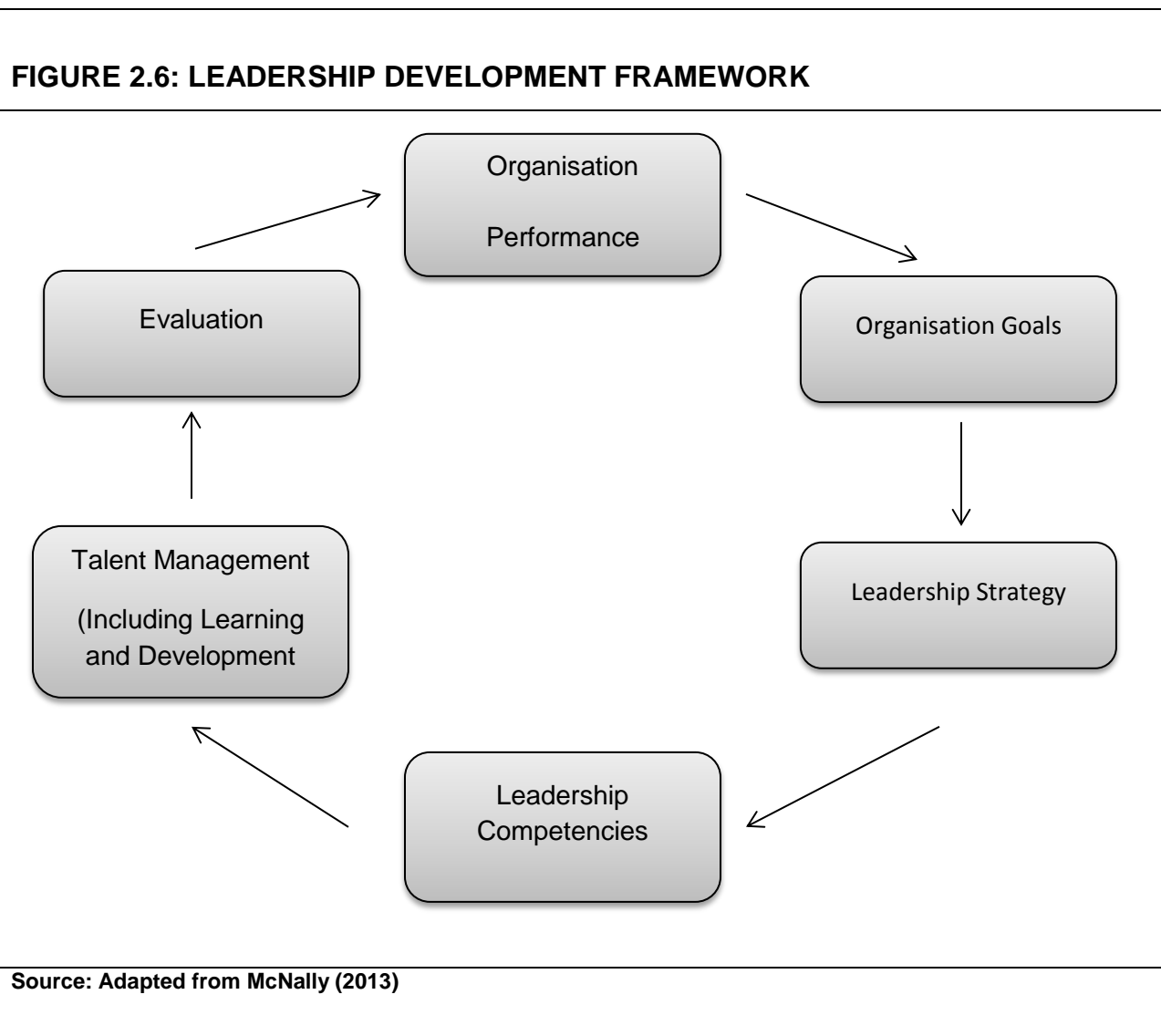
A partnership between HR and senior leadership is important when implementing the leadership development framework and requires the commitment and involvement of all parties. The talent management strategy, which includes the learning and development, hiring, reward and recognition of employees, needs to be tied to leadership competencies and contain measures to assess how it assists in achieving organisational goals. The leadership development framework will allow leadership development efforts to progress as evaluation activities. After the evaluation process, each area needs to be examined to ensure that the development programme promotes the desired outcomes.

There are several types of leadership programmes available: organisations need to carefully modify and execute them to fit their goals. Dubrin (2010:457) mentions seven leadership development programme categories – feedback-intensive programmes, skills-based programmes, conceptual knowledge and awareness programmes, personal growth programmes, socialisation programmes, action learning programmes, and coaching and psychotherapy. Each category is described according to Dubrin (2010).

- **Feedback – intensive development programmes** are programmes that assist leaders to examine their patterns of behaviours, the reasons for their behaviour, the impact of their behaviour and the role that attitude plays.

- **Skills – based programmes** involve skills training and the application of employees' knowledge. The emphasis is on how to apply the knowledge using different methods involving lectures, case study, role play, behavioural role modelling and simulations.

- **Conceptual knowledge and awareness programmes** equip employees with conceptual leadership skills through case study and role play. Conceptual knowledge makes the leader aware of information that adds value to leadership.

- **Personal growth programmes** focus leaders on their personal talents to achieve own goals. Leaders are driven to do 'whatever it takes' to become successful leaders.

- **Socialisation programmes** highlight becoming socially adaptive and accepting the vision and values of the company.

- **Action learning programmes** encourage leaders to work together in groups to solve problems in external programmes.

- **Coaching and psychotherapy -** Coaches build personal relationships with leaders to improve their interpersonal skills, which include behaviour and attitude. The focus is on counselling the leader on weaknesses, suggest ways to promote self, career management advice and strengthen decision making skills.

Dubrin (2010:460) points out that "leadership development is a process that continues to evolve". Hence organisations continuously need to evaluate their leadership development programmes to determine whether they are cost effective, and compare the financial results of participants with those who do not participate.

## 2.7.4 Develop women as leaders

Davidson and Burke (2012) ask why organisations should be interested in the development of talented women as leaders. Research by Beeson and Valerio (2012) shows that it makes business sense to include women in the C-suite (top senior executives) because it correlates with improved corporate performance. The authors substantiate their argument by stating that an organisation that supports the aspirations of talented women ensures that leadership positions are filled with competent individuals. Increasing the number of qualified women in leadership, according to Davidson and Burke (2012), will represent a "tipping point that will put the emphasis on business issues instead of gender" in the organisation. Nowack (2013) notes that research supports the idea that women lead differently from men. Women leaders tend to have a more transformational and participative leadership style, whereas men have a transactional, autocratic leadership style (Dubrin, 2010).

Although women bring so many benefits to the table, there are still barriers to their career advancement. Research done by Powell (2010) found that talented women

compared with their male counterparts at lower levels in organisations do not receive the necessary development opportunities needed to advance in life. The failure to develop these leaders causes a loss in potential talented leadership.

## 2.8 CAREER DEVELOPMENT

A paradigm shift has occurred in career development due to the marked change in the business environment over the last few years. Many companies still operate using the traditional method of career development which, according to Korsakiene and Smaliukiene (2013) emphasises predictability, security and linearity. In the early eighties, career was seen as "the sequence of work-related positions occupied throughout an individual's life" (London & Stumpf, 1982). Korsakiene and Smaliukiene (2013) promote the notion that career is the individual's sequence of experiences, roles and relationships in work related organisations. The literature that focuses on career includes human development, psychology, sociology and organisational science. The career concept can be viewed individually or as organisational. Korsakiene and Smaliukiene (2013) believe that the individual perspective on career emphasises the responsibility of the individual to plan and manage his or her own career throughout life, whereas the organisational perspective focuses on management succession planning and developing managerial talent. Sullivan and Baruch (2009) view career as "an individual's work-related and other experiences that form a unique pattern over an individual's lifespan, both internally and externally of the organisation"

### 2.8.1 Theoretical approaches to career development

According to literature of the late nineties, from a gender point of view, women's career development is more complex than that of men (Coogan & Chen, 2007). Internal and external barriers associated with women's career development complicate and block career advances and choices for women (Coogan & Chen, 2007). Although traditional

career development theories were developed with men as the target group, theoretical approaches that accommodate the needs of women may be applied. Career guidance and counselling in the western world has developed a comprehensive system of theories and strategies over the last decade (Lueng, 2008). In the early 20th century, Frank Parson, the founder of vocational guidance, developed the trait and factor theory that measures both individual talents and the attributes required in the workplace. Lueng (2008) argues that in the 21st century with its strong theoretical and empirical base in a global discipline, vocational issues and those related to career are notable across different cultures and nationalities. There are five career development theories that can be used to explain career development at a local level (Lueng, 2008). These are (i) the theory of work–adjustment, (ii) Holland's theory of vocational personalities in the work environment, (iii) the self-concept theory of career development, (iv) Gottfredson's theory of circumscription and compromise, and (v) the social cognitive career theory. The three career development theories that specifically focus on women's career development needs are Gottfredson's (2002) theory of circumscription, compromise and self-creation, life-span and life-space theory (Super, 1990), and the social cognitive career theory (Lent, Brown & Hackett, 2000). These are briefly explained next.

2.8.1.1 Gottfredson's theory of circumscription, compromise and self-creation

Gottfredson's theory of career development assumes that "career choice is a process that requires a high level of cognitive proficiency" (Lueng, 2008). Genetic characteristics such as personal interest, skills and values, play a critical role in shaping an individual's behaviour and perceptions Gender identity is the dominant factor that shapes the individual's career identity. Gottfredson's theory maintains that although genetic characteristics and environment shape the individual, individuals mould their own environment. Lueng (2008:123) argues that career development can therefore be viewed as a self-creation process in which individuals express their genetic preferences within the boundaries of their cultural environment. Gottfredson's theory describes

career choice and development as a process of circumscription or elimination where an individual progressively removes certain occupational alternatives from further consideration. Circumscription is guided by an important aspect, that is, self-concept that unfolds at different developmental stages (Lueng, 2008:123). Coogan and Chen (2007:196) note that Gottfredson's theory is instrumental in identifying deep-rooted gender-role orientation that affects women's views about their career choices.

## 2.8.1.2 Super's (1990) life-span and life-space theory

The three important constructs in Super's life-span and life-space theory that can be applied to women's career development experiences are self-concept, life roles and the proposition that people recycle through the life career developmental stages of growth, exploration, establishment, maintenance and disengagement (Coogan & Chen, 2007:196). Super's theory claims that an individual's ever changing self-concept is a mix of biological characteristics, social role play and evaluations of other people's reactions towards them. Lueng (2008) asserts that self-concept is not a static operation, but will continue to advance as the individual encounters new experiences while moving through the development stages. Coogan and Chen (2007) showed that women are over-represented in stereotypically female jobs and under-represented in stereotypically male jobs; this provides evidence that the early gender-role orientation impacts on women's self-concept orientation. Notably, Super's theory acknowledges that individuals play various roles throughout their life spans. Women bear most of the home and child care responsibility, and the overlapping of this role and their career role is recognised and considered when women are 'in the pipeline' for career development (Coogan & Chen, 2007). The last important construct that individuals recycle throughout the different development stages, accommodates the interruptions in women's employment as a result of family responsibilities and employment inequities (Coogan & Chen, 2007:197).

## 2.8.1.3 Social cognitive career theory (SCCT)

Lent et al (2000:36) argue that SCCT is anchored in Bandura's (1982) general social cognitive theory with its focus on self-efficacy, goals and outcome expectations. Interaction with gender, ethnicity, social support and barriers assists in shaping career development. Self-efficacy is defined as "a dynamic set of beliefs that are linked to specific performances domains and activities" (Lent, 2005:104). For individuals to exercise self-control depends on their belief of self-capacity to successfully implement life career developmental tasks or career self-efficacy (Coogan & Chen, 2007:197). As previously noted, self-efficacy relates to women's career advancement. "Women, who eliminate career opportunities due to low self-efficacy beliefs, limit their opportunity to find a well-paid job that is satisfying" (Coogan and Chen, 2007:197). The four main information sources that shape self-efficacy expectation, according to the SCCT theory are as follows.

- Personal performance accomplishments
- Vicarious learning
- Social persuasion and
- Physiological an effective states.

Lent (2005) believes that of the four learning experiences, personal performance accomplishments is the most influential on self-efficacy status. Barriers such as discrimination, sexual harassment and lack of childcare support which includes flexibility are all factors that women encounter in their career development. Coogan and Chen (2007) observe that these barriers can be alleviated by an individual's ability to cope with them.

## 2.8.2 Career development barriers

There are a number of barriers women face when attempting to climb the corporate ladder (known as the glass ceiling effect). These barriers complicate and limit women's career choices and advancement in career development (Coogan & Chen, 2007). The glass ceiling metaphor advocates that women are facing an invisible or artificial barrier, preventing them from escalating to leadership positions (Bombuwela & Chamaru, 2013). The glass ceiling is also referred to as the glass elevator and the glass cliff, which suggests that women are constantly being scrutinised and watched in the business world (the glass elevator) and that their position is precarious (the glass cliff). Three barriers that hinder women's career development are discussed below.

### 2.8.2.1 Early gender-role orientation

Of all the barriers women face towards career development, society stereotyping with regard to both life and occupation roles is the number one barrier (Betz, 1994). Society associates women with home and family related roles, assuming that women will shoulder primary childbearing responsibilities, and allow men to focus on their career priorities. Hence, women are encouraged to develop nurturing abilities and interpersonal concerns, express emotion and be sensitive, whereas men are encouraged to be active, competent and achievement oriented (Coogan & Chen, 2007). Most women are exposed to pervasive messages throughout life that their ultimate role is caregiving, and career comes second. The consequence is that females do not place emphasis on career development, thereby limiting their career choices, and overlooking stereotypically male professions in favour of stereotypically female professions. Coogan and Chen (2007:193) found that a number of studies in literature show that women have low self-efficacy expectations about career areas that include mathematics and science, which are normally the subjects of choice when preparing for non-traditional careers. Research by Sullivan and Mahalik (2000:55) suggests that "low career self-efficacy

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expectations create an important psychological barrier to women's choice, performance and persistence in career decision making".

2.8.2.2 Employment inequities

External employment barriers affect women's career development, which includes career choice, job entry, promotion and satisfaction. The three common external employment barriers women encounter are discrimination, lack of mentorship and sexual harassment (Coogan & Chen, 2007). Matlin (2004) reports that women are discriminated against with regard to remuneration; permanently employed women earned only 70% of men's annual salary. Another external barrier is women having to be absent from work to raise their children. Coogan and Chen (2007:194) note that most women lack the benefits of mentorship in the workplace, which includes increased self-esteem, job satisfaction, compensation, increased promotion and career commitment. Coogan and Chen (2007:194) argue that "mentoring is essential for women because mentors serve to buffer women from discriminatory selection and treatment". Sexual harassment both inside and outside organisations seems to compromise women's career paths, since they have to deal forcefully with unwanted sexual advances from men (Coogan & Chen, 2007:194).

2.8.2.3 Family responsibilities

Matlin (2004) reports that women perform about two-thirds of housework of which 60 to 90% are childcare-related tasks. Two consequences of family responsibilities outside the home are that women experience employment interruptions and reduced career advancement opportunities. Research by Coogan and Chen (2007:195) on the effect of employment interruption on women found that women take a reduction in salary when re-entering the work environment. Cook et al (2002) note that women who choose to have a family reduce career advancement success are deemed not being able to cope with pressures of work and home life. These women are then overlooked.

**2.8.3 Integrating career development and succession planning**

Rothwell (2010:54) believes that individuals need to prepare for personal career development to integrate bottom-up career development with top-down succession planning. The author believes that if an organisation takes steps to create future career paths for individuals, it creates bottom-up pressure from employees to expect / demand help from their leaders to pave the way for their personal development. Hence, career development and succession planning can be a powerful combination, which enhance their respective strengths by setting off their weaknesses (Rothwell, 2010). To foster a new mind-set towards talent development within the organisation, Beeson and Valerio (2012:422) suggest the following leadership development practices to support career advancement.

- Trained facilitators can help identify gender bias during discussions that focus on the individual's strengths, development needs, career goals and career growth potential.
- Succession planning discussions should identify both genders as possible candidates for assignments that lead to top management positions.
- Development plans for women must include stretch assignments (tasks that are beyond their knowledge or skill level) designed to promote long-term career advancement, mentoring and coaching and skill building to maximise success.
- Career dialogues that promote candid and constructive feedback regarding developmental needs should be encouraged.
- Customised development plans should be designed to help future leaders cultivate and display the necessary skills to senior management.

The five practices highlighted above are guidelines individuals can use as part of their career development succession plan towards becoming successful leaders (Beeson & Valerio, 2012).

Mentoring is seen as an important tool in women's advancement in organisation. The concept and role of mentoring will be discussed next.

## 2.9 MENTORING

### 2.9.1 The Mentoring Concept

There are many definitions of mentoring, which are too broad and inconsistent: to use and understand this phenomenon effectively, one needs to analyse the concept. Merriam-Webster (2014) explains the verb 'mentor' as follows: "to teach or give advice to a less experienced individual". Reeves (2010:62) views a mentor as a teacher, coach and advisor who assists in the protégé's personal and professional skills development. A mentor can be seen a senior person who takes an interest in a junior person by sponsoring the career of that junior person. Mijares, Baxley and Bond (2012:23) describe mentoring as "an interpersonal relationship between a seasoned mentor and novice protégé", providing support, guidance, and teaching, and acting as a role-model. Mentoring is also described as a relationship between three parties which includes the mentor, mentee and the organisation. Mijares, et al (2012:23) found six diverse disciplines that incorporate mentoring, namely, anthropology, business, education, nursing, psychology and social work. These authors describe the six disciplines as follows.

- **Anthropology** – Mentoring as role-modelling that bridges the gap between theory and practice**.**
- **Business** – Mentoring with the focus on formal or informal, voluntary or mandatory, supervisory or nonsupervisory, career or psychology in business.
- **Education** – Mentoring as an educational strategy; a seasoned mentor supports a novice protégé, closing the gap between laboratory learning and organisational procedures, policies and equipment.
- **Nursing** – Mentoring as an emotional and transitional relationship where professionals guide, teach, counsel, serve and sponsor less experienced individuals.
- **Psychology** – Mentoring where professional guidance and support is given through a relationship between mentor and mentee.

- **Social Work** – Mentoring as a strategy for both professional development and the improvement of client outcomes.

The three concepts antecedents, criteria and consequences are terms used in the mentoring model. An antecedent can be described as something that existed before, also known as a predecessor. A criterion is a standard or principle of decision-making and a consequence is the end result or outcome of something that happened before. Figure 2.7 below depicts the relationship between the antecedents, criteria and consequences of mentoring.

**FIGURE 2.7: MODEL OF ANTECEDENTS, CRITERIA AND CONSEQUENCES OF MENTORING**

| ANTECEDENTS | CRITERIA | CONSEQUENCES |
|---|---|---|

Seasoned Mentor

Interpersonal process

Cultural awareness and training

Novice Protégé

Sharing knowledge and experience

Providing emotional support

Role modelling

Guiding

Increased self-confidence

Maximised learning

Increased scholastic and career satisfaction

Promotion of personal and professional growth
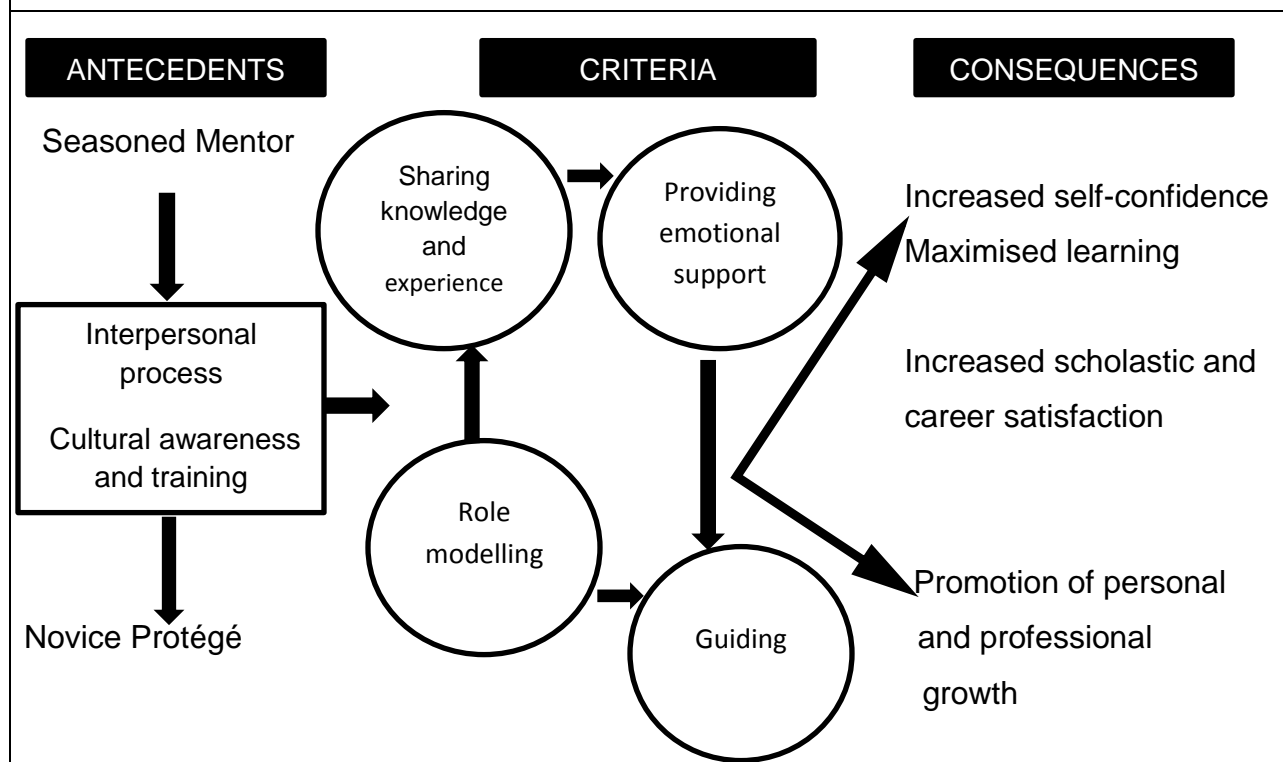
**Source: Mijares, Baxley and Bond (2012)**

Mentoring was defined earlier as the relationship between the seasoned mentor and novice protégé; it is an interpersonal process that results in cultural awareness and

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training. Mentoring criteria emphasise providing guidance, role-modelling, emotional support, and sharing knowledge and experience. The results are an increase in self-confidence, maximised learning, career satisfaction and the cultivation of personal and professional growth.

## 2.9.2 Types of mentoring

Mentoring was traditionally defined in the early eighties as "an interpersonal relationship, where experienced and senior members of an organisation provide support to the lesser experienced junior members" (Kram & Isabella, 1985 cited in Ghosh, 2014). Although a lot of research on mentoring currently exists, most still focuses on this traditional mentoring relationship between senior and junior members in organisations (Harvey, M[c]Intyre, Heames & Moeller, 2009). However, other forms of mentoring have been implemented, for example, reverse and reciprocal mentoring. Reverse mentoring is when a junior (new) employee mentors an older (tenured female) employee; this can be in the form of information sharing, or helping to understand technology and the changing market place better (Harvey et al, 2009). Reciprocal mentoring is the regular effective exchange of information between two people (mentor and mentee). Organisations implement reverse mentoring to capture the nuances of a more technologically driven global market. The above authors explain that "as the global expatriate workforce becomes increasingly younger with more female global managers, traditional mentoring programs need to be critically re-examined and provide other forms of social support by organisations competing in hypercompetitive global markets" (Harvey et al, 2009:1351). Female managers will be expected to compete in these markets "where there is still little in the way of historical precedent to aid their decision-making choices" (Harvey et al, 2009:1352). Table 2.5 below compares traditional, reverse and reciprocal mentoring to highlight their differences and suitability for implementation.

| TABLE 2.5: COMPARISON OF THE THREE TYPES OF MENTORING | | | |
|---|---|---|---|
| Mentoring Type | Traditional | Reverse | Reciprocal |
| Definition | A relationship created between senior and junior members to develop the junior members in the organisation. | A relationship created between senior and junior female members to help seniors learn from juniors in the organisation. | Relationship networks designed specifically to exchange important information. |
| Emphasis on | Career advancement for juniors. Organisational socialization for new recruits. Introduction to professional organisations. Assistance with family and stress related problems. | Technical knowledge and current trends for senior executives. | Exchange of knowledge between partners in the relationship. |
| Role of Mentors | Coaching, protecting, counselling, providing challenging assignments, increasing employee exposure and visibility, directing forms of sponsorship, serving as a role model. | Assisting with the internet, e-commerce and web casting, developing web pages, providing updated analysis tools. | Continuous exchange of information and psychological support. Facilitates organisational learning. |
| Best for acquiring | Existing organisational knowledge and career advice. Visibility in the organisation. Support for advancement. Career insights, network access and recommendations for professional association. | Technical knowledge, current trends, and cross-cultural global perspectives. | Knowledge from within the organisation as well as across organisations. |
| **Source: Harvey et al (2009)** | | | |

## 2.9.3 The Role of Mentoring

Before discussing the role of mentoring, one first needs to understand the need for mentoring. Throughout literature researchers note that women are under-represented. This lack of coaching and mentoring contributes to the leadership gap (Dworkin, Maurer & Schipani, 2012:366). According to a report by Lubin (2011) in The *Wall Street Journal*, studies conducted with both males and females in large companies found the primary reason that women do not advance in their careers is inadequate career development. Joanna Barsh, a McKinsey senior partner, emphasises that "companies need to spend more time coaching women and offering more leadership training and rotation through various management roles before these women's ambitions sour" (Lubin (2011). Dworkin et al (2012:367) argue that mentoring programmes are an effective way to pave women's paths around the barriers to leadership. These authors suggest the following reasons why mentoring is important.

- Mentors provide inside information concerning the job function that facilitates training and guidance around the company's policies and procedures.
- Mentors separate individuals from open and closed forms of discrimination, particularly those with which the individual is not familiar.
- Mentors' influence can increase individuals' self-confidence and facilitate their career goals.

Focusing on the role of mentoring in organisations, Harvey et al (2009) found that mentors assist in two areas, that is, in career development, which facilitates the mentee's advancement, and in psychological support, which contributes to the mentee's personal growth and professional development. Psychological support addresses the interpersonal aspects of work and improves the mentee's sense of competence, self-efficacy and development on a personal and professional level. The mentor's role in the learning process is related to the level of the mentor's involvement (power and position) and the cognitive/informational mentor-mentee relationship as follows.

- Personal – The mentor ensures that the mentee has the educational requirements for a successful career and fosters the value of experience in personal development.

- Relational – The mentor introduces the mentee to key female managers, assists with bridge building in the organisation and damage control with key female managers.

- Professional – The mentor sponsors the mentee and facilitates professional development opportunities, assists the mentee in gaining professional certification and advises on developing a professional career path (Harvey et al, 2009:1348).

## 2.9.4 Mentoring Relationships

A question that comes to mind is who needs mentoring. Mark Bloomberg, CEO of the Bloomberg Healthcare Group, argues that every individual needs mentoring, since "a mentor can only enhance an individual's skills and decision making capabilities" (Bloomberg, 2014). According to Linehan and Scullion (2008:31), mentoring relationships are not only important for men; they are essential for women, since women face greater organisational, interpersonal and individual barriers to career advancement. Notwithstanding these barriers, there appears to be a lack of mentoring relationships among women. In addition, Ragins (1989) found that there is a tendency for male mentors to be biased, choosing male protégés above female. This author argues that male mentors seem to develop a more professional (and personal) relationship with their own gender than with the opposite sex. Earlier studies found the lack of mentors for women managers attributable to the selection process and the age gap between mentor and protégé. Linehan and Scullion (2008:32) explain that another reason women managers have trouble finding mentors are the potential discomfort in cross-gender relationships.

After Figure 2.8 (below), the researcher explains the strategic model adapted from Chiloane-Tsoka (2012).

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**FIGURE 2.8: STRATEGIC MODEL TO ENHANCE MENTORING RELATIONSHIPS FOR WOMEN IN THE CORPORATE BUSINESS**

**Development influences**
- Gender of Mentee / mentor
- Seniority of Mentor / mentee
- Formal/informal
- Availability of mentors
- Organisational

Potential positive outcomes

**Mentee**
- Career advancements
- Enhanced self-esteem
- Increased job satisfaction
- Access to networks
- Sense of wellbeing
- Skilled in mentorship

**Mentor**
- Personal fulfilment
- Increased visibility
- Possible financial reward
- Enhanced self-esteem
- Increased marketability due to experience

**Organisation**
- Development of talent
- Retention of talent through Increased commitment
- Transfer of organisational knowledge
- Increased role models
- Diversified culture

**Individual**
-Stress and anxiety
- Decreased job satisfaction
- Decreased self-esteem
- Reduce career advancement opportunities
- Lack of propensity to engage in mentoring relationships
- Lack of motivation

**Threats**
- Level of management support
- Prejudice and gender stereotyping
- Discrimination
- Male dominance
- Lack of commitment to mentoring

**Organisational**
- Glass ceiling
- Decreased productivity
- Lack of female role models advancement opportunities
- Increase female staff turnover
- Reduced pool of future mentors
- Reduced competitive advantage

Potential negative outcomes

**Source: Adapted from Chiloane-Tsoka (2012)**

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Figure 2.8 above illustrate the strengths, weaknesses and threats between the mentor, mentee and organisation. Notably, a potential positive outcome exists when women in management are mentored, benefiting the organisation. In the absence of mentorship, a potential negative outcome is noted, which is not good for women and the organisation. The advantage of mentoring and coaching women in management equips these women for success, and the organisation will in turn reap the higher profit benefits (Chiloane-Tsoka (2012:4960).

Effective communication is very important in the workplace, and even more so within a company with a diverse workforce. The next point of discussion will focus on communication and why it is important.

## 2.10 COMMUNICATION

The way organisations do business world-wide today has changed: communication has become crucial to achieve organisational goals. Decades ago in the 6th century, a monk wrote the following on his understanding of internal communication: "Smaller organisational decisions should be taken by senior individuals, but larger ones should be decided as a group. Everyone's voice must be heard to avoid murmurs and backbiting" (Smith & Mounter, 2008:10). The process of understanding and the exchange of information by two or more individuals with the aim of motivating or influencing behaviour are known as organisational communication (Werner, 2011). Werner (*ibid*) adds that communication is a way to create understanding through body language, voice tone, and actions. Communication between two or more employees can be viewed from an interpersonal or organisational viewpoint. Smith and Mounter (2008) define internal communication as "the act of communicating internally, while communication is the function which helps deliver it". Markaki, Sakas and Chadjipantelis (2013) argue that effective communication is a prerequisite in organisations to collaborate properly and build career paths. Hence it is vital for managers to develop a relationship that is built on trust and teamwork, which promotes commitment and creates associations and feelings of involvement in the organisation.

## 2.10.1 The role of communication

South Africa has a diverse population who experience hurdles that must be overcome in areas such as organisational communication (Werner, 2011). Knowing and understanding cultural differences improves the effectiveness of communication. Werner (2011:189) notes that business relationships evolved because of personal communication between two parties, through verbal or non-verbal processes.

The three communication advantages relating to business relationships are (i) the provision of more valuable private information than public information − increasingly available on the internet − and (ii) quick access to diverse skills sets, which is a source of power. The purpose of organisational communication is to allow employees to coordinate actions, share valuable information and also satisfy social needs. Business success can be attributed to clear communication and effective listening (Brown, 2009). Effective communication requires effective listening, which is an element often overlooked, but a skill that can be mastered through experience and training (Brown, 2009). Verbal communication can be facilitated through active and empathetic listening, enquiry, and giving and receiving feedback. Written communication effectiveness is enriched by clear intentions, and by creating a platform for the reader to understand the message (Werner, 2011). Managers need good interpersonal skills to communicate effectively, which include being caring and hard-working, and possessing goal-oriented skills (Markaki, Sakas and Chadjipantelis (2013). Organisations need a communication plan to communicate effectively. The communication plan must have the following characteristics:

- It must be accurate, organised and targeted.
- It must help to support and distribute the communication information.
- It must organise the frequency and flow of information through the correct channels from the sender to the receiver.

The frequency of information depends on the manager's expectations and whether there are open communication lines and processes that support employees' commitment and involvement. Markaki, Sakas and Chadjipantelis (2013) argue that

the communication plan between the manager and employees envisages meeting regularly and updating and evaluating information timeously.

## 2.10.2 Challenges in communication

Communication breakdown can occur at any time, leading to distortion of the message. Communication differences between men and women, politically correct communication, technological advances in communication and corporate culture and communication all present challenges (Werner, 2011). These challenges are discussed below.

### 2.10.2.1 Communication differences between men and women

Societal norms have created differences in the way men and women say and approach communication. These differences in conversation and language style cause verbal communication barriers. 'Genderflex', according to Werner (2011:217), means "the temporary use of communication behaviour similar to that of other people". Tingley (1993) explains genderflex as "a practical, fair and generally rewarding solution to problems in communication between men and women". Therefore Genderflex is a temporary solution and should be used to accomplish a given outcome. Table 2.5 below displays the communication differences between the men and women.

| TABLE 2.6: COMMUNICATION DIFFERENCES BETWEEN MEN AND WOMEN | |
|---|---|
| Women | Men |
| • Speak and hear connecting language and expressions of familiarity<br>• View conversations as negotiations for closeness, seek to give confirmation and support<br>• Are less boastful than men<br>• Are not concerned with the status that directness often creates<br>• Apologise to express regret and restore balance to a conversation | • Speak and hear status language, power and independence<br>• View conversations as a means to preserve independence and maintain status in a categorised social order<br>• Incorrectly conclude that a women is less confident and competent than she really is<br>• View female indirectness as covert or sneaky<br>• View women's apologies as a sign of weakness |
| **Source: Werner, 2011** | |

Werner (2011) points out that gender difference has an impact on the perception and judgement of individuals of the opposite sex, which can impact hiring and task assignments.

2.10.2.2 Politically correct communication

People communicate by using words to bring the message across to the receiver. Incorrect communication can become a sensitive issue; hence people need to address others in a correct manner not to hurt their feelings. Research on this matter found that a plethora of new words in our vocabularies has resulted due to this challenge. Removing words from a sentence in order to be politically correct can damage its

meaning. Although communicators must be sensitive when choosing words, it can restrict the clarity of communication (Werner (2011).

## 2.10.2.3 Technological advances

The past two decades have seen a vast change in electronic communication. Messages can be transmitted in seconds and time is no longer a factor.  (Werner (2011) suggests that electronic communication could lead to lower job satisfaction and counter productivity; this could occur when technology is culturally inappropriate. Communication through email and other messaging platform hides emotional feelings that might need verbal communication to solve issues (Werner, 2011). Video-conferencing allows individuals to see each other, but lacks in social contact. The use of the internet and wireless technology as communication media allow faster communication.

## 2.10.2.4 Corporate culture and communication

Sanchez (2005) describes communication as the only process that has the ability to inform, educate, and support change in corporate culture. Leaders need to have an all-encompassing view of the organisation's communication modes, patterns and individual diversity, and concurrently develop a corporate culture that employees will want to 'buy into'. Werner (2011) believes that both formal and informal communication channels strengthen group and organisational values and norms, educating all stakeholders about the organisational culture.

The slow progress of women to move into more senior leadership roles calls for strategies to be put in place to speed up the process of women's advancement. The strategies which can be used as a guideline to increase the representation of women in organisations will be discussed next.

## 2.11 STRATEGIES TO INCREASE REPRESENTATION OF WOMEN IN ORGANISATIONS

According to Stocovaz (2013), attraction, recruitment, retention and development of women are the four integrated gender diversity strategies that have remained successful in traditionally male-dominant industries.

- **2.11.1 Attraction –** Attracting women with the right skills and qualifications, not only addresses the skills shortage, but also gains talent and reaps economic benefits. To assure representation of women, all leadership positions should be advertised, and at least one woman must be interviewed for each position. Information regarding the availability of career opportunities must be provided to women including flexible work practices and other available care strategies to attract women to apply for leadership roles. Sponsoring and offering apprenticeship programmes to young women and promoting available career opportunities will reap benefits. A communication plan must be developed and implemented to share the vision, strategy and action plans to achieve gender diversity with all employees and key external stakeholders. Establish accountability, target and performance management which links gender diversity with the focus on increasing women's roles in the organisation.

- **2.11.2 Recruitment –** Recruitment is a critical factor in an organisation's gender diversity strategy. Women must have the opportunity to display their skills during the recruitment process. Focus on the brand of the organization and career opportunities to create a value proposition that is attractive to women. A strong package must be developed with hiring incentives to recruit the most qualified candidates.

- **2.11.3 Retention –** To retain talented women within the company the organisation should align the talent strategy with the business strategy. This can be achieved when the organisation is lead from the top with the CEO and senior

leaders supporting the vision for gender diversity across the organisation. Redesigning women's jobs from full time to part time accommodates flexibility in the workplace and also places a value on project experience and skills learned outside the work environment and increase the talent pool. Another way of adding to flexible work conditions would be to offer women maternity benefits: instead of returning to work full time in their leadership role, they could be offered a choice of either working from home temporarily, or working part time in the same position. Ensure pay equity at all levels in the organization, and monitor regularly through a transparent audit process. Implement a keep-in-touch programme for employees who go on extended leave. Make retention personal by finding out what motivates employees, as monetary incentives does not always retain employees.

- **2.11.4 Development -** Career planning, leadership programmes and training are all development strategies. To ensure development in the organisation, a succession plan needs to be formalised, beginning at the lowest level in the organisation and identifying high potential women and accelerating their development. Managers must be held accountable for developing women in their departments by providing strategic leadership and career development. Specialised training and general management training must be implemented, linking it with rewards and using it as an incentive for managers to achieve their full potential. Structured leadership development programmes must be offered to women that focus on their leadership capabilities. This can be achieved by implementing leadership programmes that incorporate formal and informal development experiences to network with other women in the organisation. The organisation should offer flexibility in the time and location of training to make it accessible to women. Senior leaders to mentor women build relations and trust, encourage honest feedback and discussion on career opportunities. Mentoring programmes can accelerate women's advancement to senior roles. Cross-training opportunities for women with high performance capabilities close the gaps in case of staff shortages. Providing support to talented women who need

to relocate or advance their careers, should include care, financial assistance and career advice. A performance management method must be implemented to determine reward and recognition of women.

Organisations that embrace these changes will reap the economic advantages of gender diversity and equality by being competitive and achieve sustainability in the long-term when actively implementing these strategies to recruit and retain women employees (Stocovaz, 2013).

## 2.12 CONCLUSION

Chapter two provided an overview of the relevant literature on the perceived success of succession planning for women in business in developed and developing countries. The chapter describes the business succession process and its variables in detail and closes with strategies to increase the representation of women in organisations. Chapter three follows with its focus on the research methodology and study design.

# CHAPTER 3

# RESEARCH METHODLOGY AND DESIGN

## 3.1 INTRODUCTION

The previous chapter focused on the literature review concerning the perceived success of succession planning. The chapter also examined women in business from a global perspective between developed and developing countries. The BSP processes and available SP models found in literature were examined. Chapter three will discuss the research methodology and design, which includes the research approach (paradigm), the sample, measuring instruments and data analysis procedures. The approach selected for this study was a qualitative case study.

## 3.2 RESEARCH OBJECTIVES

The researcher developed a proposed theoretical framework which offered six propositions that might affect perceived succession planning for women in organisations.

### 3.2.1 Primary research objectives

The primary objective of the study was to develop a succession planning framework for woman in the selected company in the Aviation Industry.

### 3.2.2 Secondary research objectives

To address the primary objective, focus was placed on the second and third secondary objectives, which were to determine the variables that would ensure correct implementation of the theoretical model, and to empirically test how organisational implementation of succession planning in the selected company in the Aviation Industry complies with the proposed theoretical model and guidelines developed in this research's model. The six propositions that affect succession planning for women in organisations are listed below:

$P^1$:    There is a positive relationship between the organisational culture of the selected company and the perceived success of succession planning for women in the Aviation Industry.

$P^2$:    There is a positive relationship between the diversity climate of the selected company and the perceived success of succession planning for women in the Aviation Industry.

$P^3$:    There is a positive relationship between leadership development in the selected company and the perceived success of succession planning for women in the Aviation Industry.

$P^4$:    There is a positive relationship between career development in the selected company and the perceived success of succession planning for women in the Aviation Industry.

$P^5$:    There is a positive relationship between mentoring in the selected company and the perceived success of succession planning for women in the Aviation Industry.

$P^6$:    There is a positive relationship between communication in the selected company and the perceived success of succession planning for women in the Aviation Industry.

## 3.3 RESEARCH METHODOLOGY

### 3.3.1 Qualitative approach

Collis and Hussey (2003:47) argue that quantitative and qualitative research are the two main research methods, and can also be referred to as positivistic and phenomenological paradigms. The phenomenological approach investigates participants' frame of reference behaviour patterns (Collis & Hussey, 2003). Qualitative research is a method predominantly used for data collection or as a procedure to analyse data (Saunders, Lewis & Thornhill, 2009:151).

Collis and Hussey (2009) explain a case study as a "methodology that is used to explore a single phenomenon (the case) in a natural setting using a variety of methods to obtain in-depth knowledge". Once the researcher has determined that the most suitable way to answer the research question will be through the use of a qualitative case study, then the type of case study must be considered. The three types of case study to consider are exploratory, descriptive and explanatory (Yin, 2003). Exploratory research is qualitative and involves interviews, observations and data analysis. Descriptive research measures 'things the way they are' and can use both quantitative and qualitative methods (Rossman & Rallis, 2003). For the purpose of this study, explanatory research was used to establish causal relationships between variables (Saunders, et al., 2009:140).  Collis and Hussey (2003) note that research approaches and perspectives are concerned with why, what, where, and how data was collected and analysed. The research study can follow either a deductive or inductive research approach. When using a deductive approach, the researcher will develop a theory and hypothesis and design a research strategy in order to test the hypothesis. However, when using an inductive approach, the researcher will first collect data and then develop a theory resulting from the data analysed (Saunders, et al., 2009). The approach used for this particular study was deductive because a succession planning framework was developed and tested by empirical observation (Collis & Hussey, 2009). Methodologies

associated with interpretivism (qualitative) are hermeneutics, ethnography, participative enquiry, action research, case studies, grounded theory, and feminist, gender and ethnicity studies (Collis & Hussey, 2009:74). The qualitative research design type used for this study was single case study approach (Yin, 2003).

## 3.3.2 Case study characteristics

Yin (2003:13) notes that when the boundaries between phenomenon and context are not clearly evident, a case study approach should be followed to investigate the phenomenon within its real context. Yin (2003) identifies the characteristics of case studies as (i) research not only to explore a case, but with the aim of understanding within a certain context, and (ii) research that may use both qualitative and quantitative methods to collect data.

According to Saunders, et al (2009), a case study strategy is used when the researcher wants to gain a rich understanding of the research context. These authors distinguish between four case study strategies.

- Single case – a critical or unique case.
- Multiple cases – more than one case; a case within another case.
- Holistic case – concerned with the organisation itself.
- Embedded case – examines workgroups or departments within the organisation.

This study used a single case with multiple respondents to test the six propositions developed by the researcher to obtain a holistic view on the perceived success of succession planning for women in the organisation. When adopting a case study approach, Collis and Hussey (2009) recommend the following steps:

- Select the case to be investigated;
- Determine the approach to use;
- Determine how, when and where data is going to be collected;

- Determine the data analysis technique;
- Prepare the report by writing up the case study material.

Collis and Hussey (2009) point out that although it might be advantageous to conduct a case study methodology, the research can be time-consuming and problems may be encountered negotiating access to a suitable case.

## 3.4 RESEARCH DESIGN

The approaches within the two main paradigms of positivism and interpretivism, are also referred to as the quantitative and qualitative paradigms (Collis & Hussey, 2009). The assumptions that underpin these main paradigms are represented in Table 3.1 below:

| TABLE 3.1: ASSUMPTIONS OF THE MAIN PARADIGMS | | |
|---|---|---|
| Philosophical assumption | Positivism | Interpretivism |
| Ontological assumption (nature of reality) | Reality is objective and singular, separate from the researcher | Reality is subjective and multiple, as seen by participants |
| Epistemological assumption (what constitutes valid knowledge) | Researcher is independent of that being researched | Researcher interacts with that being researched |
| Axiological assumption (the role of values) | Research is value free and unbiased | Researcher acknowledges that research is value-laden and biases are present |
| Rhetorical assumption (research language) | Researcher writes in a formal style and uses the passive voice, accepted quantitative words and set definitions | Research writes in an informal style and uses the personal voice, accepted qualitative terms and limited definitions |
| Methodological assumption (research process) | Process is deductive. Study of cause and effect with a static design (categories are isolated beforehand). Research is context free. Generalisations lead to prediction, explanation and understanding Results are accurate and reliable through validity and reliability. | Process is inductive. Study of mutual simultaneous shaping of factors with emerging design (categories are identified during the process). Research is context bound. Patterns and/or theories are developed and understood. Findings are accurate and reliable through verification. |
| **Adopted from Creswell (1994 and 1998)** | | |

### 3.4.1 Data collection method

Both Eisenhardt (2002) and Yin (2003) believe that case study data can come from several sources, but focus on the following six sources of evidence.

- Documentation - letters, agendas, administrative documents, etc,
- Archival records – service, organisational, personal records, etc,
- Interviews – considered as verbal reports,
- Direct observations,
- Participant observations,
- Physical artefacts.

According to Collis and Hussey (2009:143), qualitative data is short-lived and must be understood in context. Qualitative data relates to an interpretative methodology, where the research findings that result normally have a high degree of validity. Yin (2003) argues that there are three principles of data collection which are beneficial in establishing construct validity and the reliability of case study evidence. The three principles are (i) using multiple sources of evidence, (ii) creating a case study database, and (iii) maintaining a chain of evidence. Figure 3.1 below shows how a chain of evidence can be maintained. The figure allows the observer to easily follow how the researcher arrives at the evidence, starting with the research question and ending with the case study report.

| FIGURE 3.1: MAINTAINING A CHAIN OF EVIDENCE |
|---|
| Case Study Report |
| ⇕ |
| Case Study Database |
| ⇕ |
| Citations to Specific Evidentiary Sources |
| in the Case Study Database |
| ⇕ |
| Case Study Protocol |
| (linking questions to protocol topics) |
| ⇕ |
| Case Study Questions |
| **Source: Adapted from Yin (2003)** |
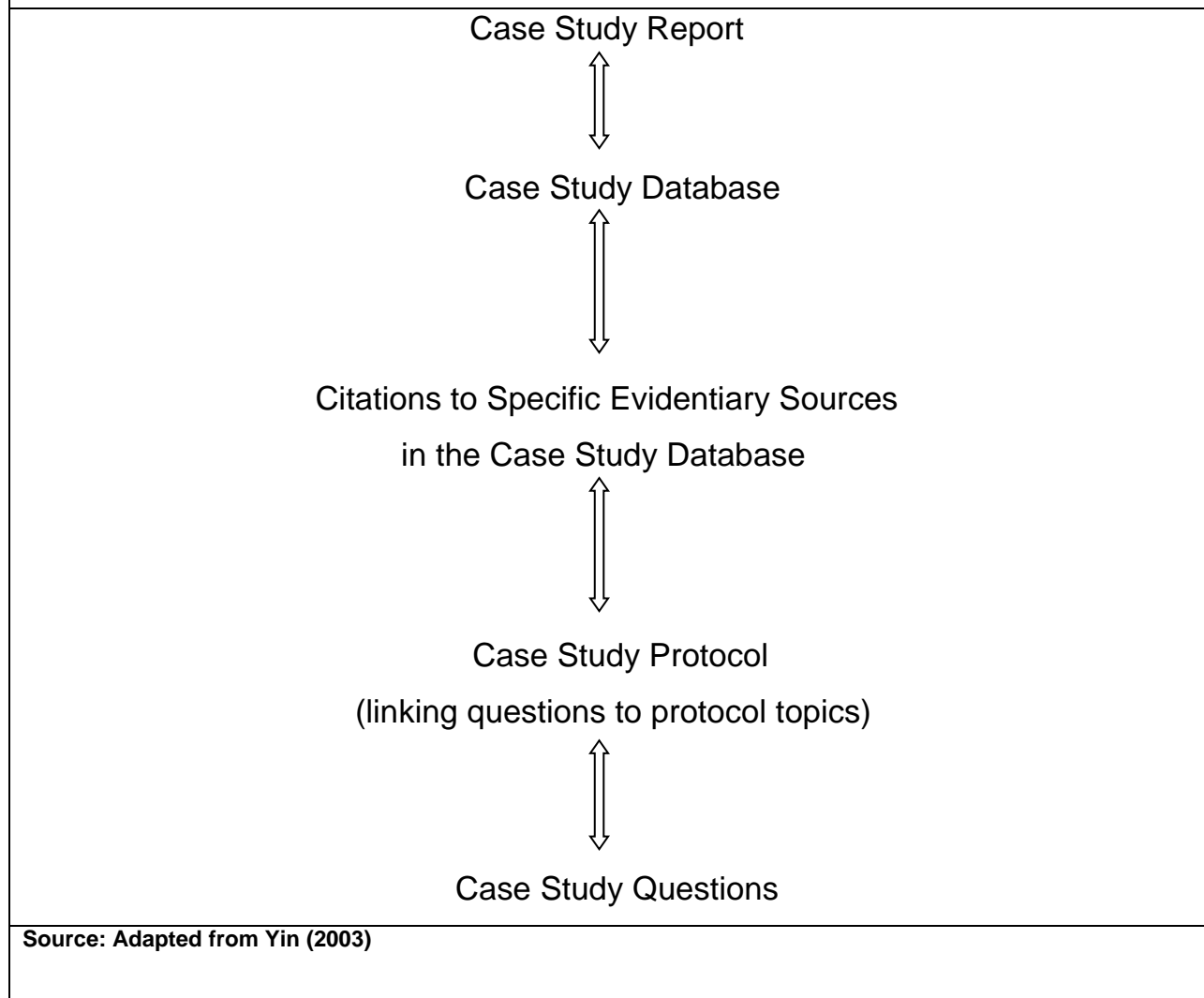
## 3.4.2 Sample selection

A sample is a subset of a population (Collis & Hussey, 2009). In the current study, a single case approach was chosen to develop a framework to test the theory, which used non-probability sampling to collect the data. A purposive sample was used: Top-level Management who had knowledge and expertise regarding the issues relevant to the research were identified. Eight respondents were targeted, five of whom were available to be interviewed, three incumbents and two successors in management roles in the

selected company in the South African Aviation Industry. Since the study focused on succession planning for women in the organisation, the interviews were conducted with women.

A questionnaire was designed and used to conduct the interviews. Documentation from respondents, such as the company's annual report, was used as a secondary data source. The anonymity of the participants was guaranteed. Assuring the confidentiality of respondents, that is, that the opinions they express will not be identified with them, creates a level of trust, allows freedom of expression and facilitates the free flow of dialogue between interviewer and participant (Collis & Hussey, 2009). The focus of a case study should be on collecting data, not on participant identification.

3.4.2.1 Selected case study

The company chosen for the case study has a vision to become the preferred supplier of Air Traffic Management solutions in the South African Aviation Industry. The company's values are safety, honesty, openness, quality service, innovation, equity and teamwork. Although the company identified seven strategies to achieve its goals, their priority is to become a transformative organisation that invests in its people. According to the company's 2013 Annual Report, it aims to link its strategy, governance, performance and future growth in such a way that stakeholders can see the economic, social and environmental context within which the company operates. The Aviation Industry is a major contributor to driving sustainable economic and social development throughout the world (ATNS Integrated Report, 2013).

The company's human capital plan focuses on transforming the company from within by linking the following three key performance indicators −  (i) training to contribute to job creation, (ii) broad-based black economic empowerment, and (iii) employment equity (ATNS Integrated Report, 2013:45-47). The company boasts its own training academy, which offers internal training as well as training to delegates on the African continent.

Emphasis is placed on developing women (mentorship and a management development programme), and providing training for female employees within the organisation. According to the selected company's 2013 Annual Report, the company experienced a challenge securing adequate female representation. Human Capital (HC) management continues to focus on attracting and selecting women, but is challenged in this area. Table 3.2 represents the company's EE (Employment Equity) targets: EE refers to equal representation of male and female employees in the workplace to ensure equitable representation in all occupational categories and levels in the workforce.

| TABLE 3.2 EE TARGETS OF THE SELECTED COMPANY | | | | | |
|---|---|---|---|---|---|
| Business Objectives | Objective Measures | Annual Performance Indicators | Actual Performance Indicators as at 31 March 2012 | Targets 2012/2013 | Actual Target as at 31 March 2013 |
| EE Targets | Increase representation of black (*AIC) racial grouping with particular focus on African and female representation, towards creating alignment with the demographics of the country. | Six percent (6%) increase – African (AIC) | AIC – 60.96% | Achieve a target of 66% AIC | AIC – 63.37% |
| | | Nine percent (9%) increase - female | Female 37.41% | Achieve a company target of 46% female representation | Female 38.52% |
| | | One percent (1%) increase – people with disabilities | PWD – 3.09% | Achieve a company target of 3.5% for people with disabilities | People with disabilities 2.91% |
| **Source: Adapted from ATNS Integrated Report, 2013** | | | | | |

*AIC = African,Indian,Coloured

Table 3.1 shows that on 31 March 2013, the selected company employed 38.52% females against the company's target of 46%. It is a formidable challenge for HC management to attain gender equality. As a retention strategy, the company has launched the Women's Development Programme (WDP) to develop and possibly promote women in the company (ATNS Integrated Report, 2013:47-48). A leadership blueprint programme was developed to facilitate leadership development in the organisation (ATNS Integrated Report, 2013:53-54). In 2012 leadership competencies were determined through an assessment that forms the foundation for all future leadership initiatives within the company. Some of these initiatives are

- Executive coaching,
- Women's development programme,
- Nine conversations in leadership (an innovative leadership development intervention that acts as a catalyst for long term development of leaders),
- ENAC Masters Programme (where ENAC refers to Ecole Nationale de Aviation Civile in France).

3.4.2.2 Profile of the respondents

The biographical data of the respondents (refer to Section A of Annexure A) are shown in Table 3.3.

| TABLE 3.3: RESPONDENTS' BIOGRAPHICAL DATA | | | | | |
|---|---|---|---|---|---|
| Title | Code | Full name | Age | Gender | Occupation |
| Incumbent | IF1 | A | 50 | Female | SM*1 |
| Incumbent | IF2 | B | 47 | Female | SM2 |
| Incumbent | IF3 | C | 50 | Female | SM3 |
| Successor | SF1 | D | 51 | Female | MM*1 |
| Successor | SF2 | E | 33 | Female | MM2 |
| Source: Researcher's Own Construction (2014) | | | | | |

SM = Senior Manager                                    MM = Middle Manager

IF = Incumbent Female                                   SF = Successor Female

### 3.4.3 Data reliability and validity

In research methodology, there are two aspects to the credibility of findings, namely, reliability and validity (Collis & Hussey, 2009:64), which can be described as follows.

- Reliability - the findings produce the same results when the research is repeated. Validity – the outcome of the research findings measured replicates the case studied.

Dane (2011:140) argues that although reliability is necessary to measure quality, the researcher's use of any measure must be valid. In the case of questionnaires and interviews, the reliability of responses can be estimated either through the test-re-test method, the split-halves method, or the internal consistency method (Collis & Hussey, 2009:206). The test-re-test method is when the same questions are asked to the same respondents, but on different occasions. The answers are then correlated, and data calculated for reliability. The split-halves method occurs when the responses from the questionnaires are split into equal parts, the two 'piles' of answers are correlated, and the data calculated for reliability. The internal consistency method is where every

answer across the sample of data is calculated and the average correlation is then taken as an index of reliability. When validity is low, even if the responses have a high reliability, the results are of no value (Collis & Hussey, 2009). There are four different types of validity – face validity, concurrent validity, predictive validity and construct validity. Face validity is also known as expert validity where there is an agreement that the measure signifies a particular theory. Concurrent validity is the comparison of an existing valid measure with a new measure, relying on data instead of someone's opinion. Predictive validity is tested by comparing current and future occurrences with each other, predicting what the outcomes are going to be. Construct validity is a measure to compare and contrast two concepts that are different but possibly related to each other. Construct validity was the most relevant for this study, since there was a positive relationship between the dependent and independent variables of the study, which supports the following definition − "the accuracy with which a variable represents a theoretical concept" (Dane, 2011:22).

### 3.4.4 Data collection instruments

According to Blumberg, Cooper and Schindler (2008), the main advantage of case study research is the acquisition of different data sources of evidence, which according to Yin (2003), enhances data credibility. In this case study, personal interviews were used as a primary data source and documentation from respondents, such as the company's annual report, was used as a secondary data source. The two sources of data collection are discussed below.

- **Personal Interviews** – In this case study approach, semi-structured interviews were conducted. The purpose of semi-structured interviews is two-fold − (i) to obtain the respondents' perspectives on the case issue and (ii) to confirm whether or not the facts the interviewer holds are valid (Blumberg, et al., 2008:378). A set of open-ended questions was used in a questionnaire to facilitate the interview process. The length of the interview and the amount of information the respondent discloses during the interview process depends on

how comfortable the respondent feels with the interviewer (Collis & Hussey, 2009). In this study, individual interviews lasted approximately thirty minutes.

- **Documents** – According to Blumberg, et al (2008:378), documents and archival records are potential data sources of evidence, particularly in case study research. These authors add that documents and interviews complement one another; interviews can guide the researcher to documents, which in turn, might support information obtained in interviews. The documents that was obtained from the interviews with the respondents was the company's annual report (which is also available in electronic format), which was very useful in identifying issues related to the case.

## 3.4.5 The questionnaire

The theoretical framework, which contained the dependent and independent variables, underpinned the propositions drawn from the literature review that were tested. The questionnaire consisted of open-ended questions that could be answered in the respondents own words. As a general rule when designing questions, it is vital to keep one's target audience in mind and the questions simple (Collis & Hussey, 2009). General rules for designing questions can be summarised as follows:

- Explain the purpose of the research concisely;
- Ask only questions that are relevant to the case;
- Keep questions short and simple;
- Be specific by asking one question at a time;
- Avoid questions which are negative, vague and contain jargon;
- Avoid questions that are long and tedious;
- Avoid questions that are biased;
- Avoid offensive or embarrassing questions.

**3.4.6 Layout and contents of the questionnaire**

The interview questionnaire was designed to facilitate a semi-structured interview around open-ended questions. The questionnaire consisted of nine sections comprising 47 questions and was categorised as follows.

- SECTION A: BIOGRAPHICAL DATA
- SECTION B: WOMEN IN BUSINESS
- SECTION C: SUCCESSION PLANNING
- SECTION D: ORGANISATIONAL CULTURE
- SECTION E: DIVERSITY CLIMATE
- SECTION F: LEADERSHIP DEVELOPMENT
- SECTION G: CAREER DEVELOPMENT
- SECTION H: MENTORING
- SECTION I: COMMUNICATION
- GENERAL

A covering letter explaining the questionnaire was emailed to the respondents to peruse before the interview so that they would be prepared and feel at ease with the questions being asked.

**3.5 DATA ANALYSIS AND INTERPRETATION**

Baxter and Jack (2008) point out that data collection and analysis occur simultaneously, and are either deductive or inductive (Saunders, Lewis & Thornhill, 2009). The five data analysing techniques found in Yin (2003) are pattern matching, linking data to propositions, explanation building, time-series analysis, logic models, and cross-case synthesis. In this particular case study, the researcher linked the data to theoretical propositions which directed the data analysis. The researcher conducted individual interviews by means of a tape recorder. The tape recordings were

subsequently transcribed. The researcher summarised, categorised and structured the data to support its interpretation (Saunders, et al., 2009:490).

## 3.6 CONCLUSION

Chapter three started with a review of the research objectives. The primary and secondary objectives were clearly stated and the phenomenological research paradigm was discussed. This was followed by the case characteristics, since the qualitative research design type used for this study was a single case study approach. The section on research design included the data collection method and sample selection. This was followed by a brief discussion on the company as the selected case study. Then data reliability and validity, and the data collection instruments were discussed. The layout and contents of the questionnaire were explained, followed by an explanation of the data analysis and its interpretation. The following chapter will discuss the study's findings.

# CHAPTER 4

# FINDINGS

## 4.1 INTRODUCTION

Chapter two and three focused on the literature review and the research methodology and design of the qualitative case study, respectively. Chapter three included the research approach (paradigm), the sample, measuring instruments and data analysis procedures. Chapter four focuses on the data analysis from the personal, tape-recorded interviews. This data was tested against the six propositions developed by the researcher.

## 4.2 REPORTING METHOD

There are six different methods used to report a case study; information can be presented chronologically, comparatively, linearly, in a theory building manner, suspense method (when the remainder of the case study and its suspenseful parts are dedicated to the development of the outcome and a different explanation to follow in the chapters that follow), or the order can be unsequenced (Yin 2003, cited in Baxter & Jack, 2008). A theory building method is a research strategy that involves the use of one or more cases to create propositions from case-based evidence (Eisenhardt, 1989b). In this study, the researcher used a chronological report.

## 4.3 FINDINGS

Baxter and Jack (2008:555) note that findings should be compared with published literature findings (pre-existing data) to aid comprehension and understanding.

The findings are presented in the same order as the questions in the interview questionnaire.

## 4.4 INTERVIEW REPORT

### 4.4.1 Biographical data of respondents (Section A)

- Respondents confirmed their full names, age, gender, current position in the company and whether they were incumbents or successors.
- Coding was used (refer to Table 3.1 above) to illustrate the biographical data.

### 4.4.2 Responses based on the questions in Section B – I

4.4.2.1    Women in Business

*4.4.2.1.1 Are women well represented in the company?*

Three of the five respondents confirmed that women are well represented in the company. IF3 responded that the company demographics showed that African female numbers needed to increase. SF1 responded no with regard to representation of female managers.

*4.4.2.1.2 Do women get promotional opportunities within the company when they arise?*

All five respondents answered yes to this question. However, they felt that the company fell short with regard to its employment equity (EE) female targets in terms of Department of Educational Training (DET) requirements.

*4.4.2.1.3 How are professional and managerial women perceived within the company?*

The Incumbents felt that in their discipline women were respected and perceived as professional if they had the right qualifications, aptitude and attitude. The Successors felt that women were perceived as competent, but if they behaved assertively, they were perceived as arrogant.

*4.4.2.1.4 Are women identified as potential successors to key positions within the company?*

Four of the five respondents agreed that women are identified to take part in leadership development programmes in order to fill key positions in the company when they come up. One respondent was uncertain.

*4.4.2.1.5 Do women want to participate in the succession planning process?*

Four of the five respondents agreed that women want to participate in the SP process. SF2 added that the focus was on leadership development where succession opportunities are presented to women. IF1 responded that it was difficult to generalise and believed that it depended on the specific individual.

*4.4.2.1.6 In your opinion, what contributions do women make to the company?*

IF1 felt that women contributed at all levels, but should be more focused within their areas of expertise. IF2, IF3 and SF1 believed that women contribute different skills and an understanding concerning balancing family and work life, since they are nurturing and caring and perceive staff differently than men. SF2 added that women contribute emotional intelligence to this historically male dominant company.

4.4.3.2    Succession Planning

*4.4.3.2.1 What is your understanding of succession planning?*

IF1 argued that SP requires identifying critical positions within the company where skills transfer is essential for business continuity, and specific individuals who may have the potential to fill those specific positions. IF2 felt that SP identified the persons who would take over key positions; the persons did not necessarily have to be in top-level management, since every department has key positions at various levels. IF3 believed that SP is to groom current employees with potential, who are consistently high performers, for higher positions.

*4.4.3.2.2 Does the company have a succession planning process in place?*

Although all five respondents agreed that there is a SP policy in place, they did not know whether it had been implemented. IF3 added that the SP process is segmented (certain sections of the process apply to specific people, process not standard).

*4.4.3.2.3 What succession planning strategies are in place for rolling out the process?*

Three of the five respondents noted that the process was fragmented and that there was a lack of guidance because there was no SP coordinator to drive implementation. These respondents were not familiar with the strategies that are in place. IF3 and SF2 both agreed that the strategies are with Organisational Development (OD) under the leadership blueprint, which is one of the key business imperatives for executives and senior managers.

*4.4.3.2.4 Does the succession planning process clarify the expectations?*

Three of the five respondents answered 'no' to this question. One respondent demonstrated uncertainty around the expectations of the SP process and one response was positive.

*4.4.3.2.5 What responsibilities did you assume during the succession planning phase?*

IF1 developed a specific SP for the manager who was engineering training for his retirement, and the process that involved identifying his potential successor. IF2 was not exposed to the SP phase. IF3 facilitated specifically women reporting to her, which included those with disabilities. She also identified two women who were to be developed to be her successor. SF1 believed that the SP phase was simply word-of-mouth and that no clear responsibilities and roles had been communicated. SF2 was going through the phase. Her responsibility when her manager was absent was to act in

his position. SF2 was an expert in her area, so when presenting to the Executive Committee (EXCO) or the board, she was given the opportunity to lead.

*4.4.3.2.6 What would you consider as key success factors in a successful succession?*

IF1 thought that clear goals or processes must be identified to establish specific roles and responsibilities. IF2 identified knowledge transfer, since one needs to understand the basis from which a person is operating. IF3 considered honesty from both incumbent and successor, and willingness and passion from the incumbent to want to transfer skills and knowledge to the possible successor. SF1 considered clarifying clear goals as a key success factor. SF2 considered development as important; the successor should be given the opportunity to portray her capabilities.

*4.4.3.2.7 Please describe how succession planning for women occurs in the company?*

Three of the five respondents were unsure how SP occurs in the company although they agreed that there is a women's development programme (WDP) in place to fill the leadership 'pipeline'. SF1 felt that the WDP programme enables women to be developed in certain ways because it looks at emotional intelligence and careers holistically, not simply from a technical or experiential point of view.

*4.4.3.2.8 Are there any steps in place for the take-over of leadership role?*

Three of the five responses were negative for this question. One respondent pointed out that steps will be in place in the new plan. The other two respondents believed that steps were in place for SP, but it was not standardised across the organization.

*4.4.3.2.9 Do you believe that succession planning is important and can benefit the company?*

All five respondents responded positively that SP is important and will ensure continuous performance in whatever area it is applied.

4.4.3.3 Organisational Culture

*4.4.3.3.1 Do women feel proud to be part of this company?*

Four of the five respondents felt proud to be part of the company, although 40% were uncertain how other women in the company feel. One respondent added that not all employees take pride in their jobs; a contributing factor could be the company's policies, which are not in support of women's needs.

*4.4.3.3.2 Does the company's organisational culture facilitate succession planning?*

Four of the five respondents indicated 'yes', although one respondent added that SP needs to be more transparent. The other respondent felt that the company is still too male dominant.

*4.4.3.3.4 Does the organisational culture allow women to take responsibility for their own development?*

Three of the five respondents agreed that women take responsibility for their own development, although IF1 added that "it may not necessarily be allowed to the succession initiative of the company". IF3 replied negatively. She felt that employees are restricted by company policy.

4.4.3.3   Diversity Climate

*4.4.3.4.1 Does the organisation ensure that women are not overlooked in promotion decisions?*

All five respondents responded 'yes' to this question. One respondent added that it forms part of the strategy to achieve the EE female targets, and another felt that it depended on how the line managers perceived it.

*4.4.3.4.2 Does the company provide adequate training opportunities for women?*

All five respondents positively agreed that training opportunities for women were provided in terms of the WDP, since that forms part of the strategy to achieve the EE female targets. One respondent mentioned that with the right qualifications and experience, women are equally in line as their male counterparts. Another respondent, however, felt that in some departments, decisions concerning who should receive training were made by line managers.

*4.4.3.4.3 Does the company provide clearly defined leadership career paths for women?*

Four of the five respondents replied negatively, although one respondent noted that the company definitely supplies support and development. "Whether you always knowing where you heading to, I don't think that is as clear as it should be". One respondent added that the lack of clear career paths applies to men too and needs attention.

4.4.3.5    Leadership Development

*4.4.3.5.1 Does the company have a clear strategy for women's development?*

All five respondents positively agreed that the company has a clear strategy for women's development. IF1 argued that although the strategy is clear, the implementation still falls short. The strategy coincides with the women's development programme and the blueprint leadership programme for managers.

*4.4.3.5.2 Does the company have a leadership programme for women in place?*

All five respondents agreed that a leadership programme for women is in place. IF1 added that the leadership programme forms part of the company's leadership blueprint, and is not specifically aimed at women. It addresses leadership skills across the board. The leadership blueprint addresses skills development for executives and senior managers, and cascades down into the organisation. Through the leadership blueprint specific women were to be identified and drawn into the WDP to ensure appropriate succession planning and talent management. One respondent pointed out that the WDP was not launched in a coordinated way; women "jumped on" the WDP to try and get training opportunities. This respondent felt that it would be more appropriate to target individuals for specific development. This implied that the WDP was not managed appropriately.

*4.4.3.5.3 Does the leadership development programme provide flexible cross training for women?*

Four of the five respondents agreed that flexible cross training occurs within the company. SF1 responded with uncertainty regarding cross training and felt that one of the initiatives that came out of the leadership blueprint was coaching and mentoring.

*4.4.3.5.4 Is the leadership development programme linked to the succession planning process of the company?*

Three of the five respondents agreed that the leadership development programme (LDP) is linked to the SP. One respondent disagreed. IF1 felt that the LDP is partially linked and not coordinated.

*4.4.3.5.5 Does the leadership development programme include stretch assignments that promote long-term career advancement to maximise success?*

The Successors felt that there was a lack of exposure in the work environment and that the focus was more on the senior management level. Three of the five respondents (Incumbents) agreed that stretch assignments are included to maximise career advancement success.

4.4.3.6    Career Development

*4.4.3.6.1 Is training offered in the company for potential women successors to ensure readiness to act in an upcoming position?*

All respondents agreed that training is offered to a certain extent. One respondent mentioned that the education skills successors need are identified.

*4.4.3.6.2 How do you feel career advancement can help the company to retain key talent.*

IF1 felt that the company structure limits opportunities for advancement out of the functional disciplines; instead the company loses key talent. IF2 felt that the company could communicate its plans more effectively to employees, focusing on their shortcomings, strengths, abilities and leadership capabilities. IF3 felt that there should be a balance (between male and female numbers) in work life, and job security and that career plans should be "set out to retain key talent (there is a future for them in the company). SF1 felt accountability plays a significant role, that is, where employees are given power to make certain decisions. Open communication around the remuneration structures could contribute to women wanting to remain in organisations. SF2 felt it was not about the money but career advancement: if goals are clear and opportunity presents, this will enhance talent management, but if unclear, people will leave the company to find satisfaction.

*4.4.3.6.3 Do you think the company values training and development?*

All five respondents confirmed that the company values training and development based on the fact that the company needs skilled employees. One respondent added that although the company invests a lot of money in training and development, regions sometimes cannot release employees to be trained, due to operational requirements and commitments. The company boasts an in-house Training Academy. Delegates from Upper Africa also receive training at this facility and international instructors are brought in to provide international expertise.

4.4.3.7 Mentoring

*4.4.3.7.1 Does the company provide a mentoring programme for women as part of the succession planning process?*

Three of the five respondents positively agreed to this question, although one felt that only senior managers benefitted. One respondent partially agreed and felt that specific individuals were identified for coaching and mentoring, but it was not a generalised initiative specifically aimed at women. One respondent was uncertain regarding the provision of a mentoring programme for women as part of the SP process.

*4.4.3.7.2 Does the organisational structure at the company facilitate mentoring?*

Three of the five respondents agreed that the organisational structure facilitated mentoring. IF1 added that it was more informal than a structured process.

*4.4.3.7.3 Do you think that mentoring has a positive impact on women's development?*

All five respondents agreed that mentoring has a positive impact on women's development, especially in this male dominant company, since women have different attributes from men, and mentoring helps women overcome obstacles they may encounter in business.

*4.4.3.7.4 Do you think that mentoring is an effective approach to develop women as leaders?*

All five respondents agreed, although one respondent added that it needs to be supported by formal training activities.

*4.4.3.7.5 Does mentoring have a positive impact on the succession of women leaders?*

Four of the five respondents agreed that mentoring has a positive impact on the succession of women leaders. IF1 felt uncertain, but believed it would depend on the mentor's leadership style and ability to transfer skills.

*4.4.3.8* Communication

*4.4.3.8.1 Is communication open between job levels?*

IF1 thought that information sharing in the company was notoriously lacking, or fragmented. IF2 felt that communication is a challenge within the organisation and that it is departmental. IF3, SF1 and SF2 agreed that communication is open, but not transparent, and limited between job levels.

4.4.3.8.2 *How does communication takes place during the succession planning process?*

Four of the five respondents replied that communication happens verbally, informally and during the performance management discussions.

4.4.3.8.3 *Does the leadership provide '360 degree' feedback?*

Four of the five respondents agreed that they had personally experienced a 360 degree feedback session. IF1 was unsure and feel that 360 degree feedback was limited to specific events and initiatives. This respondent added that it is not a general tool that can be used by everybody engaging in SP. Although SF2 agreed that 360 degree feedback is provided, she felt that it only happened at higher levels within the company.

4.4.3.8.4 *Are women given an opportunity to take part in decision making?*

All 5 respondents agreed that women are given a chance to show their capability in decision making.

4.4.3.9 GENERAL

4.4.3.9.1 *What actions can women take to exert greater control over their career success?*

IFI responded that women need to have clear goals and realistic timelines to achieve those goals, and they need to come out of their 'comfort zones' to gain organisational knowledge and become 'go-getters'. IF2 felt that women must be more informed at a younger age in order to have clear goals and know how to achieve these goals. IF3 thought women should "make themselves known and take the driver's seat". This respondent felt that women must ensure that they have the knowledge and skills to actively participate in decision making and be seen as leaders. SF1 believed that women should take charge of their own lives and not wait for opportunity to present itself to take the initiative to develop themselves. SF2 believed that everyone is responsible for his/her own development.

*4.4.3.9.2 What steps can the company take to promote the advancement of women?*

All respondents agreed that the company has clear directives that promote women's advancement. One respondent added that the company still lacks coordinated implementation of this policy. Clearer career paths in terms of training and development are needed to ensure women move up in the ranks.

*4.4.3.9.3 Have you had any women in leadership leaving the company due to lack of opportunity?*

All respondents agreed that women leave the company, but they did not know the reasons. A concern was why talented women are leaving and what challenges they faced that caused them to leave the company.

*4.4.3.9.4 Any advice you can give to women in your company?*

IF1 argued that you need to make yourself indispensable, and gain as much knowledge as you can. This included volunteering for projects and initiatives within your area of expertise, moving out of your comfort zone, and becoming involved wherever you can. IF2 and IF3 both felt that women should "grab the opportunities that come along, change your attitude and conduct yourself in a professional manner". SF1 felt that you need to be assertive enough to raise opinions on certain things. Women are perceived to be too polite, and hence these opportunities are never given to them. "Stop taking the back seat and take charge of your life".

## 4.5 ANALYSIS OF THE RESULTS OF SECTION A

The demographic details of the respondents were captured in Section A of the questionnaire. Each respondent confirmed their full names, age, gender, current position in the company and whether they were incumbents or successors.

### 4.5.1 Age

All respondents were female (refer to Table 3.1 in chapter 3). Table 4.1 below illustrates the age distribution in terms of race and position.

| TABLE 4.1: AGE DISTRIBUTION | | | |
|---|---|---|---|
| **Respondent** | **Age** | **Race** | **Position** |
| Successor | 33 | Coloured | Manager Human Resource and Admin |
| Incumbent | 47 | White | Senior Manager Finance |
| Incumbent | 50 | White | Senior Manager Regulatory Training |
| Incumbent | 50 | White | Senior Manager Human Resources |
| Successor | 51 | Black | Manager Business Processes |
| **Source: Researcher's Own Construction (2014)** | | | |

Table 4.1 indicates that the majority of respondents fall into the 45 to 50 year age category, which could also indicate the level of maturity of the respondents, who are all incumbents. It can clearly be noticed that white females are predominant in senior positions, and based on their age, could have a great deal of experience in their field of expertise.

**4.5.2 Status**

Figure 4.1 below illustrates that 60% of the respondents are incumbents and 40% successors.

**FIGURE 4.1 STATUS**



### Successor Status

- Successors 40%
- Incumbents 60%

**Source: Researcher's Own Construction (2014)**

## 4.6 ANALYSIS OF THE RESULTS OF SECTION B - I

### 4.6.1 Women in Business

The findings indicate that women are well represented in the selected company, although according to the demographics shown in Table 3.1, the number of African females needs to increase. Literature finds that statistics for women employees continue to fall short of those for men in all developed countries (Adler & Izraeli, 1988; Davidson & Burke, 2004; Wirth, 2001). From a South African perspective, literature reveals that there is a scarcity of women participating in business leadership (Ndinda and Okeke-Uzodike). From a race perspective, as shown in Table 4.1, in the selected company the proportion of white women is double that of African women. In order to achieve proportional representation, strategies need to be implemented to fast-track women's advancement in the company, taking diversity into account. Literature

indicates that it makes business sense to have women on board, since it correlates with improved corporate performance (Beeson & Valerio, 2012).

### 4.6.2 Succession Planning

The findings indicate that there is a succession planning policy in place, but the process is segmented. The findings also show that there is no coordinator to drive the implementation of succession planning. Literature indicates that a succession plan must be correctly implemented and executed to ensure successful leader transition, Literature also indicates that senior leaders are aware that having the right people in the right place at the right time is critical for the continued survival of an organization (Rothwell, 2001). Furthermore, literature indicates that business must ensure that SP decisions include the board and HR management. Succession planning requires the identification of critical positions within the company where skills transfer is essential for business continuity. Literature reveals that approaches must be implemented on how to identify leaders that fits the profile of the job and how to find a suitable successor for the position. Findings indicated that respondents were unsure how succession planning occurs in the company. This is an indication of poor communication which will result in confusion and uncertainty around the succession plan within the organisation. Literature shows that the factors influencing the effective implementation of succession planning for women are lack of management support, adequate training, a leadership pathway and transparency around the succession planning process.

### 4.6.3 Organisational Culture

The findings indicate that organisational culture at the selected company facilitates succession planning to a certain extent, but the company is still too male dominant. Literature indicates that although the South African organisational culture embraces a

concept of culture that is male dominant, both men and women should rather embrace a strong culture that is supportive of participative leadership and has the ability to inspire and empower people to increase organisational effectiveness. In focusing on their objective to increase their EE targets of AIC women, the company is moving forward. This coincides with literature, which indicates that a transformed organisational culture requires diversity of both men and women, rather than policies and practices that are not integrated into the organisational strategy and culture (Chiloane-Tsoka, 2012). Although the findings indicate that there is a lack of information sharing, literature reveals that interdependent behaviour like cooperation, knowledge sharing and mutual assistance, relates to organisational performance (Tseng, 2010).

### 4.6.4 Diversity Climate

The findings indicate that the selected company is male dominant, which may be the reason why career paths for women are unclear. Although women are not overlooked in promotion decisions, the findings show that this is under the supervision of the line manager who makes the decision. Literature shows that the organisation's climate is influenced by its culture and individuals' perceptions of organisational practices (Hicks-Clarke and Iles, 2000). Furthermore, literature indicates that if diversity is managed in an inclusive corporate culture,  it increases business performance (Singh, 2008).  The findings show that there is a need to break down the barriers between diverse individuals in the company. Literature reveals that women and other minority groups are more aware of restricted opportunities to their career advancement then men.

### 4.6.5 Leadership Development

The findings indicate the company has a clear strategy for the development of women: it has a women's development programme and a leadership programme in place. However, findings reveal that although the strategy is clear, there is a lack of

coordination. Cross training occurs, but there appears to be a lack of exposure to stretch assignments to promote long-term career advancement. A study by research firm Bersin and Associates, reports that employee retention improved by 73% when the organization had a strategic approach to leadership development, and the quality of the leadership succession pipeline improved by 84% (McNally, 2014). Literature indicates that succession planning is necessary to maintain and cultivate the leadership's talent, or there is a loss potential talented leadership. Research substantiates the benefits women brings to the organisation; women do not lead differently from men, according to Beeson and Valerio (2012), it thus makes business sense to include women in leadership positions because it correlates with improved corporate performance.

## 4.6.6 Career Development

The findings indicate career development at the company facilitates succession planning. The company has a women's development programme in place and women are trained as part of their career development and to fill positions when they arise. Literature indicates that to integrate career planning with succession planning, organisations need to create future career paths for individuals, which creates bottom-up pressure from employees, forcing management to pave the way for their personal development (Rothwell, 2010). Beeson and Valerio (2012) suggest that leadership development practices that support career advancement should include development plans for women which include stretch assignments designed to promote long-term career advancement, mentoring and coaching and skill building to maximise success.

## 4.6.7 Mentoring

The majority of respondents indicated that organisational structure facilitates mentoring. Literature indicates that mentoring is an interpersonal relationship between senior and

junior members in organisations. Literature also shows that mentoring in organisations that focus on the career development of the mentee, contributes to the mentee's personal growth and professional development. When the mentor focuses on the psychological support of the mentee, it addresses the interpersonal aspects of work, improving the mentee's sense of competence, self-efficacy and development on a personal and professional level. Coaching and mentoring focuses on supporting individuals on their developing journey, enhancing their future.

## 4.6.8 Communication

The findings indicate that women are given a chance to show their capability in decision making. Furthermore, communication is open, but not transparent, and limited between job levels. Literature indicates that effective communication is a prerequisite in organisations and vital for managers to develop a relationship that is built on trust and teamwork, which promotes commitment and creates associations and feelings of involvement in the organisation. According to Sanchez (2005), communication is the only process that has the power to inform, educate and support a change in corporate culture. Findings show that communication takes place during the succession planning process, either verbal, formally or during the performance planning discussion. Literature according to Werner (2011) indicate that verbal communication can be facilitated through active and empathetic listening, enquiry, and giving and receiving feedback, where written communication effectiveness is enriched by clear intentions, and by creating a platform for the reader to understand the message. Literature also indicated that organisational communication is the process of understanding and the exchange of information by two or more individuals with the aim of motivating or influencing behaviour. Findings also revealed that 80% of the respondents agree that the leadership provide '360 degree' feedback as part of the succession planning process which informs the individual how their performance is viewed. Dubrin (2010) point out that intensive development programmes can assist leaders to examine the patterns of behaviour, the reason and impact of the behaviour as well as the role

attitude plays on the performance of the individual. Good communication is critical to the effective functioning of any business, and to eliminate misconceptions and misinterpretations

## 4.7 CONCLUSION

Chapter four discussed the findings of the data gathered during the face-to-face interview process, and interpreted these findings. Similar responses were grouped together and different responses were individually reported. The chapter included an explanation of the reliability and validity of the measuring instruments. Chapter five draws conclusions from the findings and tests them against the six propositions explored in the succession planning framework. Chapter five includes recommendations to management, limitations of the study and highlights areas for future research.

# CHAPTER 5

# RECOMMENDATIONS AND CONCLUSIONS

## 5.1 INTRODUCTION

Chapter five reports on the conclusions based on the study's findings, which were analysed and interpreted in relation to the research objective against the six propositions explored in the researcher's succession planning framework. This chapter includes recommendations to management, the limitations of the study and highlights areas for future research.

## 5.2 SOLUTION TO THE MAIN PROBLEM

The main problem of this study was that succession planning for women in the selected company in the South African Aviation Industry poses a challenge. The primary objective was to explore a succession planning framework for women in the selected company.  To address the primary objective of the study, the following secondary objectives were formulated and addressed.

### 5.2.1 To determine what strategies the literature revealed would increase the representation of women in organisations.

The findings from the literature review revealed the following key strategies that will increase the representation of women within the selected company.

- Cross training and job rotation that involves training employees to be multi-skilled to enhance knowledge transfer. This strategy will reduce recruitment costs and the continuation of work when staff shortages occurs.

- Open and honest communication (open-door policy) builds trust between employers and employees and results in a lower turnover rate.
- Identifying women with high potential and accelerating their development through training. Career planning and leadership programmes are development strategies that when implemented, ensure development in the organisation.

## 5.2.2 To determine variables that ensure correct implementation of the theoretical model.

The variables that ensure correct implementation of succession planning were discussed in chapter two; they are organisational culture, diversity climate, leadership development, career development, mentoring and communication.

## 5.2.3 To empirically test how organisational implementation of succession planning in the selected company complies with the proposed theoretical model and guidelines developed in this research.

How organisational implementation of succession planning complies with the proposed theoretical model is addressed in chapter five (5.3.1 – 5.3.6). Table 5.1 (below) depicts the outcomes and indicate acceptance or rejection of the propositions.

| TABLE 5.1 ACCEPTANCE OR REJECTION OF THE RESEARCH PROPOSITIONS | |
|---|---|
| **Proposition** | **Accept / Rejected** |
| P1: There is a positive relationship between the organisational culture of the selected company and the perceived success of succession planning for women in the Aviation Industry. | Accepted |
| P2: There is a positive relationship between the diversity climate of the selected company and the perceived success of succession planning for women in the Aviation Industry. | Accepted |
| P3: There is a positive relationship between leadership development in the selected company and the perceived success of succession planning for women in the Aviation Industry. | Accepted |
| P4: There is a positive relationship between career development in the selected company and the perceived success of succession planning for women in the Aviation Industry. | Rejected |
| P5: There is a positive relationship between mentoring in the selected company and the perceived success of succession planning for women in the Aviation Industry. | Accepted |
| P6: There is a positive relationship between communication in the selected company and the perceived success of succession planning for women in the Aviation Industry. | Rejected |
| **Source: Researcher's own construction (2014)** | |

**5.2.4 To determine what is needed to maintain sustainable and successful succession planning, once implemented.**

Review assessment of top talent with the board every one to two years, and whenever there is a major change in leadership. Identify development barriers, such as lack of mentors or limited on-the-job leadership opportunities, and look for possible solutions. Review succession planning during annual strategic planning meetings, ensuring development goals align with strategic goals. Adapt the succession planning list if goals change, or individual employees are not showing the leadership needed (Workforce, 2013).

**5.2.5 Conduct a secondary literature review on the perceived success of succession planning.**

A secondary literature review on the perceived success of succession planning was reported on in chapter two. The researcher started by looking at a global perspective on women in business in developed and developing countries, followed by women in business leadership in Africa and South Africa. It was discovered that women still fail to move into the ranks of senior management positions despite gaining the necessary academic and increased experience in both private and public sector organisations in all developed and developing countries. Discussion of the dependent and independent variables followed and concluded this chapter.

**5.2.6 An interview will be conducted with Top-level Management Managers within the selected company in the South African Aviation Industry, based on the guidelines in the proposed theoretical model for perceived success of succession planning.**

An interview questionnaire (refer to Annexure A) was developed using the literature review and the six propositions explored in the succession planning framework constructed by the researcher. The questionnaire facilitated a semi-structured interview around open-ended questions.

**5.3  SUMMARY OF FINDINGS AND CONCLUSIONS**

The summary of the findings and conclusions of this study are presented in relation to the six propositions explored in the succession planning framework constructed by the researcher (refer to Table 5.1 above).

**5.3.1 The relationship between the organisational culture and the perceived success of succession planning.**

Organisational culture has a positive impact on the perceived success of succession planning. The findings revealed that the respondents feel proud to be part of the company, which suggests that the company has a good organisational culture and values. Literature adds that both men and women should embrace a strong culture that is supported by participative leadership with the ability to inspire and empower people in order to increase organisational effectiveness (Chiloane-Tsoka, 2012). Four of the five respondents (80%) agreed that the company facilitates succession planning, and three respondents agreed that the organisational culture allows women to take responsibility

for their own development, which positively supports proposition P1: There is a positive relationship between the organisational culture of the selected company and the perceived success of succession planning for women in the Aviation Industry. Literature indicates that organisational culture, values, beliefs and understanding between employees helps managers to make better decisions.

**5.3.2 The relationship between the diversity climate of the selected company and the perceived success of succession planning for women in the Aviation Industry.**

The findings showed that diversity climate has a positive impact on the perceived success of succession planning. All five respondents agreed that promoting women enables the company to reach its EE targets, which forms part of the company's strategy to develop women. This finding coincides with the literature, which views diversity as a key HR initiative to attract and retain talented employees, thereby impacting on employee attitude and behaviour. The literature indicates that women are more likely to be nominated as successors in more favourable diversity climates. Greer and Virick (2012) indicate that the favourable diversity practices that contribute to women's succession are opportunities for training, clearly defined career paths, cross-functional experiences, attention to promotability decisions and opportunities for high-visibility assignments. The findings indicated that training opportunities for women are provided in terms of the WDP, which supports P2: There is a positive relationship between the diversity climate of the selected company and the perceived success of succession planning for women in the Aviation Industry.

**5.3.3 The relationship between leadership development in the selected company and the perceived success of succession planning for women in the Aviation Industry.**

Testing the proposition that leadership development has a positive impact on the perceived success of succession planning yielded positive results. Findings indicated that the company has a clear strategy focusing on women's development. The findings coincided with the literature that a strong succession planning programme is needed to reduce the effect of losing key talent. This can be combated by identifying leaders through mentoring, training and stretch assignments. This will enable a successor to take over immediately when the need arises (Vanderbroeck, 2010). The findings indicated that the leadership development programme provided flexible cross training; top-level management's leadership blueprint facilitated the coaching and mentoring initiative, which plays a significant role in women's development. The findings indicated that leadership development is linked to SP, which supports P3 that a positive relationship exists between leadership development and the perceived success of SP for women in the Aviation Industry.

**5.3.4 The relationship between career development in the selected company and the perceived success of succession planning for women in the Aviation Industry.**

The findings indicated that the company lacks clear career paths, which leaves employees uninformed with regard to promotion opportunities. Literature indicates that employee programmes and succession planning processes require women to be identified and developed, which aligns organisational processes with diversity and gender equity strategies (McSweeney, 2013). The findings show that successors need to be identified and educated. Since the findings indicated that the company lacks career paths and leaves employees uninformed about promotion opportunities, P4,

which states that a positive relationship exists between career development and the perceived success of SP for women in the Aviation Industry, is not supported.

**5.3.5 The relationship between mentoring in the selected company and the perceived success of succession planning for women in the Aviation Industry.**

Testing the proposition that mentoring has a positive impact on the perceived success of succession planning yielded positive results. The findings show that mentoring has a positive impact and is an effective approach to women's development. The majority of respondents indicated that organisational structure facilitates mentoring. Although successors feel that mentoring only happens at senior levels, this could be because mentoring was part of the leadership blueprint programme, which was only for senior managers and not part of the WDP, which focuses on the development of other women in the organisation. The findings support P5 that a positive relationship exists between mentoring and the perceived success of SP for women in the Aviation Industry.

**5.3.6 The relationship between communication in the selected company and the perceived success of succession planning for women in the Aviation Industry.**

Testing the proposition that communication has a positive impact on the perceived success of succession planning yielded negative results. The findings show that there is a lack of communication feedback within the organisation. Literature indicates that communication breakdown can occur at any time, leading to distortion of the message. According to Sanchez (2005), communication is the only process that has the power to inform, educate and support change in the corporate culture to warrant employees buying in to the anticipated business culture. Findings revealed that there was a lack of communication between job levels within the company. Societal norms have created a difference how men and women communicate, where these differences in conversation

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and language style caused verbal communication barriers. Literature shows that 'genderflex' can be used as a temporal solution to problems in communication between men and women. Managers need good interpersonal skills to communicate effectively and literature according to (Markaki, Sakas and Chadjipantelis (2013) emphasise that organisations need a communication plan to communicate effectively. In order for the communication plan to be effective it must help to support and distribute the communication information and organise the frequency and flow of information through the correct channels from the sender to the receiver. Literature indicates that business success can be contributed to clear communication and effective listening. Brown (2009) point out that effective communication requires effective listening, which is an element often overlooked, but a skill that can be mastered through experience and training. Therefore the findings do not support the proposition (P6) that a positive relationship exists between communication and the perceived success of SP for women in the Aviation Industry.

## 5.4 LIMITATIONS AND DELIMITATIONS OF THE STUDY

According to Collis and Hussey (2009), the limitation of the study is the identification of weaknesses and deficiency of the research. The author also believes that the delimitation of the study begins with the scope of the research. There are two reasons according to Collis and Hussey (2009) for discussing the limitation and delimitation of the study:

- To identify possible challenges, which should either be resolved or reported in the outline of the research design, and
- To indicate earlier in the research stage any issues that need to be addressed and while writing the research.

This study was conducted using a single company which may not represent the entire Aviation Industry. The respondents were senior managers and middle managers in the selected company. Several candidates were approached and only five out of eight were

willing to assist in this research. The limitation was thus the use of a small sample. The research findings cannot be generalised to the entire Aviation Industry.

## 5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The following issues serve as recommendations to management.

### 5.5.1 Succession Planning

Implementing a succession planning coordinator will ensure that guidance is provided in terms of succession planning procedure. The study revealed that the succession planning process was fragmented. The coordinator needs to have strong knowledge of the company's policies, procedures, and culture to be able to establish strategies for rolling out the succession planning programme. Human Resources together with 'buy-in' from the executive leadership could build a talent management development plan that would impact on succession planning by aligning it with company strategies. Succession planning provides career progression and reduces employee turn-over. For an organisation to provide for its future business needs, it is essential to enable an effective, diverse succession plan. The company should earmark or identify suitable candidates for each position and examine their strengths and weaknesses.

### 5.5.2 Communication

The study revealed a lack of communication feedback. Although 360 degree feedback is used, only certain individuals experienced this. To help employees to stay engaged, the company needs to discover what matters most to the individuals. Open and honest communication (open-door policy) builds trust between employers and employees,

which could facilitate a lower turnover rate. Werner (2011) believes that both formal and informal communication strengthens and sends group and organisational values and norms, educating all stakeholders about the group and organisational culture. Lack of communication between job levels was also experienced in the company. Effective communication involves effective listening, which makes one a better communicator and a stronger leader. Trust and teamwork relationship development by managers in the organisation, cultivates and creates associations and feelings of involvement. The managers can create communication channels through regular meetings with employees, whether scheduled or unscheduled, to discuss projects, progress reporting and problem solving.

### 5.5.3 Transparency

Transparency plays a critical role in the selection and promotion processes. The study revealed that there is a lack of transparency with the SP process. There is uncertainty among employees concerning who is in the talent pool. It is recommended that the company formalize and document the organisational processes to make them visible, concrete and transparent.

### 5.5.4 Career Planning and Development

The study revealed that there are no clear career paths in the company and employees do not know where they are heading. Clearer career paths to promote the advancement of women will ensure that individual talent is not lost.

### 5.5.5 Training

The study revealed that the company has a leadership programme and a women's development programme in place, but it is not managed in a coordinated way. Although

the leadership development strategy is clear, implementation falls short. The recommendation is that the company adopt a strategic approach to training. The company can achieve this by recruiting a section 24 manager, a person who understands and speaks the business language to spearhead the organisation's talent management programme. Individual development programmes can also be created, since personalised development plans that include coaching and mentoring build key skills and increase the potential of the next level. Aspiring women leaders should be involved in industry based programmes, in addition to the existing internal women's development programmes to provide an opportunity to the broader industry and widen the network. Job rotation is a valuable way to expose women to new challenges. This involves employees becoming multi-skilled, which enhances knowledge transfer. Job rotation will reduce recruitment costs and ensure the continuation of work when staff shortages occur. Managers should be held accountable for providing strategic and leadership development training for female employees, and given an incentive.

### 5.5.6 Mentoring

The study revealed that women are under-represented in the company. Literature reveals that companies need to mentor more women in middle management positions (Lubin, 2011). Coaching and mentoring are globally recognized as a critical element of effective succession planning. Women and under-represented minority talent benefit from strong mentoring programmes: monitoring is a tool that ensures participant engagement. For the company to effectively utilise its mentoring programme the following should be applied:

- Ensure all high potential women and female graduates have a sponsor within the organisation.
- Develop and correctly implement a formal mentoring programme that works for women.
- Match high potential women with executives who have decision making authority who can provide access to opportunities

- Allow women-to-women mentoring (senior – junior) and male mentoring in the organisation.
- Advocate professional executive coaching for women leaders.

The success of any company is driven by its employees and the investment that it places in them. Despite the company's in-house management leadership programme and generic women's development programme, management needs to pay attention to retain its key talent.

## 5.6 Suggestions for further research

- Further research into how managers communicate the succession planning process to successors.
- Further research may include establishing clear career paths in term of training and development to ensure women move up in the ranks, since succession planning promotes a culture which focuses on talent development.
- Research into formal and informal mentoring by women to establish women creating networking opportunities.

## 5.7 CONCLUSION

This chapter drew conclusions from the collected data and verified the six propositions from the proposed theoretical framework. The study will assist in the development of succession planning frameworks in corporate businesses. This study attempted to contribute to the body of knowledge on women in the South African Aviation Industry by identifying factors that influence succession in business.

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**ANNEXURE A**

**INTERVIEW QUESTIONNAIRE**

**EXPLORING OF A SUCCESSION PLANNING FRAMEWORK FOR WOMEN IN THE SOUTH AFRICAN AVIATION INDUSTRY**

**Interview Questionnaire Administrator:** **C Hoffman**

This interview questionnaire has been designed to facilitate a semi-structured interview around open-ended questions. If you feel that you have additional information regarding a question, please feel free to elaborate.

Certain questions are applicable to either the incumbent or successor, or both respondents

**SECTION A:  BIOGRAPHICAL DATA**

1. What is your full name?

2. What is your age?

3. What is your gender?

4. What is your current position in the company?

5. Please confirm that you are a successor or an incumbent?

**SECTION B: WOMEN IN BUSINESS**

1. Are women well represented in the company?

2. Do women get promotional opportunities within the company when they arise?

3. How are professional and managerial women perceived within the company?

4. Are women identified as potential successor for key positions within the company?

5. Do women want to participate in the succession planning process?

6. In your opinion, what contributions do women make in this company?

## SECTION C: SUCCESSION PLANNING

1. What is your understanding of succession planning?

2. Does the company have a succession planning process in place?

3. What succession planning strategies are in place for rolling out the process?

4. Does the succession planning process clarify the expectations?

5. What responsibilities did you assume during the succession planning phase?

6. What would you consider as key success factors in a successful succession?

7. Please describe how succession planning for women occurs in the company?

8. Are there any steps put in place for the take-over of leadership role?

9. Do you believe that succession planning is important and can benefit the company?

## SECTION D: ORGANISATIONAL CULTURE

1. Do women feel proud to be part of this company?

2. Does the organisational culture at the company facilitate succession planning?

3. Does the organisational culture allow women to take responsibility of their own development?

**SECTION E: DIVERSITY CLIMATE**

1. Does the organisation ensure that women are not overlooked in promotion decisions?

2. Does the company provide adequate training opportunities for women?

3. Does the company provide clearly defined career paths for women in leadership?


**SECTION F: LEADERSHIP DEVELOPMENT**

1. Does the company have a clear strategy for women development?

2. Does the company have a leadership programme for women in place?

3. Does the leadership development programme provide flexible cross training when women undergone training?

4. Is the leadership development programme linked to the succession planning process of the company?

5. Does the leadership development programme include stretch assignments that promote long-term career advancement to maximise success?


**SECTION G: CAREER DEVELOPMENT**

1. Is training offered in the company for potential women successors to ensure readiness to act in an upcoming position?

2. How do you feel career advancement can help the company to retain key talent.

3. Do you think the company value training and development?

**SECTION H: MENTORING**

1. Does the company provide a mentoring programme for women as part of the succession planning process?

2. Does the organisational structure at the company facilitate mentoring?

3. In your opinion, do you think that mentoring has a positive impact on women development?

4. Do you think that mentoring is an effective approach for the development of women as leaders?

5. Does mentoring have a positive impact on the succession of women leaders?


**SECTION I: COMMUNICATION**

1. Is communication open between job levels?

2. How does communication takes place during the succession planning process?

3. Does the leadership provide a 360 degree feedback?

4. Are women given an opportunity to take part in decision making?

**GENERAL**

1. What actions can women take to exert greater control over their career success?

2. What steps can the company take to promote the advancement of women?

3. Have you had any women in leadership leaving the company due to lack of opportunity?

4. Any advice you can give to women in your company?

**Thank you for your kind participation in this interview.**

**ANNEXURE B**

**INTERVIEW REQUEST LETTER**

**Dear Participant**

I am currently studying toward my Masters in Business Administration (MBA) degree at the Nelson Mandela Metropolitan University. As partial fulfilment of my studies I am required to submit a treatise using relevant business information. The focus of my study is on Succession Planning for Women in the Aviation Industry. I kindly need your assistance to participate in this research study by means of an interview.

The primary objective of this study is to explore a succession planning framework for women in the Aviation Industry. The study is to assess management succession in corporate business in South Africa and to make recommendations on how this business can ensure the successful transfer of business from the incumbent to successor. The aim of this study is to determine and investigate the perceived success of succession planning for women in businesses in South Africa.

The case study approach has been chosen for this research project, where in-depth interviews are conducted to get valuable insights as to factors affecting successful business successions. In order to avoid disruptions to the interview and to make allowance for later data analysis the interview will be tape recorded. All information regarding the business and your responses will be treated as strictly confidential and have no intention to use any information provided to bring any disrepute to the company and will willingly submit my draft work for verification to ensure that the company's image is in no way harmed as a result of this academic exercise.

Yours sincerely,

Confidence Hoffman

Mobile Number: 0825732371