

**AN EXAMINATION OF FACTORS AFFECTING CAREER ADVANCEMENT
OF WOMEN INTO SENIOR POSITIONS IN SELECTED PARASTATALS IN
LESOTHO**

by

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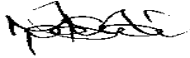
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Cape Town

February 2012

DECLARATION

I, Motheba Rosemary Posholi, declare that the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.



signed

February 2012

Date

ABSTRACT

Presently, in Lesotho women form a larger percentage of the workforce as compared to the previous years. Even though, there seems to be several factors, which affect their progress up the corporate ladder, one of them being the glass ceiling. The purpose of this research was to examine factors that affect career advancement of women into senior positions in selected parastatals in Lesotho; to determine the cause of under-representation of women in top management positions and their reluctance to advance their careers once they make it to the top; to identify if what women feel would help to improve their career advancement from their perspective; to determine whether women who are mentored face the same challenges as those who are not mentored; to identify whether selected biographical characteristics such as age and marital status play a role in career advancement; to propose a career advancement strategy for women in Lesotho's public service; and to determine what challenges women in senior positions face.

To accomplish this aim, questionnaires were distributed to women in senior positions at selected parastatals in Lesotho. In addition, a method to conduct the research was carefully and logically planned and then implemented. A comprehensive literature study was undertaken in order to obtain views from different authors concerning the phenomenon. Once the questionnaires were collected and the data analysed, the researcher was able to draw conclusions and propose a range of recommendations based on the findings in order to assist women and organisations.

The findings revealed that existing laws and legislation in Lesotho have contributed massively towards the promotion of women's rights. Conversely, quite a number of women in their organisations still face significant challenges in terms of career advancement as a result of the existing glass ceiling phenomenon and other factors, which are discussed in this study.

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DEDICATION

I dedicate this work to my late father, Moleleki, and the two phenomenal women who assisted and inspired me to carry out this research, my mother, Mamotheba, and my aunt, Maliepollo Makhetha. These are three people who gave me inexhaustible love and guidance in my life, because without them I would not be where I am today. This research is also dedicated to all the women worldwide to continue fighting for their rights and to pave a way for the next generation of women.

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GLOSSARY

The following definitions are directly related to the study and are given in accordance with research methodology terms.

Advancement: An act or instance of moving ahead or the progress or development of something.

Career: A job or occupation regarded as a long-term or lifelong activity. It can also be referred to as somebody's progress in a chosen profession or during that person's working life.

Career advancement: It is a way of capturing things that one needs to do in order to grow and learn either in a current role or a new one.

Coaching: A method of directing, instructing and training a person or group of people with the aim to achieve the same goal or to develop specific skills.

C.O.S.C. (Matric): Cambridge Overseas School Certificate.

Constrain: To limit or restrict somebody or something especially to prevent a free expression of something.

Culture: The behaviours and beliefs characteristic of a particular social, ethnic or age group.

Data: Information, often in the form of facts or figures, which is obtained from experiments or surveys and used as a basis to make calculations or draw conclusions.

Delineation: Description or explanation of something in detail.

Double-bind theory: A theory based on the situation in which conflicting demands make it impossible to do the right thing.

Glass ceiling: Invisible, generally artificial barriers that prevent qualified individuals, for example, women, from advancing within their organisations and reaching their full potential.

Lobola: Bride price or payment made by the bridegroom's family (often in cattle) to the bride's family before their wedding.

Locus Standi Injudicio: The right to bring an action, to be heard in court, or to address the court on a matter before it.

Phenomenon: A fact or occurrence that can be observed or investigated.

Sample: A subset of the population from which actual data is collected.

SPSS: Statistical Package for Social Sciences.

Stereotype: An oversimplified standardised image of a person or group.

Structure: The interrelation or arrangement of parts in a complex entity.

Theory: An explanation of certain puzzling aspects of nature.

CHAPTER ONE

1.1 Introduction

This chapter covers the following topics:

- Background to the research problem;
- Statement of the research problem;
- Objectives of the research;
 - Main objective;
 - Specific objectives;
- Research questions;
- Significance of the research;
- Delineation of the research;
- Outline of chapters;
- Research design and methodology;
 - Research design;
 - Sample size;
 - Instrument employed or method of investigation;
 - Data analysis and findings;
 - Procedure;
- Expected outcomes, results and contributions of the research; and
- Chapter summary.

1.2 Background to the research problem

Research by Meyerson (2001) shows that in the past, men were regarded as financial providers, while women were viewed as home keepers and care-takers. A few (or no) women were allowed in the business industry, let alone to hold managerial positions. This is the reason why the business world is dominated and operated by men.

The Kingdom of Lesotho is a traditional society, which is ruled over by a king and chiefs. It has always, since its origin, been controlled by males, since men were expected to protect the country and their families. Based on the history of Lesotho, the majority of people still hold the above mentioned traditional view that a woman is supposed to be a house-keeper; perform all family responsibilities and wait for a man to bring money to the family (Molebatsi, 2006). The same belief applies today in most organisations, which is why a number of Basotho organisations are operated and/or dominated by men, as the idea of giving women an equal chance is still in its infancy.

On the other hand, the current developments and legislations such as 'Laws of Lerotholi' encourage giving every individual equal opportunities. Therefore, more women are entering the business world but once again, a problem arises where few of them are represented in top management positions, while those who are fortunate to hold senior positions find it difficult to advance their careers.

The above issue has a critical impact in the workplace. It increases chances of gender discrimination and stereotypes that men can perform certain tasks better than women. For this reason, women tend to become less inspired to advance their careers, the less chances of career advancement in the workplaces, the higher the shortage of skills and, consequently, enormous losses in organisational profits.

The focus of this study is to examine factors, which prevent women who hold senior positions in selected parastatals in Lesotho from advancing their careers, and then propose strategies, which encourage giving women opportunities to further their careers in workplaces as a means to promote equity and eliminate unfair discrimination in order to ensure progressive organisations.

1.3 Statement of the research problem

Women have always been dominated by men in workplaces because of the traditional view that a man was the financial provider, while a woman was considered as a house-keeper. In recent years, due to globalisation, this traditional view has changed and more women are entering the world of work in larger numbers, but their under-representation in top management positions and their reluctance to advance their careers, remains a major issue. Richardson (2003:245) shows that most organisations do not recruit, promote and support women on an equal basis to men, and that once women make it to the top, they experience difficulties to further their careers. Given the background provided above, the research problem is summarised as follows:

Under-representation of women in top management positions in most organisations in Lesotho, and their reluctance to advance their careers once they make it to the top, is a major concern.

1.4 Objectives of the research

1.4.1 Main objective

To identify if what women feel would help to improve career advancement of women from their point of view.

1.4.2 Specific objectives

- i. To determine whether women who are mentored face the same challenges as those who are not mentored.
- ii. To identify whether selected biographical characteristics such as age and marital status play a role in career advancement.
- iii. To propose a career advancement strategy for women in Lesotho's public service.

1.5 Research questions

There are various factors, which may contribute to the reluctance of senior female managers to develop their careers. While this research is oriented to examine those factors, the following questions were posed in order to obtain a better understanding of the study:

- i. What factors constrain women from getting in top management positions?

- ii. What are the key factors that deter women in senior positions from advancing their careers?

- iii. What challenges do women in senior positions face?

1.6 Significance of the research

The importance of this study is to examine factors, which constrain women who are in senior management positions in selected parastatals in Lesotho from advancing their careers. This study also provides arguments about previous, current and future discussions around career advancement of women in senior positions.

The study provides a logical explanation of why women were under-represented in management positions in the past, and factors, which have contributed to their reluctance to advance their careers at present once they make it to the top. The study also provides guidance to organisations on how to overcome challenges faced by women in management positions in workplaces, as well as ways in which they can advance their careers to acquire the necessary skills and knowledge in order to promote progressive organisations.

1.7 Delineation of the research

This research is limited to selected parastatals in Lesotho. The focus is based on 100 selected women in senior positions from the age of twenty one and above in those parastatals. With the hope to achieve accurate results concerning the phenomenon, it is in this regard that the research does not focus on males.

1.8 Outline of chapters

Chapter One:

- Introduction;
- Background to the research problem;
- Statement of the research problem;
- Objectives of the research;
 - Main objective;
 - Specific objectives;
- Research questions;
- Significance of the research;
- Delineation of the research;
- Outline of chapters;
- Research design and methodology;
 - Research design;
 - Sample size;
 - Instrument to be employed or method of investigation;
 - Data analysis and findings;
 - Procedure;
- Expected outcomes, results and contributions of the research; and
- Chapter summary.

Chapter Two:

- Introduction;
- Theories relating to why women have been prevented from advancing their careers in the workplace;
- Factors that constrain women's career advancement;
- Advantages of developing or advancing a career;
- Important role played by women in the workplace;
- Ways to develop a career;
- General perceptions about women's career advancement;
- Lesotho women, in the past and at present;
- Current legislation in Lesotho against gender discrimination;
- Ways to overcome gender discrimination in the workplace; and
- Chapter summary.

Chapter Three:

- Introduction;
- Research design and methodology;
- Population and sampling;
- Methods of data collection;
 - Instruments employed;
- Data collection procedure;
- Reliability and validity of the instruments;
- Data analysis procedures;
- Problems encountered; and
- Chapter summary.

Chapter Four:

- Introduction;
- Results; and
- Chapter summary.

Chapter Five:

- Introduction;
- Discussion of results; and
- Chapter summary.

Chapter Six:

- Introduction;
- key findings;
- Recommendations;
- Concluding remarks;
- Bibliography; and
- Appendices.

1.9 Research design and methodology

1.9.1 Research design

The research design will comprise the following characteristics:

Descriptive research will be used whereby two approaches of descriptive research will be adapted, namely the secondary and historical approaches. The secondary approach will be used mostly to get an idea of what other researchers did and discovered regarding this or a similar topic and will also focus on examining the literature. The historical studies approach will provide a rational explanation of the reasons why women in different parts of the world (including Lesotho), were not allowed in the workplace or to hold managerial positions in the past, how that affected female workers of that time and how it contributed towards shaping society as we know it today.

1.9.2 Sample size

The survey will make use of questionnaires as a method of data collection. A sample size of 100 (N=100) female participants in senior positions will be selected at random from selected parastatals in Lesotho.

1.9.3 Instrument to be employed or method of investigation

Questionnaires will be used as a method to collect data, and these will be divided into three sections. Section A will include biographical information; Section B educational qualifications; and Section C factors affecting women's career advancement. Open-ended questions will be used as means to obtain more information about different views from participants. The questionnaire will make use of nominal and interval scales in order to provide adequate response variance, and to make it easier for participants to complete the survey. In addition, a revised instrument will be used whereby the instrument will be given to the statistician to obtain face validity, identify problems and provide suggestions.

1.9.4 Data analysis and findings

Once the data is collected, raw data will then be collated, cleaned and filtered by using different codes. Thereafter, data will be analysed by using descriptive summaries and graphs through the use of Excel spread sheets and SPSS software. Lastly, results will be obtained from the findings.

1.9.5 Procedure

Phase 1:

The research study will be done in order to obtain information from the literature review. Descriptive research will be used whereby two approaches of descriptive research will be adopted, namely secondary and historical approaches.

Phase 2:

A sample size of one hundred female participants in senior positions will be selected at random. A questionnaire will be used as a method to collect data, it will comprise both qualitative and quantitative methods. Open-ended and closed-ended questions will be used to obtain information regarding factors affecting women's career advancement. The dependent variable will comprise factors that will be identified by participants, while gender will serve as an independent variable.

Phase 3:

A letter requesting permission to conduct a study at selected parastatals in Lesotho will be forwarded to all the directors. Thereafter, questionnaires will be distributed to participants at selected organisations. Depending on their schedules, participants will be given one week to complete the questionnaires with assistance from the researcher. Respondents' anonymity will be maintained. Additionally, the researcher will inform participants about their right to withdraw from the research at any time if they so wish. They will be debriefed at the end of their participation.

Even though the basic language used in Lesotho is 'Sesotho', the language that is commonly used in Lesotho organisations such as those that will form part of the study, is English. Hence, the questionnaire will be in English.

Phase 4:

Once the data is collected, it will be analysed by collating raw data, then cleaned and filtered by using different codes. Subsequently, data will be categorised according to the design of the research. The results obtained from the findings will be compared with the literature that was reviewed to enable the researcher to draw conclusions about the phenomenon and thus propose strategies for development.

1.10 Expected outcomes, results and contributions of the research

- To find out, which factors restrain women from advancing their careers once they make it to the top;
- To make organisations aware of the important role played by women in workplaces;
- To find solutions regarding challenges faced by women in senior positions;
- To encourage elimination of the traditional view that men can do better than women; and
- To promote equity and fairness in workplaces.

1.11 Chapter summary

In recent years women have become a large percentage of the workforce, and there has been quite an improvement in the number of women promoted to management positions. Conversely, in most organisations women are still inequitably hired, promoted and rewarded and hardly ever receive opportunities to advance their careers. In fact, there is an increasing agreement that what really holds women back from advancing their careers within organisations and reaching their full potential is the glass ceiling phenomenon. Many corporate executives and male managers argue that women have not made significant progress because they do not have the required educational backgrounds, skills, and work experience. Although most men and a number of women are promoted based on performance, a gender gap exists in the rate of promotion, and women are at a disadvantage.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

It is quite interesting to learn about the major changes, which have brought about recognition of women in the world of work. It is largely known that previously women formed part of the disadvantaged groups. Today women are recognised in organisations, but there seems to be a problem, which holds them back from advancing their careers. This chapter presents researchers and different authors' views and arguments regarding constraints to career advancement for women. The chapter outlines ten sections:

- Theories relating to why women have been held from advancing their careers in workplaces;
- Factors that constrain women's career advancement;
- Advantages of developing or advancing a career;
- Important role played by women in the workplace;
- Ways to develop a career;
- General perceptions about women's career advancement;
- Lesotho women, in the past and at present;
- Current legislation in Lesotho against gender discrimination;
- Ways to overcome gender discrimination in the workplace; and
- Chapter summary.

2.2 Theories relating to why women have been held from advancing their careers in workplaces

The business world has been male-dominated for a long time. Therefore, career development programmes were implemented only for men. A male-dominated environment required women to imitate male traits in order to develop their careers (Schreiber, 1998). However, this has changed in recent years, since women have entered the world of work in larger numbers. For instance, from the research that was conducted by Molebatsi (2006), it can be noted that at least women in Lesotho organisations represent approximately 48.8% in management positions. This is a higher percentage compared to previous years (Molebatsi, 2006).

Theorists Holland (1997) and Schreiber (1998) state that some of the barriers to success for women are due to weak individual insights, which stem from the traditional views that men are more natural leaders than women, and that men are best suited for authority as they are more aggressive based on the history of reproductive competitiveness, while women are often blamed for being too emotional.

Carroll (1989) points out that the other theory sometimes referred to as a 'double-bind theory' states that some business leaders claim that women are too sensitive and not strong enough to handle clients and problems, yet these women are also type-casted as "bitches" if they become strong and aggressive. This makes it difficult for women to function effectively as business leaders, as they are subject to criticism irrespective of what behavioural traits they utilise. Bierema and Opengart (2002) agree that in reality gender differences exist in the expectations and acceptance of emotional expression.

The trait theory of leadership states that women lack particular masculine personality traits that would allow them to be effective managers. The majority of women still hold the above conspiracies, which, in turn, makes it pointless for them to see the necessity of pursuing their careers. In addition, some theories relating to women's career development involve multiple roles such as the ability to arrange different work schedules because women are socially expected to be care-givers, whilst carrying family responsibilities (Bierema, 2006).

2.3 Factors that constrain women's career advancement

Although it is readily acknowledged that successful advancements have been made regarding the status of women to access entry level of top management positions, there are certain factors, which hinder women from pursuing their careers. Several studies reveal that problems that surround women's career development lie in the history, social attitudes and direct experience of work. These factors are highlighted by different authors and presented as follows:

2.3.1 Gender discrimination

In an article by Senthebane (2009), it was reported that one of the reasons for the slow advancement of women in decision-making positions is inadequate recognition of the many potential women role models that already exist in Southern Africa, including Lesotho, for example gender activists.

Furthermore, Burton (1991) and Bierema and Opengart (2002) agree that equal access to career advancement of women remains a problem. They indicate that, unlike men, there is no straight path to success in career advancement for women, and there is also no simple alternative path to take to overcome the gender gap to high-level positions. Burton (1991) accentuates that this stems from the social theory, which recognises that structural constraints create an unequal balance in power and opportunity.

Apart from these, it is generally believed that developing and retaining best talent is key to remaining competitive in a global business world and an ever-changing environment. In order for organisations to achieve this, it is best to start by breaking down the stereotypes around women, and eliminating gender discrimination (Burton, 1991).

Molebatsi (2006) mentioned that when conducting a research at the Queen Elizabeth II Government Hospital in Maseru, he found that female managers earned far less than their male peers earned. Wirth (2001) also mentioned that in 2001 it was reported that in Italy, senior women managers and middle managers were paid, respectively, 7.7% and 5.2% less than men, while in the United States of America women earned, on average, 76% of men's pay.

The above wage gap gives an impression that women's lack of equity is a predominant obstacle to their career progression. In addition, research by Burton (1991) shows that established socio-cultural attitudes, gender inequality in training, recruitment and so on, cause vertical and horizontal occupational segregation and this is the principal reason for persistent gaps between men and women's earnings.

2.3.1.1 Other gender discriminatory constraints to women's career advancement

Studies by Burton (1991) and Catalyst (2003) reveal that women have a desire and ability to reach the top of their careers, but gender discrimination remains a major deterrent. It is further indicated that people respond differently to female managers compared to male managers. According to the study of Women in Corporate Leadership by Catalyst (2003), when it comes to management or leadership, surrounding social structures invalidate and undercut women's attempts to be effective, influential and powerful. In support of Catalyst's study, Stewart, Malley and LaVaque (2007) indicate that women are expected to combine management with compassion. They are required to soften their management styles in order to gain approval of their constituents, otherwise they risk being disliked or less influential, whereas men face no such necessity to be agreeable, whilst exercising power.

Catalyst's (2003) study explained that women who lead or manage with an autocratic style are targets of more disapproval or disparage, but men may choose the same management style and experience no such discrimination.

In the same study by Catalyst (2003), it was indicated that female respondents reported that they did not feel that they were listened to, and that when they spoke in meetings their comments and suggestions were ignored or belittled, but the same or similar comments and suggestions from men, made an impact. This emotion is in line with the field studies of small group meetings in organisations, which proved that women managers are targets of more displays of negative emotions than male managers, even when both sets of managers are viewed as being equally competent (Brown and Ralph, 1994).

It becomes clear that, as contemplated by Stewart *et al.* (2007), for women to be accepted in management roles, they should have external endorsement such as training, task-related expertise, and so on.

To uphold the concern of an existing global wage difference between males and females, which was pointed out earlier by Molebatsi (2006) and Wirth, Nelson and Lips (2009), statistics reveal that, globally, on average, men earn 25 percent more than women and that the largest portion of wage disparity between men and women is attributable to employed mothers. Nelson and Lips (2009) further indicate that for men, parenthood results in a wage increase, but women bear the financial brunt of being a parent.

In addition to the above highlighted wage discrepancy, which is more likely to be a result of existing gender discrimination, a lack of inconsistency based on performance expectations was reported by female respondents from the study of Catalyst (2003). The study revealed that when it comes to a set of job performance expectations, women in most cases tread a narrow path, since for them there is no room for mistakes in comparison to their male colleagues. Women claim that they are relentlessly held to a lower standard than their male counterparts.

Faced with apparent discrimination based on gender, Catalyst's (2003) study revealed that quite a large number of women from the survey pointed out that they had to employ a number of strategies in order to get ahead of their careers, which included:

- Exceeding performance expectations;
- Successfully managing others;
- Developing a style which male managers are comfortable with;
- Having recognised expertise in a specific content area; and
- Taking on difficult or highly visible assignments.

Under these circumstances, how easy is it for women to advance their careers while gender discrimination seems to be an underlying threat, globally?

2.3.2 Gender role

Holland (1997) and Bierema and Opengart (2002) have a similar or same belief that one of the factors, which affect women's career advancement is gender role. They second the theories previously discussed, which stipulated that men are believed to play all their roles well, while employed women, especially those who are in senior positions, have their roles such as being mothers and care-takers considered as unique contributions to their career advancement. To sustain this point, Molebatsi (2006) reported that in Lesotho, girls receive more education than boys, but still they often fall into gender-specific roles of wife and mother once they complete school. As a result of this setback, their chances at higher education and/or advancing their careers, are stifled.

Hartmann, Stephen, and Lovell (2006) articulate that one of the constraints is an expectation for females to bear children and be responsible for household labour, which contributes to their families not being willing to invest in girls' education and women's careers.

Furthermore, one study by Hakim (1997) revealed that in some countries, women's labour force participation is seen to conflict with the traditional roles of women as carers, and regardless of their level of education, women may have to prioritise their family responsibilities over employment and/or career choices.

2.3.3 Glass ceiling

According to Bierema and Opengart (2002,) glass ceiling remains a major problem, which hampers women from pursuing their careers. A reason for this is the history of women in workplaces, as previously discussed. However, from the previous research where Molebatsi (2006) discussed the glass ceiling phenomenon in Lesotho, he illustrated it as part of a management pyramid, which showed the number of women representation in management positions at each level as follows:

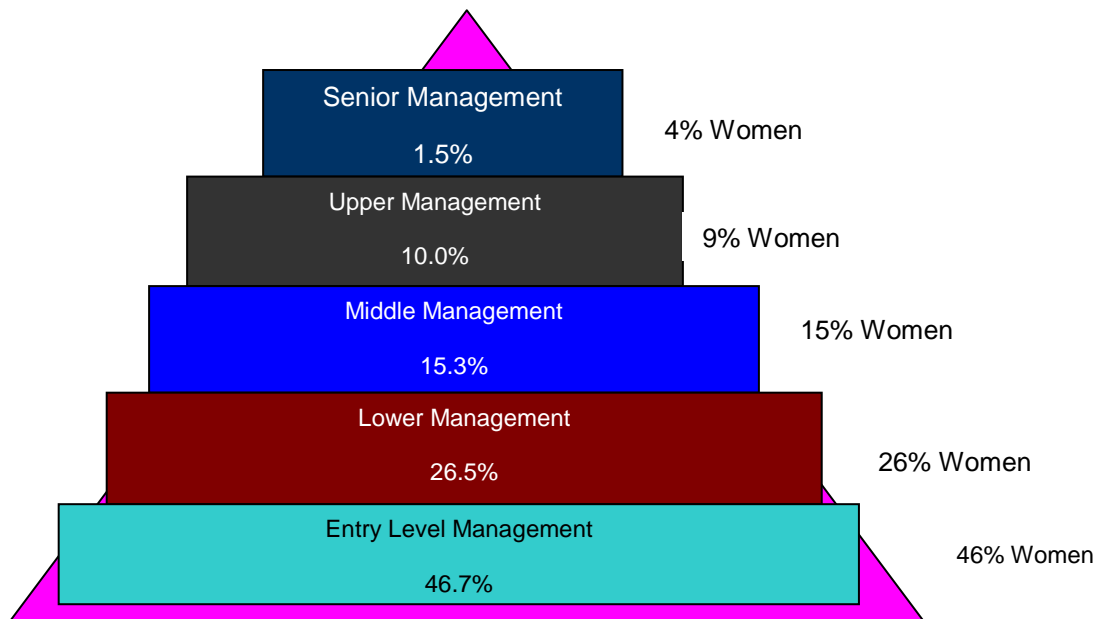


Figure 2. 1: Management Pyramid

Source: Molebatsi (2006).

The numbers in the middle represent the percentages of managers in each category, while the numbers on the right represent women at each level. For instance, 46% of entry-level managers are women, while women account for only 4% of senior management positions.

Moreover, from the study by Bierema and Opengart (2002) and Molebatsi (2006), it can be noted that there is a considerable and increasing agreement that what in fact keeps women back, are invisible and artificial barriers that prevent qualified women from advancing their careers.

Leonie (1992) is also of the opinion that in spite of the myriad of established government policies and programmes all over the world to ensure that women's talents and skills are recognised, indeed their progress up the corporate ladder and opportunities to advance are limited by the glass ceiling phenomenon.

Moreover, in an article by Wirth (2001), it is indicated that both visible and invisible rules have been constructed around the "male" norm, which women sometimes find difficult to accommodate. In most cases, male and female colleagues and customers do not automatically see women as equal to men, since women tend to work much harder than men to prove themselves, while sometimes having to adapt to male working styles and attitudes more than necessary.

Wirth (2001) moves further to explain that women tend to be excluded from informal networks that are dominated by men in the workplace, which is vital for career development. In addition, they are not given as many opportunities as men to do more demanding jobs which would advance their careers, and these are all the results of the glass ceiling.

The study by Krannich (1989) revealed that factors such as lack of women acceptance by male supervisors or colleagues, lack of equitable training, isolation and limited access to mentoring, are some of the primary invisible and artificial contributors why the majority of women are unmotivated to advance their careers.

Glass ceiling is sometimes or, in most cases, taken for granted, yet it appears to be a major problem, which affects a large percentage of women in workplaces all over the world. This, in turn, does not only make it difficult for women to advance, but it also continues to make their working conditions unbearable as glass ceiling is not given much attention.

2.3.4 Lack of mentoring

Cullen and Luna (1993) and Nies and Wolverson (2000) are of the same opinion that lack of mentoring is a barrier to women's career advancement. Even the study that was conducted on career advancement for women in higher education by Maack and Passet (1994) also revealed that those women in higher education who have been mentored have shown to attain higher levels of career advancement than women who have not been mentored. Brown (2005) supports this assertion by indicating that in a study of 91 female college presidents, the majority who were 'presidents' had primary mentors and were also mentors to others.

Furthermore, 'whenever you read a collection of stories of successful women commenting on their careers, you will inevitably find reference to a mentor. Anyone who has been mentored knows the great benefits they have received, while anyone who could have, but not mentored, does not', (Moses, 1998).

To stress this point, Moses (1998) stipulates that recognising the important role of mentors in the careers of successful people has led to an increasing number of organisations and corporations establishing formalised mentor programmes. This is mainly because mentoring is viewed by most organisations as a cost-effective form of staff development, as it provides an individual with an avenue to move across a wide range of areas and levels to share knowledge and experience. Conversely the opposite is apparent concerning a lack of mentoring (Moses, 1998).

2.3.5 Male-dominated professions

Bierema and Opengart (2002) assert that some professions in organisations are male-dominated. Ridgeway (2006) explains that this is because of stereotypes based on so-called essential traits of women and men, in the essence that they are best suited for some tasks rather than others.

For instance, given that in numerous parts of the world accountancy is still a male dominated profession in the workplaces, there is evidence that, barriers that female Accountants face in career development, are even greater than in other areas (Haynes and Hollman, 2004). This issue is also a challenge in most organisations in Lesotho.

For example, the table below illustrates statistical evidence of women representation in political decision-making positions in Lesotho in 2005 in comparison to men:

Table 2. 1: Women representation in political decision-making positions in Lesotho in comparison to men

Source: Ramokhorro (2005:01)

Position	Women	Men	Total
Principal secretaries	5	21	26
Ambassadors	3	6	9
Council of State	2	11	13
Judges	3	8	11
Local Government district secretaries	2	8	10
Police service administration structure	2	7	9
Public service commission	0	3	3
Teaching service commission	4	4	8
Independent electoral commission	1	2	3
Total	22	70	92

After analysing the above table, it can be noted that men are virtually dominant in almost all political decision making positions, except teaching. In addition, Theko (2006) reveals that men in Lesotho dominate senior positions, not only in government structures and ministries, but also in non-governmental organisations in comparison to women.

Furthermore, Reed (2001) mentions that one of reasons for women's reluctance to enter traditionally male-dominated occupations is because of sexual harassment, which includes sexist remarks, which denigrate a person's work or competence.

Apart from these, Wirth (2001) cites that in the United Kingdom women lawyers find it difficult to progress in their careers because of inflexibility of the profession's working conditions. Hence, they drop out at a crucial point in their careers, which results in the professions being dominated by men.

Given the above explanation, it is clear that one of the reasons for women's reluctance to advance their careers is that a large number of women find it unworthy to develop their careers for professions that they will never hold, or if they do hold, they will either be undervalued or under compensated.

2.3.6 Organisational structure and culture

Meyerson (2001) and Bierema and Opengart (2002) agree that when it comes to the structure and culture of the organisation, organisations are often not structured to accommodate women's values. This is primarily because they entered organisations relatively late.

Linehan and Scullion (2005) state that women are typically placed in non-strategic sectors rather than in professional and management jobs, which leads to slow career progression. Eagly and Wood (1991) feel that, this is an explanation of why most women are less attracted to managerial positions, because organisational cultural preferences are more restraining for them than men. The reason for this is that women have weaker masculine cultural preferences, which make them less ambitious than men to pursue their careers.

2.3.7 Personal factors

Meyerson's (2001) journal states that several researchers found that women managers are more at risk to role stress due to multiple role demands, which are inherent when running a career, while also running a home. In the long run, the success of these women is often at substantial cost to their personal lives. Meyerson (2001) further explains that owing to demanding jobs, women have to work long hours and may have to abstain from long-term relationships and opportunities to have children, if they wish to progress to higher levels of their professions.

Qin (2000) highlights a significant point, which contributes to women's lack of enthusiasm to advance. He indicates that not only in African societies, but also in China, men have a propensity of choosing 'family-oriented' over 'career oriented' wives. As a result, women would rather choose to be 'family-oriented', as they do not want to be viewed as being more capable than their husbands.

It becomes clear that, women are in fact torn between work and family demands, since they do not want to be housewives, but at the same time they are challenged to be super women. They wish for but fear opportunities and challenges which the external world offers.

Furthermore, during an interview with BBC News (2005), Tsitsi Dangarembga outlined that one of the reasons why there are few women in senior positions who are reluctant to advance their careers, is a lack of unity amongst themselves. An explanation given was that since women vie for scarce resources, they tend to see other women as a threat and are jealous of one another.

2.3.8 Stereotypes of women as managers

Bierema and Opengart (2002) are of the same opinion with Burton (1991) that some of the factors, which contribute to the slower career progress of women and fewer opportunities are because of stereotypes against women as managers. This is owing to traditional approaches and models of careers in organisations which were based on the experience of men, thus negative attitudes for women who seek career advancement in the workplaces.

In 2004 Fortune Magazine polled 201 chief executives of the nation's largest companies (Malaysia) regarding stereotypes towards women as managers. A total of 16% of the respondents indicated that it was largely, or somewhat unlikely that within the next twenty years a woman will be the head of their company (cited in Brownell, 2004).

Moreover, from the study that was conducted by Crystal, Owen and Todor (1993) the following stereotypes concerning women were noted:

- Women tend to place family demands above work consideration and hence lose time for, and interest in their jobs;
- Women work for supplemental income and hence lack the necessary drive to succeed in business;
- Women are unsuitable for top management positions because they are too emotional and lack aggressiveness;
- Women are not as committed as men to their careers (Korn and Ferry, 1992); and
- Women lack quantitative skills (Korn and Ferry, 1992).

The question may perhaps arise whether or not these stereotypes are true. Baum (1992) indicates in a survey of the nation's highest ranked female executives that, for instance, regarding stereotypes of family priorities, this assumption did not apply to many of the participants. In addition, the study of Korn and Ferry (1992) supports Baum's verdict that these stereotypes are somehow unlikely to be true.

Korn and Ferry's (1992) survey indicate that concerning the stereotype that women are not as committed to their careers as men, in a survey of women in senior management positions in the Fortune Companies; only one third of women had ever taken a leave of absence, while more men took leaves of absence, which showed how committed women were to their careers. Secondly, regarding assumption that women lack quantitative skills, it was highlighted by the study of Korn and Ferry (1992), to attest this assumption in one way or another incorrect, that, from the same survey, 16% of men and 26% of women were either in commercial banking or diversified financial sectors.

As a matter of fact, stereotypes against women as managers stem from a while back, especially in African societies where Grant (2005) clarifies that it is believed that men lead and women follow. Fink, Heintz, Lowry, Seebohm and Wheelles (1987) and Stewart *et al.* (2007) indicate that traditionally, the management field was perceived as a masculine activity, thus suitable for men. For this reason women who held management positions would be considered as less competent than their male counterparts and, therefore, be given less pay and fewer promotions regardless of their performance.

Eagly and Johnson (1990) contend that the concern that men make better leaders than female is not always factual. They are supported by Growe and Montgomery (2000) and De la Rey (2005) who found that there seems to be enough evidence that women lead differently than men. They mention that women portray a more participatory approach, are more democratic, allow for power and information sharing, are more nurturing than men, and enable others to make contributions through delegation and so on. While in contrast to these characteristics of women, men lead from the front and attempt to have all the answers by stressing task accomplishment, achievement of goals and hoarding information and winning (Growe and Montgomery, 2000).

As a result, what impact do these negative stereotypes have on women? Crystal, Owen and Todor (1993), assert that subtle discrimination occurs; at times a decision is made to offer an important assignment to a man rather than to a woman based on the assumption that women are not free to take time-consuming tasks because of family commitments. Another example is that in 2003 while working in a voluntary job for a particular organisation in Lesotho, the researcher's female supervisor was denied promotion in spite of her outstanding work performance as her boss claimed that she had just lost a husband and had six children as well as other family responsibilities, hence, she would not be able to balance the two (her job and family commitments).

All the above aspects sustain the reality that negative stereotypes regarding women as managers persist, which shows that there is no confidence in women holding senior management positions. This, subsequently, lessens the confidence in them to pursue their careers, which makes them loath to face challenges and problems associated with being stereotyped.

2.3.9 Work and family conflict

Bierema and Opongart (2002) indicate that work-family conflict is one of the major constraints to women's career advancement. Rapidly growing industries require working long hours, which means loss of quality time with families. Women try to balance success and struggle with work and family conflict, which leads to difficulties in career progression. A study which was conducted by Liu and Wilson (2001) revealed that work-family conflicts are experienced when pressures from work and family roles are mutually incompatible since participation in one role makes it difficult to participate in another, and this makes it difficult for female senior managers to advance their careers.

Additionally, even the study that was conducted by Meyerson (2001) illustrates that more than half of the survey's female respondents felt that the difficulty of balancing work and family occurs largely because women are assigned a majority of childbearing responsibilities and perform a large share of the household tasks. Failure or inability to balance the two results in work and family conflict. Many women, especially those in top management positions often choose to be single or married with no children in order to avoid such conflict (Brownell, 2004).

Brownell (2004) identified another source of conflict as the fact that advancement usually requires leaving home, relatives and the family to move across the country for better opportunities and, therefore, this means loss of quality time with families.

In addition, Meyerson (2001) explains that the issue of work and family conflict does not only restrict women from getting ahead, but it also creates occupational segregation. The reason for this is that women still hold the belief that they are entirely responsible for taking care of family responsibilities. They continue to choose occupations that are more flexible as a way of trying to balance family and work in order to avoid any conflict. Meyerson (2001) cautions that this will remain a major problem unless men cease to place family care and pressure entirely on women, while organisations should also realise the direct and indirect costs created by work and family conflicts on both women and the organisation itself.

2.3.10 Work-family commitment

Bierema and Opengart (2002) and Super (2007) are in support of the principle that women often find it difficult to balance their work and family commitments. They indicate that, overall, women try to balance work and family responsibility by working part-time or flexi hours.

However, in terms of family responsibilities, women may be disadvantaged beyond a certain level where 100% commitment to the organisation may be expected, because commitment to the organisation is perceived in those who are willing to work long hours, to undertake extended travel, and to place the needs of the organisation first (Super, 2007). Nonetheless, Super (2007) further explains that women are more concerned with meeting their family responsibilities than work demands, or focusing on changing or advancing their careers.

Is it fair that women are expected to solely take responsibility to raise the children while less parental care is expected from men? Polly (1988) observes the reality that, if women do not care enough for their children, they know that their children risk neglect. Conversely, if men do not care enough, they know their wives will.

Scott (2004) points out that some employers have difficulty accepting that policies, which promote women in the workplace make good business practice. They believe that standard and cost-effective employees for the companies are men as they generally find it easier than women to combine family and work, since they rely heavily on women to shoulder family responsibilities. This is a reason why some women find it difficult to focus on their careers. Leonie (1992) advises that new policies and strategies to cope with family responsibilities should be included in all levels of the workplace so that a more equitable use of men and women's time becomes the norm. In addition, employers' perceptions of men and women's abilities and willingness to devote time and effort to work, should be more attuned.

Conversely, it has been argued that women are often reluctant to run for leadership or public positions such as political parties, as sometimes cultural attitudes are hostile towards women's involvement in politics or women as leaders. This is mainly because such positions require extensive travel, spending nights away from home, sometimes going into bars and so on (Tripp, 2001).

However, for women who vie for such positions, they fear the possibility of being labelled 'loose' or 'unfit' as mothers and/or wives and being socially stigmatised, which is often the case in African societies. This shows that for women to take part in leadership/power positions and to advance to the top of their careers, they should be courageous.

Tripp (2001) gives an interesting example of a woman who was courageous to participate in leadership roles in spite of fear of being labelled 'loose'. Grace Onyango was the first female elected Member of Parliament in Kenya, but had previously held several leadership positions. Tripp (2001) elucidates that for Grace to ascend to leadership positions was not easy, as she often faced opposition from people (particularly males), arguing that those positions were only suitable for men. In spite of these negativities and with no encouragement, Grace made it to the top through thick and thin, and because of her courage, she set a good example to women who feared running for management or leadership positions, as well as those who were reluctant to advance their careers for fear of criticisms.

2.4 Advantages of developing or advancing a career

The world of work and leisure is changing so fast that many people find that the role that they thought they had for life now only lasts a few years or even a few months. This is the reason why career advancement is important. In addition, there is also a need to keep up-to-date with changes in customers' needs and an ever-changing environment. To add on to this point, Brown and Hesketh (2004) mention that in a complex and changing labour market, lifelong learning aims to equip individuals to cope with ongoing transitions through re-skilling, up-skilling and identification of transferable skills.

Roe (1957) explains that there is a great link between personality and individual career choice or occupation. A choice of career is potentially the most powerful source of individual satisfaction of needs, because social and economic status depends more on an individual's occupation than anything else. In support of these statements, Holland (1959) mentions that, it is important to choose a career that is similar or the same to one's personality type. Holland (1959) claims that people who choose to work in an environment, which is similar to their personality types, are more likely to be successful, willing to advance and satisfied. He gives an example below to demonstrate this point.

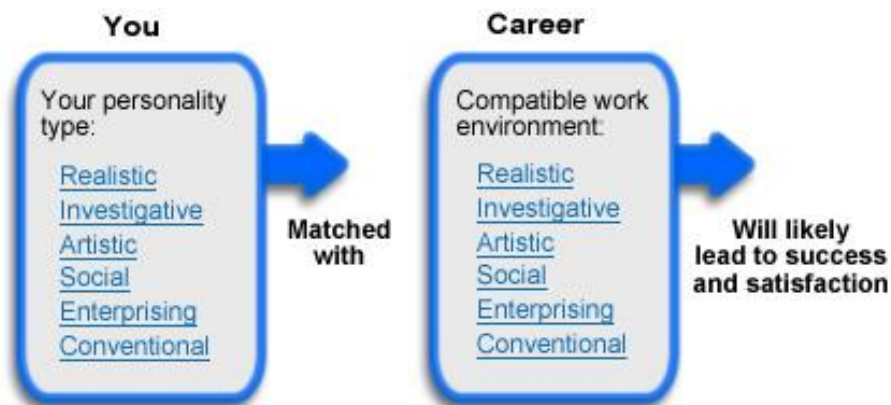


Figure 2. 2: The link between personality and career

Source: Holland (1959).

Holland (1959) is seconded by Burton (1991) and Hughes (2004) who state that, indeed, people who are in jobs that are personally suitable and fulfilling, are more likely to be motivated and economically productive workers.

Moreover, Robin (2008) explains that developing a career reduces individuals' obsolescence. In addition, one is able to learn in a wider variety of ways and within a wider range of contexts. Hence, acquiring necessary knowledge and skills in order to improve work performance and become more versatile and competitive in the working environment. New challenges are an essential part of everyday life.

Alepin (2009) emphasises that one of the important aspects of advancing a career is that it opens up professional opportunities, and is frequently used by those who seek to climb the corporate ladder. Doing so should prove to an employer that they are willing to go an extra mile to improve their skills.

Ridgeway (2006) outlines that career development is a beneficial tool to both an employee and the organisation. Organisations are able to educate their existing staff to handle additional responsibilities, while an employee, particularly during times of economic turmoil when unemployment rates are high, would be better prepared to handle a recession than someone who has never had additional training. This is because such an employee would be qualified to work in a different industry or profession. Ridgeway (2006) agrees with Breidenbach (1989) and states that an employee, through career development, can learn what jobs are available and in demand now, as well as what jobs will be available and in demand in future. It helps individuals to identify and select careers that will remain in demand. This will prove stimulating, meaningful and challenging.

2.5 Important role played by women in the workplace

Gregg and Johnson (1990) conducted a study, which revealed that energy and hard work are the most important traits that women possess in the workplaces. Additionally, Gregg and Johnson (1990) noted that the women in their survey felt that they had to do work twice as hard and twice as good a job as or more than their male colleagues in order to prove they deserved promotion and because for them there was no latitude for mistakes. Moreover, other characteristics noted in women included good communication skills, trust and perseverance. 'Women managers are known to being good at what they do', pointed out Pine (2003). Moutlana (2001) indicates that even though staying at the top for women is not necessarily always fulfilling, they are hard workers.

Furthermore, Hakim (1997) notes that the functions that women play at present would not be recognisable to the ancestors of 100 years ago. He further explains that now that women have rights to study and discover their abilities, people in society have begun to realise that women have as many talents and can do work as well as men, if not better.

Brownell (2004) discovered in one study that women were capable of dealing with a multi-cultural workforce and were able to mobilise others around a common goal. He further explained that in a second study on personality, he found the following traits in women managers: fairness, hardworking, ability to motivate others, determination, calmness, assertiveness, competitiveness, enthusiasm, deliberateness and detail-oriented, all of which contribute towards success of the organisation. Women do indeed play a vital role in the workplaces.

2.6 Ways to develop a career

Emerson (2007) concurs with Breidenbach (1989) that career development is one of the processes, which does not happen overnight. It requires excessive thinking, dedication, time, hard work, planning and involves thorough assessment of job market, as well as an individual's interests and skills. A career adviser and analyst, Ronald (1989), believes that workers in the 1990s and in the beginning of the next century should expect to change their careers and jobs several times over the course of their working lives. This is due to frequent changes that occur in the market and career lane.

Moreover, researchers have different opinions, which are all interrelated on how individuals can develop their careers. For instance, Braille (2006) suggests that one of the best ways to develop a career is by undergoing a specific course or training, which is related to one's profession. This idea was highlighted by Kastre (1993) and Hadley (1995). Below are some of the best ways to develop a career, as suggested by different authors and researchers.

(a) Self-Assessment

Breidenbach (1989) suggests that one way to develop a career is through assessment of an individual's emotional, physical, intellectual, motivational and personality characteristics. Powell (1990) mentions that, the importance of self-assessment is to enable individuals to identify their strengths and weaknesses and to analyse whether they possess traits that are necessary to function in their chosen career field.

Kastre (1993) states that self-assessment puts individuals in touch with their skills and abilities and provides them with information on what they are qualified for and what skills they should acquire in order to pursue various careers.

(b) Job-market assessment

Most importantly, Breidenbach (1989) advises that when a person plans to develop a career, it is crucial to survey the job market in order to identify jobs of today and jobs of the future. Kastre (1993) suggests that a person should be able to match their interests and aptitudes with positions that the economy will need in future.

To expand on Kastre's idea, Hadley (1995) encourages individuals to make use of different publications such as *Occupational Outlook Hand book*, which will help them to identify which career fields will continue to grow, and be in demand, as well as information on alternative jobs within various career fields. Meanwhile, career counsellors caution that when planning to develop a career, individuals should bear in mind that the fastest growing or most lucrative jobs may not be the best career option for them. Instead they should match the criteria and skills that they identified in the first place in order to maximise the effectiveness of the career development process and to find career satisfaction.

(c) Going on challenging assignments

Montross (2001) mentions that while conducting a study on successful senior managers, about 80 percent of the respondents, of which at least 30 percent were successful executives, felt that it was some combination of the challenging assignments over the course of their careers that contributed close to 50 percent to what they felt had aided their own development. Montross (2001) explains that by placing oneself in a tough, challenging and stretchy assignment is where real learning takes place, and also where the organisation will find out if a person has what it takes to perform.

(d) Networking

De Brun, Pearce-Smith, and Heneghan, (2009) show that creating and sustaining a network of different people such as mentors, outsiders, professional colleagues, and so on, is one of the best ways to develop a career. It is an essential component to acquire a new career-boosting mindset, and to receive as much career guidance as possible. De Brun *et al.*,

(2009) further explain that the reason to focus on a wide range of people is to avoid narrowing opportunities.

De Brun *et al.*, (2009) emphasise that people such as mentors have navigated pitfalls and challenges. They can easily provide advice and point out shortcuts, which may be helpful to reach a desired goal. Additionally, conferences, sales meetings and industries are noted as great opportunities for networking (Breidenbach, 1989).

2.7 General perceptions about women's career advancement

The most common perception regarding women's career advancement is that of the glass ceiling phenomenon. It is believed that the invisible, generally artificial barriers are some of the key factors that prevent women from advancing within their organisations and reaching their full potential (Knutson and Schmidgall, 1999). Another perception is that of women being traditionally considered as child bearers or family carers, which make it difficult for them to advance.

For example, it is highlighted in an article by Wirth (2001) that in a certain study that surveyed around 1,200 male and female executives in various regions of the world, 32% more women than men delayed marriage or having a family in order to establish their careers first. This result draws one back to what was previously discussed, namely that, when it comes to family responsibilities or participation in household tasks, everyone mostly expects a woman to be perfect, even though it takes both a man and a woman to make that possible. As a result, this expectation puts more pressure on a woman to pay more attention to family commitments than her job or career, since she is perceived as less competent if she fails to balance her work and family pressures.

Stein (2002) concurs with Wirth (2001) on the above matter that men have much greater flexibility in deciding if and when they involve themselves more in family and parenting, however, women are tied to their biological clocks.

"It is harder for women to advance as a woman has to prove herself more than a man does," states Alepin (2009). For this reason, women are constantly, trying to be ambitious without overdoing it. Hakim (1997) discovered from one study that what also constrain women from advancing is the issue of women being historically under-represented in senior management positions.

Apart from these, human capital and exchange theories state that marital status of women play a major role as a primary constraint to women's career advancement. A married women, especially if the husband earns less, will be more unlikely to move to her own career advancement because of personality factors such as social esteem, or for fear of being called names or being labelled if she is more career-oriented than her husband.

Meyerson (2001) mentions that there is merely one word, which is normally bestowed on that supremely ambitious woman who unrepentantly values her career as much as her personal priorities: *bitch*. Meyerson (2001) cites that society employs double standards: ambitious men are perceived as go-getters, but ambitious women are the b-word, namely bad wives, bad mothers and brazenly arrogant businesswomen. Meyerson (2001) believes that our culture encourages women to derive a sense of self from being selfless, by giving to everyone else first and foremost and placing the ambitious goals of women at the bottom of their priority pile. This is one of the reasons why so many women simultaneously crave and fear ambitious goals and eventually drop-kick their dreams.

2.8 Lesotho women, in the past and at present

Historically, during the nineteenth century, in Lesotho, a married woman was considered the property of her husband or a precious object of exchange and control as stated by Guy (1990). A man will justify this action by saying that he has paid 'a bride price', known as 'lobola'. For this reason, every now and again a married woman would need permission from her husband to do almost anything (own land, open a bank account, wear pants and so on), while unmarried women needed permission from their father or brother.

Molebatsi (2006) points out that a married woman could be beaten or raped by her husband and nobody would ever help her because of the perception that it was her husband's right to do so. A woman could not defend herself as women of that time had no legal status and were at the mercy of their male relatives or husbands (Schapera, 1984). This was mainly because through marriage, the care and guardianship of a woman was transferred from her father and brothers to the custody of her husband, and his male relatives (Driel, 1994). Even the Roman Dutch Law that functioned at the time supported the above practices, since it provided that:

(a) The husband is the head of the family and possesses the decisive voice in all matters affecting the common life of the spouse;

(b) Women cannot enter into a contract or take up gainful employment without their husbands' prior authorisation; and

*(c) A woman does not possess **locus standi injudicio** to participate in legal proceedings unassisted by her husband, whether as a plaintiff or defendant.*

It is apparent that, for instance, the last rule made it difficult for an aggrieved woman to lay a criminal charge against her husband for committing illegal acts against her, hence a husband would treat his wife in any manner he preferred.

Francis (1997) shows that besides the Roman Dutch Law, there were also other policies, which strengthened men's grip over their wives, which were pursued by colonial governments. Employment practices and social welfare programmes discriminated against women, for example, only male civil servants were legally entitled to pension upon retirement.

Besides these, Schapera (1984) states that when missionaries arrived in Africa, significant changes were made regarding the minority status of women. Missionaries became interested in domestic and religious affairs of people, and this paved a way for women to live a rather self-reliant life. The Missionaries' Christian churches offered women western style ideas such as individualism, personal autonomy, opportunities for leadership, education, self-expression, and so on (Walker, 1990). It was after these changes that women were gradually employed in lower positions, and then later with the realisation that women were better educated than men, they were recognised through certain policies and were given some more responsible positions in the civil service.

Of more importance, at a later stage the government implemented laws to promote equality and prohibit gender discrimination, which enabled even married women to gain equality to men in 2006 under the Legal Capacity of Married Persons Act No. 9 of 2006. Today, there are strong and confident women in Lesotho who work hard towards promotion of women's rights, and thus paving the way and making a difference for the next generation of women.

2.9 Current legislation in Lesotho against gender discrimination

Like most countries, Lesotho is still far from being gender equal. Alternatively, as mentioned previously, adjustments and improvements have been made, especially regarding current legislation such as 'Laws of Lerotholi'. This legislation encourages promotion of equity thus enabling many Basotho women to freely stand up for and assert their rights.

Women are currently free to use legitimate forms of protest to get rid of gender insensitive regimes by voting for policies that promote their interests and parties that embrace women's programmes (Francis, 1997). Hence, an explanation of why, at present, more women in different parts of the world, including Lesotho, are entering the business world even though few of them are represented in senior positions.

It was highlighted by Afrol News, (2010) that in Lesotho, the proportion of women in parliament increased from 5% in 1990 to 30% in 2010. One-third of ministers are women, while almost half of the senior civil servants are women. Some of the factors, which contributed to this increase, are the establishment of the Local Government Ministry in 1994, which began to initiate the decentralization process in Lesotho; the establishment of the Local Government Act No. 6 of 1997; and the passing of the Legal Capacity of Married Persons Act No. 9 of 2006, which removed the minority status of married women.

(i) **Legal Capacity of Married Persons Act No. 9 of 2006**

This Act provided for the abolition of the minority status of married women and repealed marital power which a husband had over the person and property of his wife, in other words, conferring equal rights to both parties. The Act required that both parties obtain consent of the other spouse when entering into agreements concerning joint estate, which made it possible for wives to also have a say in decision-making.

Briefly, the Legal Capacity of Married Persons Act No. 9 of 2006, contributed immensely towards removing restrictions which marital power placed on the legal capacity of a wife, which made the situation favourable also for women. Amongst those restrictions, the following are highlighted:

- (a) Entering into contracts;*
- (b) Suing and being sued;*
- (c) Registering immovable property in her name;*
- (d) Acting as an executrix of the deceased's estate;*
- (e) Acting as a trustee of an estate;*
- (f) Binding herself as a surety; and*

(g) Performing any other act, which was restricted by law due to the marital power before the commencement of this Act.

(ii) Local Government Act No. 6 of 1997

It was only after the passing of the above Act that several changes concerning the organisational structure of local authorities were made. The Act gave these councils legal persona status with powers to sue and be sued, sell and own property, as well as make their own laws.

The local government enabled more women than has ever been the case in Lesotho's political history to be elected into public office. The government made explicit its policy and implementation of women empowerment. This Act has, in line with other international declarations such as the Beijing Platform for Action, played a major role in the elimination of all forms of discrimination against women; by calling for the states to take measures aimed at ensuring that women have equal access and full participation in decision-making processes.

Additionally, there are other policies and programmes that have been established in support of the above discussed Acts such as, the Gender and Development policy, which provides the basis for creation of an environment for gender and equality. In this policy, emphasis is put on the need for gender equality and socio-economic aspects that placed women as opposed to men in a disadvantaged position. The policy addresses the following aspects:

- (a) Unequal power relations between women and men, girls and boy;*
- (b) Married women's legal minority status;*
- (c) Cultural and traditional practices and beliefs which are discriminatory in nature and stance; and*
- (d) Gender-insensitive sections of the statutory and customary laws.*

The main purpose of the Gender and Development Policy is to remove gender inequalities among the Basotho society by ensuring equal opportunities, participation and involvement between women, men, girls and boys so that development efforts have an equal impact on all genders.

In Lesotho the statutory, common and customary laws have serious negative implications on women's status. They have trapped them in a triple tragedy of discrimination, dependency and deprivation. The Gender and Development Policy, attempts to correct this disparity, by abolishing some practices that perpetuate gender disparities.

For instance, in Lesotho, allocation of land, especially in rural areas, is influenced by customary attitudes and practices, which all discriminate against women. This policy advocates for allocation of residential land in accordance with its availability and not in consideration of whether one is a man or a woman.

It is clearly highlighted in this policy that all stakeholders mentioned (women, men, boys and girls) should receive fair treatment be it at work, home and so on. The underlying assumption is that if organisations are better able to take gender issues into account at all levels of their operations, there will likely be increased gender equality and empowerment of marginalised groups. In order to mainstream gender equality into development policies and programmes, the government will allocate adequate resources.

Furthermore, the policy claims that the government will open avenues for the mentioned stakeholders to equally have access to and control over credit, land and property in order for them to equally contribute significantly to the development process. The government also undertakes to adopt a right-based approach that involves strengthening the ability of courts and other institutions to promote and protect the universal rights of the stakeholders to organisation and descent work, while also facilitating equal representation of the stakeholders in politics, and at all levels of decision-making structures. Being seen as necessary, the government undertakes to review and reform the statutory laws with a view to remove all forms of discrimination.

In the annual report of USAID on good practices, Estuardo, Vaughn and Amani (2006) agree that the current legislations and policies have brought about considerable changes for women, in particular. The underlying concern is that because of weak enforcement, some of the women, especially in rural areas, are unaware of these imperative, new and existing laws and legislation, which are designed to ensure equal rights and protection for women.

Nevertheless, in order to fill this gap, USAID works in collaboration with other projects such as WLR (Women's Legal Rights Initiative) to strengthen and promote women's rights by enhancing opportunities for women to participate in economic, social and political operations of their societies.

From the above discussion it is clear that the established frameworks strengthen women's positions in society, as evidenced worldwide, which explains a rapid change on the global scene in favour of women (Tanga, 2006). It is without a doubt that the current legislation and developments play a major role as contributors towards elimination of gender discrimination and shaping society, as a whole.

2.10 Chapter summary

Chapter Two reviewed several theories which relate to why women have been held from advancing their careers in the workplace. One of the theories identified is called a double-bind theory. The theory stipulates that women are 'damned if they do and doomed if they do not'. For instance, women are often blamed of being too sensitive and not strong enough to handle clients and problems, yet these women are also type-casted as "bitches" if they become strong and aggressive. In addition, the literature reviewed different ways and the advantages of developing a career in order to ensure effective functioning of an organisation. Attention was also given to the significant role that women play in the workplace and the general perceptions concerning women's career advancement. It was highlighted that glass ceiling is one of the common factors which makes it difficult for women to advance their careers.

Furthermore, the chapter dealt with an inspection of the society's expectations and perceptions of women in Lesotho in the past and how that has changed in recent years. Lastly, the current legislation in Lesotho, as well as different ways to overcome gender discrimination in workplaces, were scrutinised.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter examines research design and methodology, population, sampling size and techniques, methods of data collection (instruments employed), data collection procedure, reliability and validity of the instruments, data analysis procedures, problems encountered, and lastly provides a chapter summary.

3.2 Research design and methodology

In this study the researcher made use of descriptive research. This type of research tries to provide an accurate picture or description of an event to a specific situation or phenomenon (Gay and Airasan, 1999). The researcher gave an in-depth and detailed description of what was observed concerning the relationship between and among variables.

The two approaches of descriptive research that were adopted include the secondary and historical approaches. The purpose of the secondary approach was mainly to get an idea of what other researchers did and found regarding this or a similar topic and was also used to examine the literature. The historical studies approach provided a rational explanation of the reasons why women in different parts of the world, including Lesotho, were not allowed in the world of work or to hold managerial positions in the past, as well as how that affected female workers at the time. It also presented a logical interpretation of how those factors contributed towards shaping society as we know it today.

3.3 Population and sampling

3.3.1 Population

According to Gay and Airasan (1999), the population of the research comprises all the elements (individuals, subjects, animals, things) that are likely to be affected in one way or another by the outcome of that investigation in a given environment. However, the study population in this regard comprised all female workers in Lesotho parastatals.

3.3.2 Sampling technique

Strydom and Venter (2002) explain that it is difficult for the researcher to involve the entire population in the study. It is in this regard that the researcher drew up a sample from the population. It is important to ensure that the sample is as representative as possible, in that all the elements present in the population are represented in a sample (Strydom and Venter, 2002). The decision to use non-purposive sampling, also known as probability sampling, was based on the fact that this type of sampling gives individuals in the population an equal possibility of being included in a sample.

Even though there are various approaches or techniques that are used in probability sampling, the researcher chose to use stratified random sampling as it was somewhat easy to use for this particular research. In this approach, the researcher stratifies the entire population according to certain specified criteria or variables, and then draws the sample from each of the stratum (Ander, Mellenbergh, and Hand, 2008). When choosing the sample, the researcher randomly identified certain parastatals where respondents could be found as clusters. The researcher was certain that this would guarantee absolute representativeness of all strata within the population.

Some of the challenges faced in using a stratified random sampling were that it required more administrative effort, and it was difficult to identify appropriate strata.

3.3.3 Sample size

The sample size was obtained based on randomness, but gender was still taken into account, since the research focused only on females. A sample size comprised a total of 100 women in senior positions from selected parastatals in Lesotho.

3.4 Methods of data collection

3.4.1 Instruments employed

Only one measurement instrument (a questionnaire) was used for data collection, which consisted of both qualitative and quantitative data collection methods. A questionnaire made use of a few open-ended and mostly closed-ended questions. Questionnaires were distributed among participants at selected parastatals. The dependent variable comprised those factors which were identified by participants as constraints to women's career advancement, while gender served as an independent variable.

The questionnaire was divided into three sections: section A examined biographical information of participants; section B surveyed their educational qualifications; while section C examined factors affecting career advancement of women into senior positions. In addition, the questionnaire made use of nominal and interval scales, because these scales would provide adequate response variances and would make it easier for participants to complete the survey.

3.4.2 Data collection procedure

A letter requesting permission to conduct a study at selected parastatals in Lesotho was forwarded to all the directors. Within a period of one month letters of approval from different directors were received by the researcher. Thereafter, the researcher took some time off to carry out the study. Questionnaires were distributed to participants in different organisations and were requested to complete them within three weeks, which participants found reasonable.

While participants completed the questionnaires, assistance was offered by the researcher where necessary, and they were guaranteed full anonymity. Additionally, the researcher

informed participants of their right to withdraw from the research if they wished to do so, and at the end of their participation they were debriefed.

As previously indicated that even though the basic language in Lesotho is 'Sesotho', the language that is commonly used in Lesotho organisations such as those that formed part of the study, is English. Hence, the questionnaire was in English. Lastly, after conducting the study, the researcher found it necessary to forward letters of appreciation to the organisations where the study was conducted.

3.4.3 Reliability and validity of the instruments

Validity, according to Neuman (1997), is when the instrument actually measures what it claims to measure. Neuman (1997) stresses that it is important to check the content validity and reliability of the measurement instrument before distribution, because sometimes it can loosely be assumed that the entire research finding or result had no validity or reliability when in fact the instruments that were used to collect data upon which the results were obtained, were the ones actually lacking in validity or reliability.

A revised instrument was submitted to the statistician in order to establish content and face validity. For content validity, the statistician identified problems and provided suggestions to ensure that the instrument indeed measured what it claimed to be measuring (for instance, this ensured that the questionnaire actually asked questions related to the topic). To establish face validity, the statistician helped to improve the physical appearance of the questionnaire, while attention was given to grammatical errors, alignments, quality of paper used and so on.

Neuman (1994) defines reliability as the fact that an instrument is able to return the same or similar result when used repeatedly on different occasions, even after or between certain periods of interval.

A split-half reliability approach was used to determine reliability of an instrument. The researcher distributed the first half of the questionnaire to selected participants at selected parastatals. After a certain period of time the second half was also distributed to the same participants at those parastatals. It was then decided that the instrument was indeed reliable as the results that were obtained correlated.

3.5 Data analysis procedures

In analysing data, the software SPSS version 18 was used for variable and data coding. On the software are among others descriptive statistics, which included frequency distribution that was used for formatting, cleaning and presenting data. The chi-square test was used to determine the degree of freedom. The p-value answered the research questions and determined the level of significance. For graphical presentation, both the SPSS and Excel were employed. Thereafter, in the form of a narrative description, the researcher was able to interpret and explain the results obtained once data was analysed, before making concluding remarks.

3.6 Problems encountered

In every path to success, there are always obstacles. While conducting the study, the researcher encountered a few problems. First of all, it was not easy to find participants who would complete the questionnaire, as the study was conducted towards the end of the year, and the majority of participants were on a tight schedule. Secondly, getting the questionnaires back was a bit of a challenge, but eventually the researcher managed to get at least the required number of questionnaires.

3.7 Chapter summary

The primary purpose of doing research methodology is to gather information, analyse and interpret data, in order to address the phenomenon. Some of the most significant points to be noted in research methodology include the following:

- Planning in advance how the research will be designed and conducted;
- Choosing appropriate methods for data collection; and
- Paying attention to how the sample will be chosen.

Moreover, if the instrument lacks reliability and validity, there is a high possibility of obtaining inaccurate results. In addition, it should be noted that analysis of data is often influenced by the method which was used to collect data. This means that if data was collected quantitatively, it should be analysed quantitatively, whilst qualitatively collected data should be analysed qualitatively.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

As mentioned in Chapter Three, the study targeted selected parastatals in Lesotho and a random selection of 100 hundred participants was achieved. Chapter Four focuses on the presentation and analysis of data. To make data easily manageable, the results are presented in the form of bar charts, pie charts, frequency tables and chi-square test tables. The chi-square test is used to determine the degree of freedom, while the p-value is used to answer research questions and to determine the level of significance. Moreover, after each table and chart, a brief interpretation of the results is provided.

It was decided to merge certain options that were given in the questionnaire. This simply means that 'a major barrier' and 'a barrier' were joined together as 'a barrier'; likewise, 'strongly agree' and 'agree' were joined together as 'agree'; while 'strongly disagree' and 'disagree' were combined in the same manner as 'disagree'; and the same applies to 'very uncomfortable' and 'uncomfortable', which were combined together as 'uncomfortable', while 'very comfortable' and 'comfortable' were merged as 'comfortable'. These combinations were done in order to provide an overall impression of the data before looking into the degrees of the variances.

4.2 Results

Biographical characteristics of respondents in this case comprised current position, marital status, age and whether respondents' organisations offered any mentorship programmes.

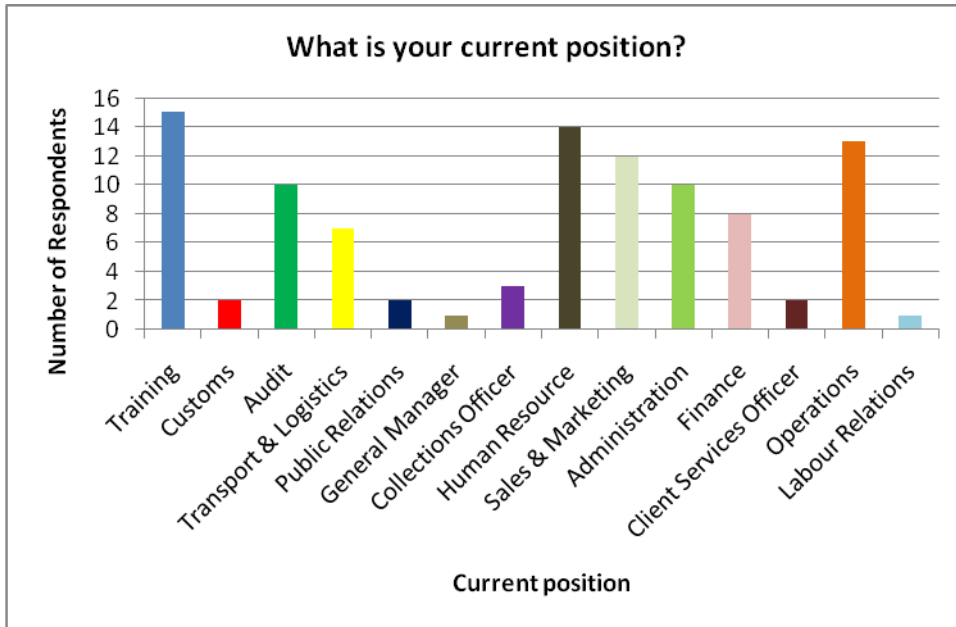


Figure 4. 1: Respondents' current positions

Figure 4.1 above demonstrates, in descending order the current positions occupied by respondents. It was found that there are 15 women in Training departments, followed by 14 in Human Resource departments, then 1 in Operation departments, followed by 12 in Sales and Marketing departments. There is the same number (10) of women who are in Administration and Audit departments followed by 8 in Finance departments, 7 in Transport and Logistics departments. There are 3 Collections Officers and the same number (2) of women in three departments: Customs, Public Relations and Client services. There is 1 woman in General management departments and 1 in Labour Relations departments.

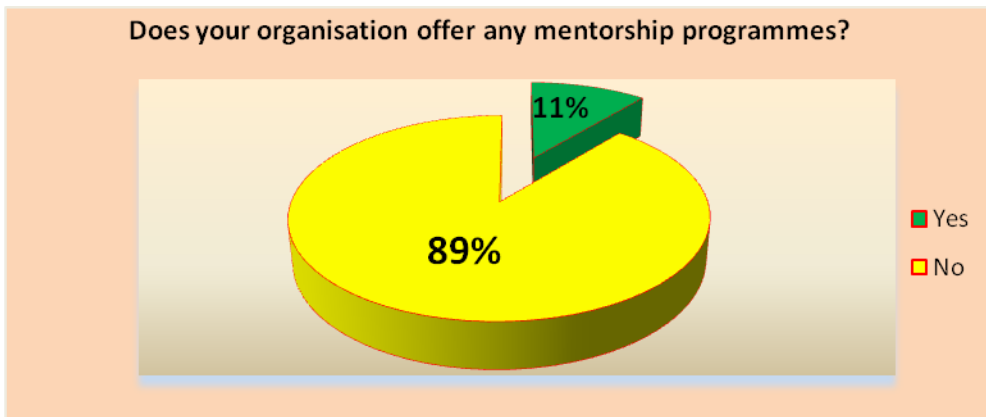


Figure 4. 2: Mentorship programmes

Figure 4.2 indicates that 89% of respondents stated that their organisations did not offer any mentorship programmes, while 11% of respondents indicated that their organisations did offer mentorship programmes. Organisations that offer coaching and mentorship programmes are more likely to succeed in a competitive environment than those which do not (Moses, 1998). Data provided by respondents was important to determine whether or not mentorship plays a role in career advancement.

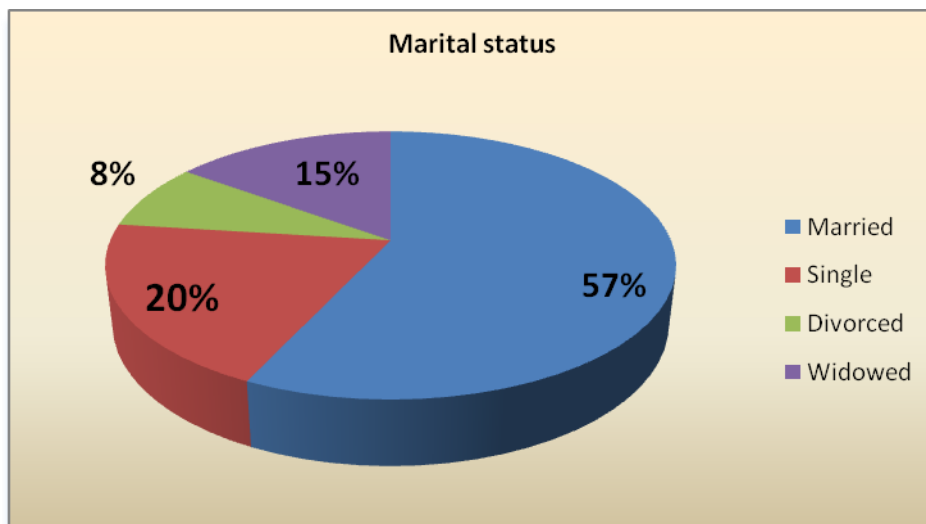


Figure 4. 3: Marital status

The responses given in Figure 4.3 revealed that of the 100 participants, 57% of respondents are married; 20% are single; 15% are widowed and 8% are divorced. The question on marital status was asked to determine whether or not marital status plays a role in career advancement.

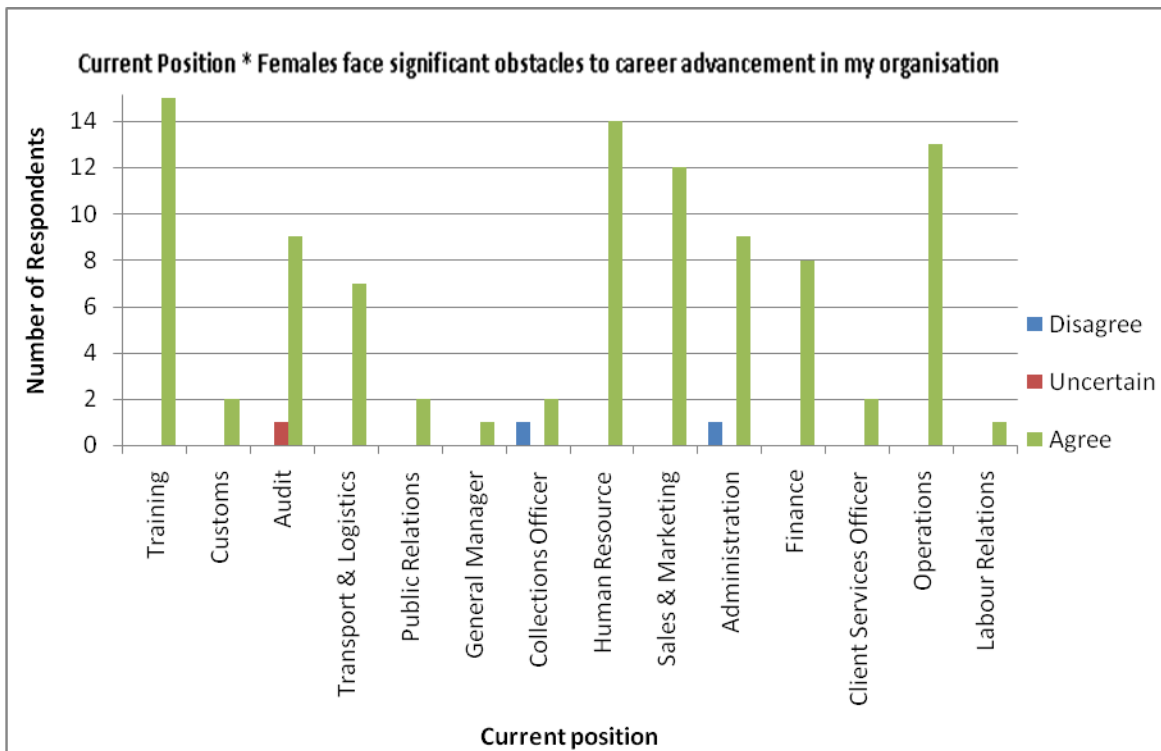


Figure 4. 4: Current positions and obstacles to career advancement

According to data presented in Figure 4.4, a significant number of respondents in different departments agreed that females face significant obstacles to career advancement in their organisations, while a total of 3 people were either uncertain or disagreed. This information explains why women in Lesotho are reluctant to advance their careers once they make it to top management level.

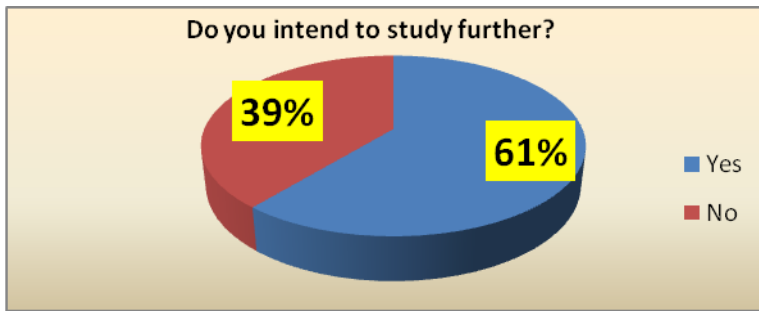


Figure 4. 5: Intentions to study further

The responses given in Figure 4.5 indicate that 61% of respondents have intentions to study further, while 39% of respondents do not. This implies that even though many women are devoted to advancing their careers, there are still invisible and artificial barriers that prevent them from reaching their full potential (Knutson and Schmidgall, 1999). Alepin (2009) adds that, "It is harder for women to advance, as a woman has to prove herself more than a man does."

Table 4. 1: Marital status and intentions to study further

Marital status * Do you intend to study further? Cross-tabulation				
		Do you intend to study further?		Total
		YES	NO	
Marital status	Married	34	23	57
	Single	19	1	20
	Divorced	2	6	8
	Widowed	6	9	15
Total		61	39	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.901 ^a	3	.001
Likelihood Ratio	19.739	3	.000
Linear-by-Linear Association	2.425	1	.119
N of Valid Cases	100		

a. 2 cells (25.0%) have expected count of less than 5. The minimum expected count is 3.12.

Table 4.1 shows respondents' marital status and their intentions to study further. Of 61% of respondents in different marital groups who intend to study further 34% is married, 19% is single, 2% is divorced and 6% is widowed, compared to 39% of respondents who have no intentions to study further, 23% is married, 1% is single, 6% is divorced and 9% is widowed.

Based on the information given, it was possible to determine whether or not there is a relationship between marital status and intentions to study further.

A significant relationship ($p > 0.001$) was found between marital status and intentions to study further. A percentage difference between respondents who have intentions to study and those who have no intentions to study, is explained by the fact that more women are keen to study further even though they still have marital concerns. However, the difference in percentage between single women who have intentions to study and widowed or divorced women who have no intentions to study, could be explained by the fact that generally, single women have less responsibilities compared to divorced or widowed women.

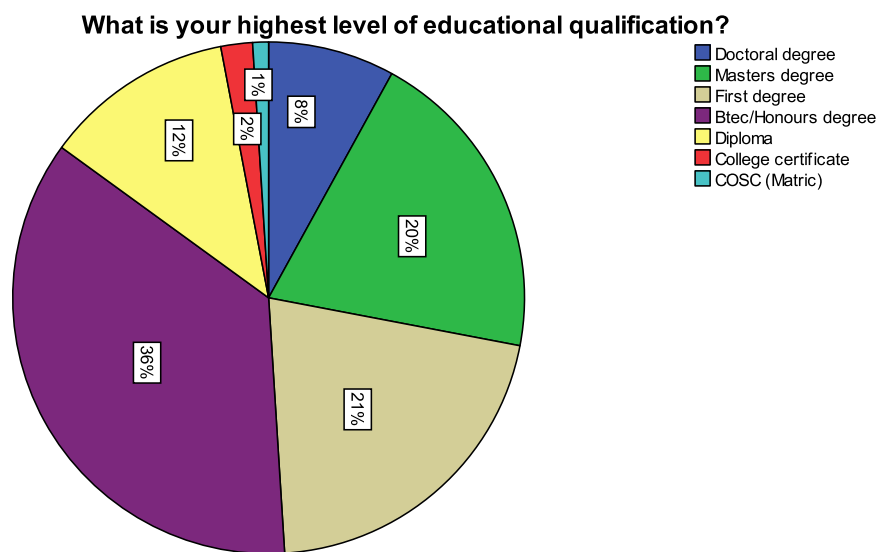


Figure 4. 6: Highest educational qualification

Figure 4.6 above demonstrates the highest educational qualifications held by respondents, 36% of respondents have Btech/Honours degree, 21% has First degree, 20% has a Masters degree, 12% has a Diploma, 8% has a Doctoral degree followed by 2% that has college certificates and 1% holds COSC (Matric).

It may be noted that a large number of these women are well educated. One of the things which contributed to this achievement is that missionaries paved a way for women to live a rather self-reliant life. They offered them individualism, personal autonomy, opportunities for leadership, education, self-expression and so on (Walker, 1990:15). It was after these changes that women were gradually employed in lower positions and then later, with the

realisation that women were better educated than men, they were recognised through certain policies and were given more responsible positions.

Table 4. 2: Age and intentions to study further

Age group categories * Do you intend to study further? Cross-tabulation				
		Do you intend to study further?		Total
		YES	NO	
Age Group Categories	26-30 years	7	0	7
	31-35 years	27	5	32
	36-40 years	16	7	23
	41-45 years	11	21	32
	46-50 years	0	5	5
	51-55 years	0	1	1
Total		61	39	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.454 ^a	5	.000
Likelihood Ratio	36.561	5	.000
Linear-by-Linear Association	29.709	1	.000
N of Valid Cases	100		

a. 6 cells (50.0%) have expected count of less than 5. The minimum expected count is .39.

Table 4.2 shows respondents' ages and their intentions to study further. Of 61% of respondents in different age groups who intend to study further: 7% is between the ages of 26-30 years, 27% between 31-35 years, 16% between 36-40 years, 11% between 41-45 years and none are between the ages of 46-50 years or 51-55 years. However, 39% of those who have no intentions to study further: none are between the ages of 26-30 years, 5% is between 31-35 years, 7% between 36-40 years, 21% between 41-45 years, 5% between 46-50 years and 1% between 51-55 years.

A significant relationship ($p > 0.000$) was found between age and intentions to study further. More women are keen to study further at earlier ages and focus on family responsibilities as they grow older. A higher percentage of women between the ages of 26-30 years who intend to study, compared to none between those ages who do not, could be more likely explained by the reality that between those ages women are still young, vibrant and more ambitious, but as they grow older their enthusiasm lessens.

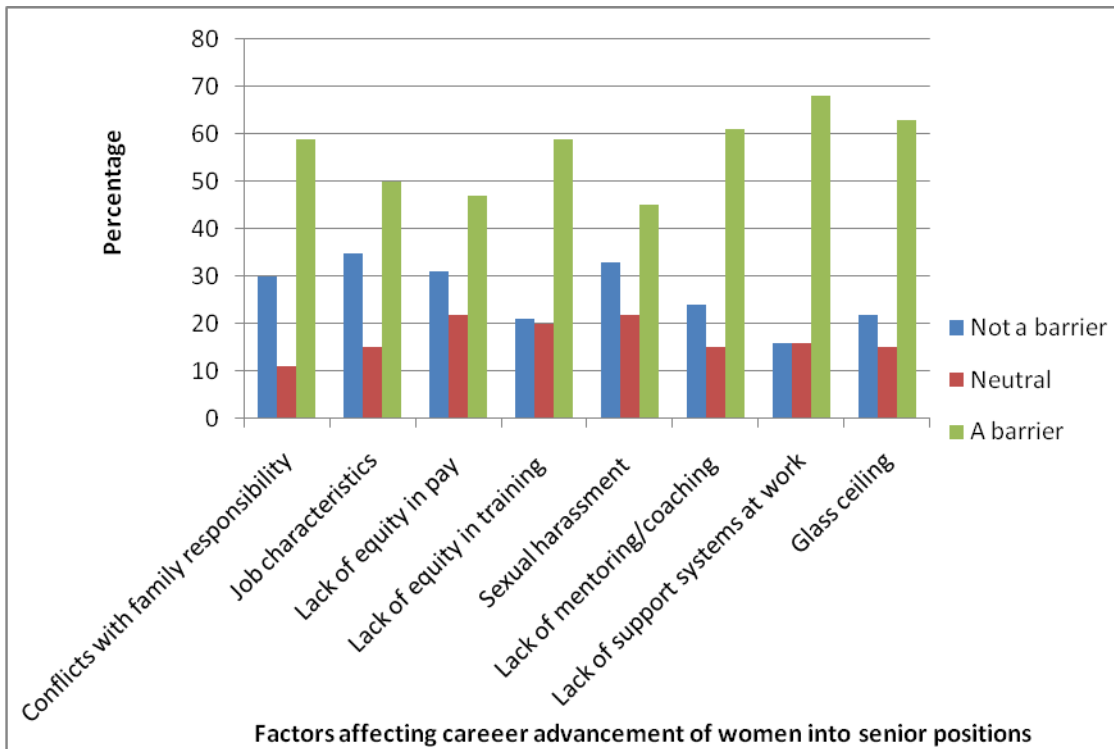


Figure 4. 7: Factors affecting career advancement of women into senior positions

Figure 4.7 presents respondents' views on factors that are believed to affect career advancement of women into senior positions. It appears that a higher percentage of respondents perceive all of the above factors to be barriers to career advancement. A few respondents are uncertain, while others do not regard these factors as barriers to career advancement.

Table 4. 3: Conflict with family responsibilities and marital status

Conflict with family responsibilities * Marital status Cross-tabulation								
				Marital status				Total
				Married	Single	Divorced	Widowed	
Conflict with family responsibilities	Not a Barrier	Neutral	A Barrier	21	5	3	1	30
				8	2	0	1	11
				28	13	5	13	59
Total				57	20	8	15	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.132 ^a	12	.185
Likelihood Ratio	21.136	12	.048
Linear-by-Linear Association	7.515	1	.006
N of Valid Cases	100		

a. 13 cells (65.0%) have expected count of less than 5. The minimum expected count is .88.

Table 4.3 demonstrates respondents' views concerning the relationship between marital status and conflict with family responsibilities. Of 59% of respondents who consider conflict with family responsibilities as a barrier to career advancement, 28% is married, 13% single, 5% divorced and 13% widowed. A total of 30% of those who state that conflict with family responsibilities is not a barrier to career advancement: 21% is married, 5% is single, 3% is divorced and 1% is widowed. A total of 11% of respondents are uncertain about whether or not conflict with family responsibilities is a barrier to career advancement, amongst them 8% is married, 2% is single, none are divorced and 1% is widowed. It can be noted that there is a higher percentage of respondents who consider conflict with family responsibilities to be a barrier to career advancement as compared to those who are uncertain and those who do not.

There is a significant relationship ($p > 0.185$) between marital status and conflict with family responsibilities. A percentage difference between married, single, divorced and widowed is explained by the fact that married women are more likely than others to experience conflict with family responsibilities because they struggle to balance work pressure and family commitments.

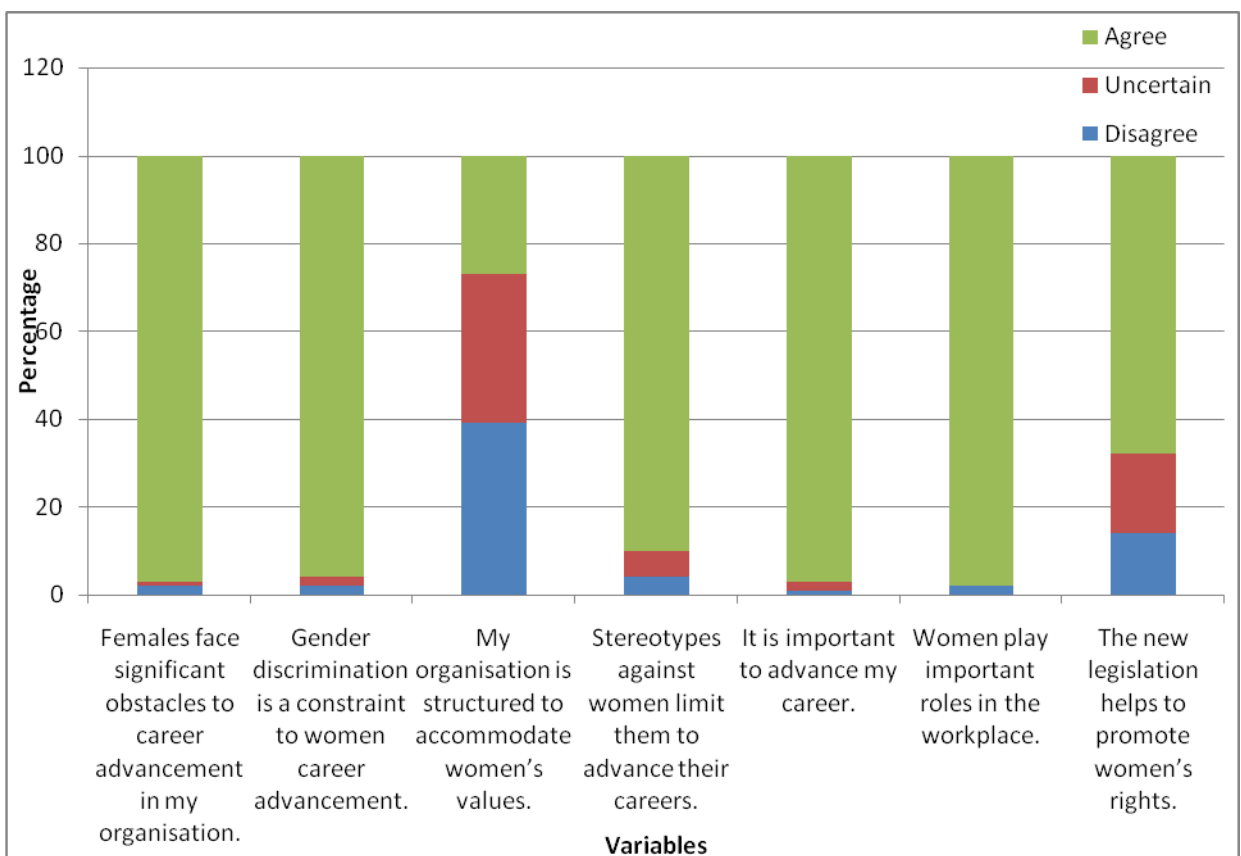


Figure 4. 8: Views of women on constraints to career advancement

According to Figure 4.8, it may be noted that compared to respondents who are uncertain or disagree, more women agree on the following factors: females face significant obstacles to career advancement in their organisations; gender discrimination is a constraint to women career advancement; stereotypes against women limit them to advance their careers; it is important to advance their careers; women play an important role in the workplaces; and the new legislation such as the Legal Capacity of Married Persons Act No. 9 of 2006 helps to promote women’s rights. Conversely, on the category of organisational structure, there are more who disagree that their organisations are structured to accommodate women’s values than those who agree and those who are uncertain.

Table 4. 4: Marital status and the importance to advance a career

Marital status * It is important to advance my career. Cross-tabulation					
		It is important to advance my career.			
		Disagree	Uncertain	Agree	Total
Marital status	Married	1	2	54	57
	Single	0	0	20	20
	Divorced	0	0	8	8
	Widowed	0	0	15	15
Total		1	2	97	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.236 ^a	9	.813
Likelihood Ratio	6.107	9	.729
Linear-by-Linear Association	.672	1	.412
N of Valid Cases	100		

a. 11 cells (68.8%) have expected count of less than 5. The minimum expected count is .08.

Responses given in Table 4.4, show that of 97% of respondents who agree that it is important to advance their careers, 54% is married, 20% is single, 8% is divorced and 15% is widowed. 2% is uncertain, is married and none are single, divorced or widowed. None of the respondents who are single, divorced or widowed disagreed that it is important to advance their careers, except for one woman who is married.

There is no significant relationship ($p > 0.813$) between marital status and importance to advance a career.

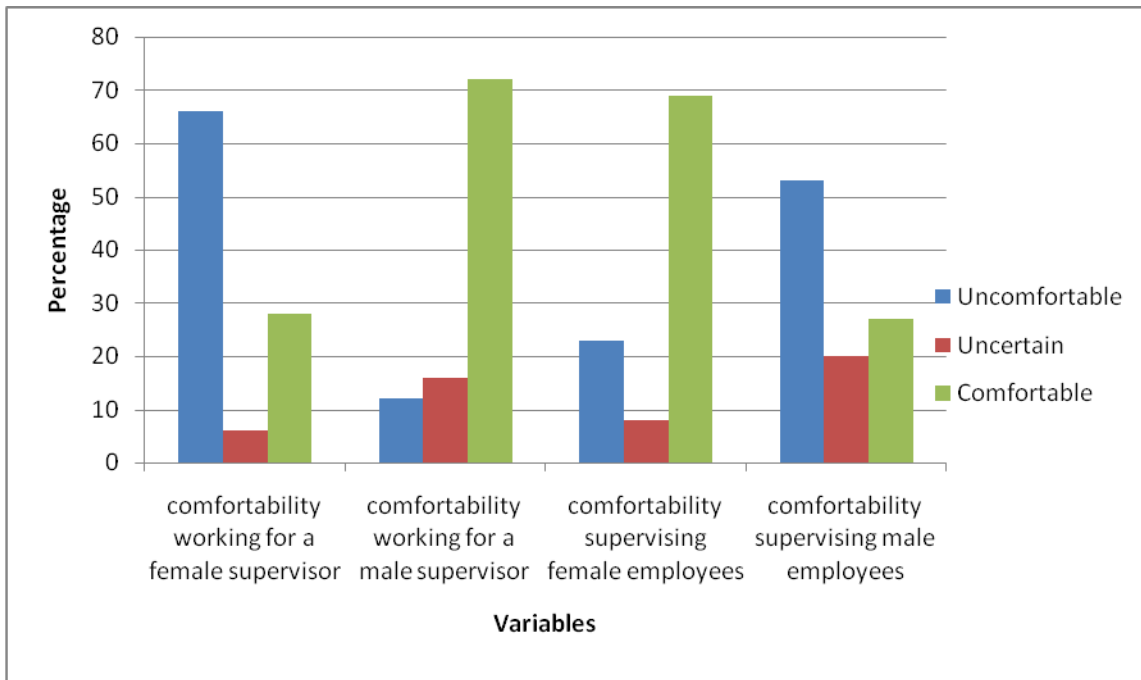


Figure 4. 9: Comfortability of women working for supervisors or supervising

The data in Figure 4.9 shows views of respondents on the four given categories. The first category measures respondents' comfortability working for a female supervisor. Of 100 respondents, 66% is uncomfortable, 6% is uncertain, while 28% is comfortable.

The second category measures respondents' comfortability working for a male supervisor. Of 100 respondents, 12% is uncomfortable, 16% is uncertain and 72% is comfortable.

Regarding the third category, which measures respondents' comfortability supervising female employees, of 100 respondents, 23% is uncomfortable, 8% is uncertain and 69% is comfortable.

The last category measures respondents' comfortability supervising male employees. Of 100 respondents, 53% is uncomfortable, 20% is uncertain and 27% is comfortable.

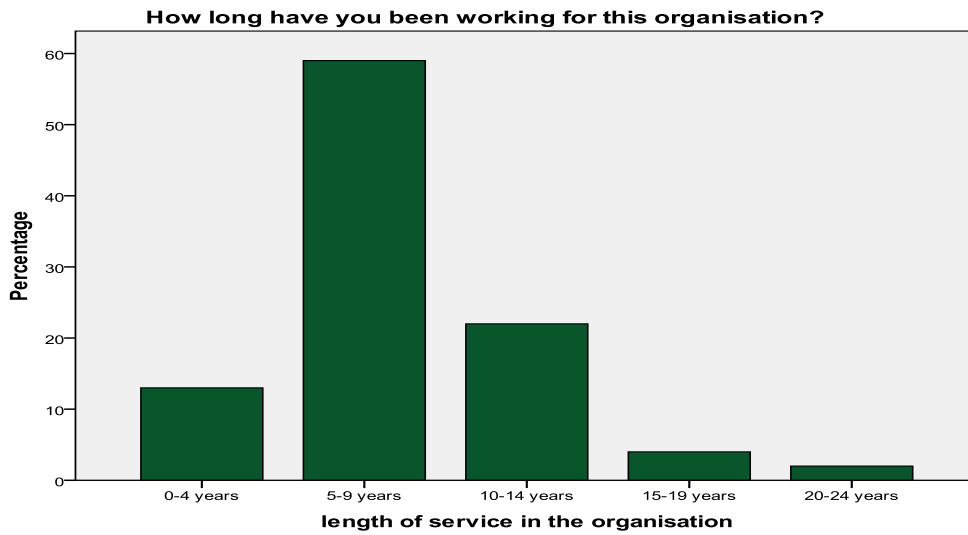


Figure 4. 10: Length of service in the organisation

According to Figure 4.10, 13% of respondents have been working for their organisations for 0-4 years; 59% for 5-9 years; 22% for 10-14 years; 4% for 15-19 years; and 2% for 20-24 years.

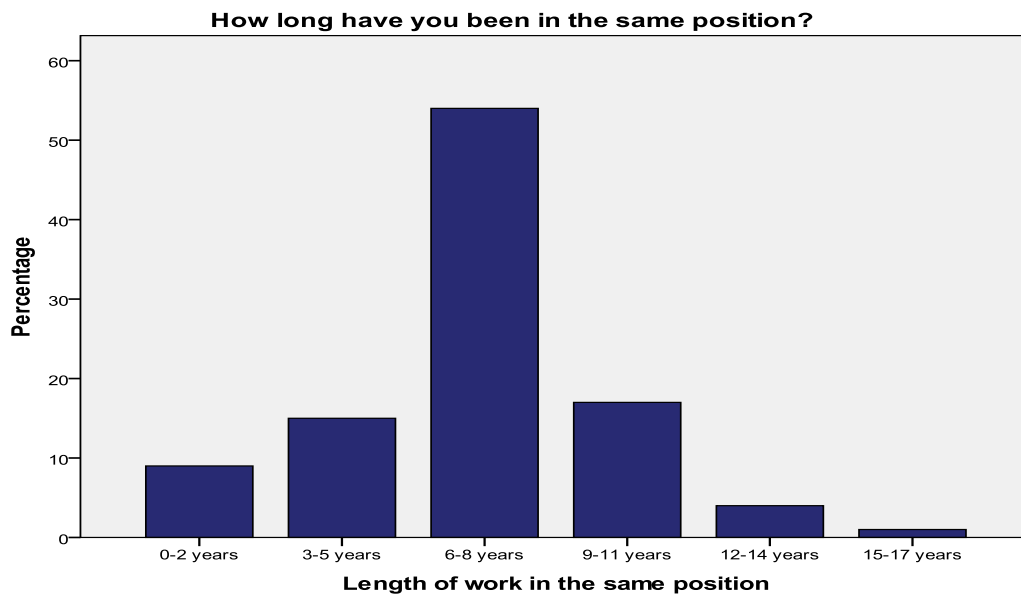


Figure 4. 11: Length of work in the same position

Figure 4.11 indicates that 9% of respondents have been in the same position for 0-2 years; 15% for 3-5 years; 54% for 6-8 years; 17% for 9-11 years; while 4% has been in the same position for 12-14 years; and 1% for 15-17 years.



Figure 4. 12: Number of times promoted to a new position

According to the responses given in Figure 4.12 above, 67% of respondents have not been promoted to a new position; 27% has been promoted one time; while 6% has been promoted two times. It is clear that a higher number of respondents have not been promoted to new positions. This could be because some employers still have difficulty accepting that policies to promote women in the workplace make good business practice. They believe that the standard and cost-effective employees of the companies are men (Scott, 2004).



Figure 4. 13: Type of training received

Data given in Figure 4.13 shows that 5% of participants have received informal training; 80% has been trained formally; while 15% has not received any kind of training at all. In this case more women have received training. Holland (1959) indicates that in order to keep the labour force up to standard, ongoing training and development are fundamental tools for successful and progressive organisations.

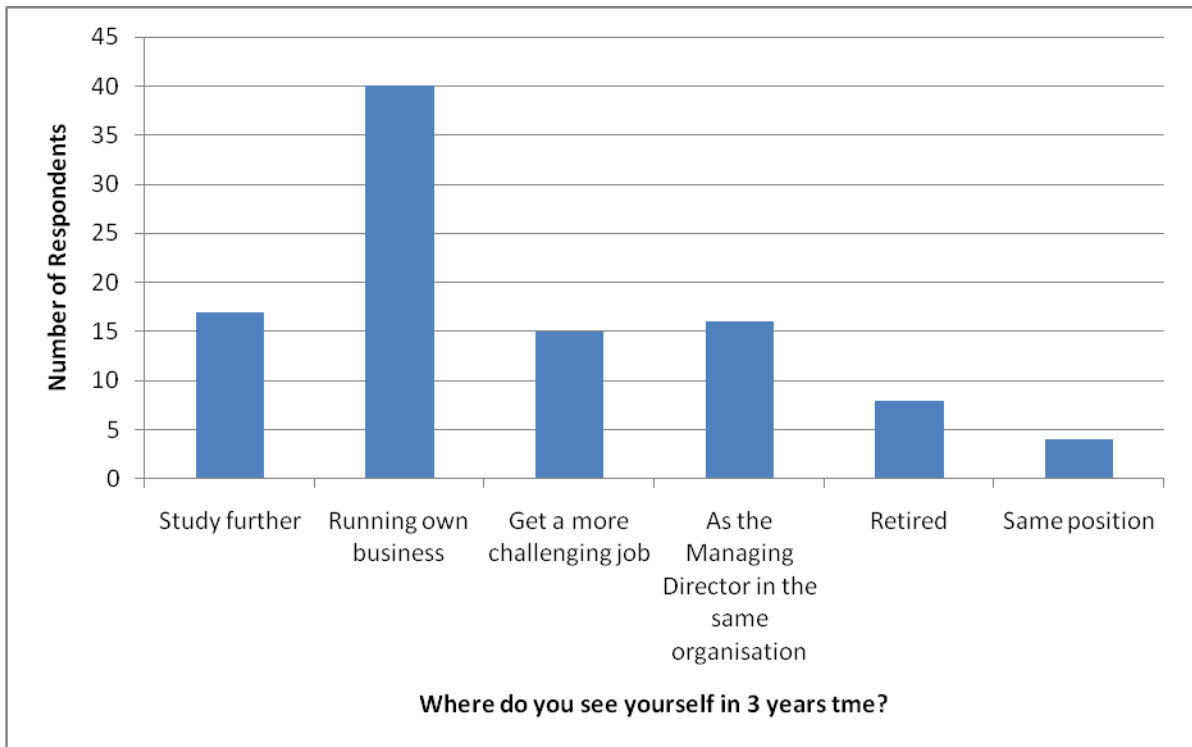


Figure 4. 14: Goals for the next three years

Figure 4.14 demonstrates that in three years time; 17% of respondents intend to study further; 40% plans to run their own businesses; 15% seeks to get more challenging jobs; 16% see themselves as Managing Directors in the same organisations; 8% will be retired; and 4% plans to stay in the same positions that they currently hold.

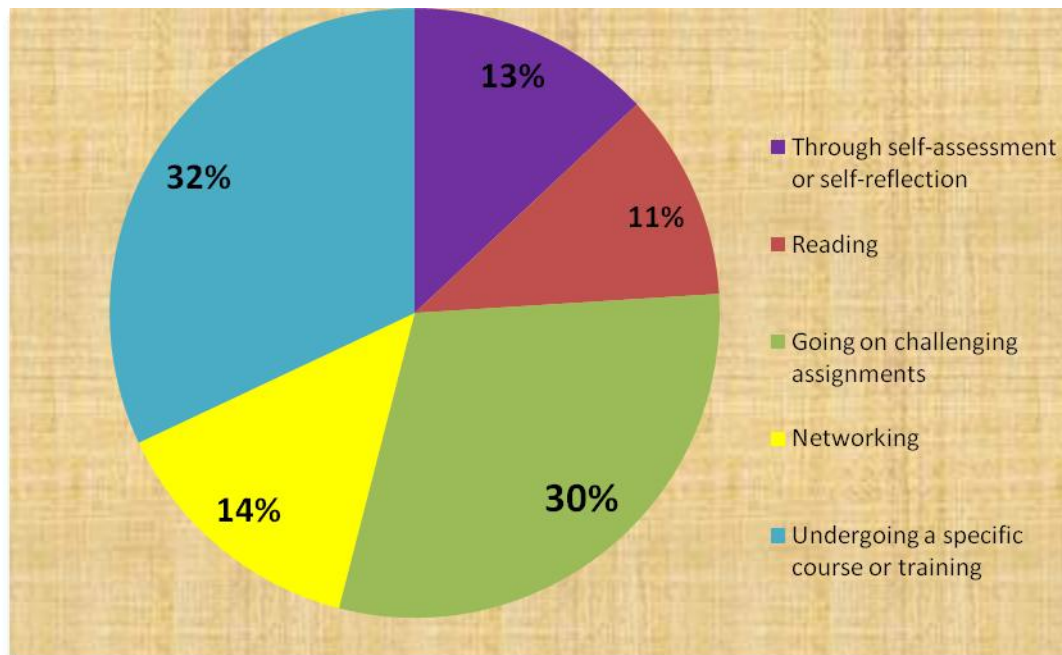


Figure 4. 15: The best way to advance a career

Figure 4.15 shows respondents' views on the best way to advance a career. A total of 13% stated that it is through self-assessment or self-reflection; 11% said through reading; 30% pointed out that it is by going on a challenging assignment; 14% believes it is by networking; while 32% said by undergoing a specific course or training. It may be noted that more people feel that the best ways to advance a career is by going on a challenging assignment and by undergoing a specific course or training. Montross (2001) agrees that, by placing oneself in a tough, challenging and stretchy assignment, is where real learning takes place. Additionally, Braille (2006) indicates that the best way to develop a career is undergoing a specific course or training, which is related to one's profession.

Table 4. 5: Stereotypes against women and intentions to study further

Stereotypes against women limit them to advance their careers. * Do you intend to study further? Cross-tabulation				
		Do you intend to study further?		Total
		YES	NO	
Stereotypes against women limit them to advance their careers.	Disagree	3	1	4
	Uncertain	5	1	6
	Agree	53	37	90
Total		61	39	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.837 ^a	4	.304
Likelihood Ratio	5.692	4	.223
Linear-by-Linear Association	3.339	1	.068
N of Valid Cases	100		

a. 6 cells (60.0%) have expected count of less than 5. The minimum expected count is .78.

Data presented in Table 4.5 shows that of the 61% of respondents who intend to study further; 53% agreed that stereotypes against women limit them to advance their careers; 5% was uncertain while 3% disagreed. However, of the 39% respondents who have no intentions to study further, 37% agreed that stereotypes against women limit them to advance their careers; 1% was uncertain; and 1% disagreed. In general it seems that there is a higher percentage of women who intend to study further and who also feel that stereotypes against women limit them to advance their careers.

There is a significant relationship ($p > 0.304$) between stereotypes against women and their intentions to study further. There is a higher percentage of women who intend to study further, but stereotypes against women limit them to advance their careers. A percentage difference between those who agree and those who disagree could be explained by the fact that more women who agree are likely to have encountered negative stereotypes while trying to pursue their careers, unlike those who disagree.

Table 4. 6: Glass ceiling and intentions to study further

Glass ceiling * Do you intend to study further? Cross-tabulation				
		Do you intend to study further?		Total
		YES	NO	
Glass ceiling	Not a Barrier	12	10	22
	Neutral	9	6	15
	A Barrier	40	23	63
Total		61	39	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.045 ^a	4	.550
Likelihood Ratio	3.037	4	.552
Linear-by-Linear Association	.646	1	.422
N of Valid Cases	100		

a. 2 cells (20.0%) have expected count of less than 5. The minimum expected count is 3.12.

The responses revealed in Table 4.6 indicate that of the 63% of respondents who consider glass ceiling to be a barrier to career advancement, 40% of them intend to study further; while 23% do not; and of the 15% who is uncertain about whether or not glass ceiling is a barrier to career advancement, 9% intends to study; while 6% does not; and of the 22% who stated that glass ceiling is not a barrier, 12% intends to study; while 10% does not.

No significant relationship ($p > 0.550$) was found between glass ceiling and intentions to study further.

Table 4. 7: Females face significant obstacles to career advancement in my organisation and intentions to study further

Females face significant obstacles to career advancement in my organisation. * Do you intend to study further? Cross-tabulation				
		Do you intend to study further?		Total
		YES	NO	
Females face significant obstacles to career advancement in my organisation.	Disagree	2	0	2
	Uncertain	1	0	1
	Agree	58	39	97
Total		61	39	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.751 ^a	4	.441
Likelihood Ratio	4.807	4	.308
Linear-by-Linear Association	3.537	1	.060
N of Valid Cases	100		

a. 6 cells (60.0%) have expected count of less than 5. The minimum expected count is .39.

Results shown in Table 4.7 show that of the 97% of respondents who feel that females face significant obstacles to career advancement in their organisations: 58% of them intend to study further; 39% does not; and of 1% who is uncertain about whether or not females face significant obstacles to career advancement in their organisations, 1% intends to study, while none do not; and of the 2% who disagreed that females face significant obstacles to career advancement in their organisations, 2% intends to study further and none do not.

A significant relationship ($p > 0.441$) was found between females who face significant obstacles to career advancement in their organisations and intentions to study further. More women have intentions to study further, but are limited by the fact that females face significant obstacles to career advancement in their organisations. A percentage difference between those who agree and those who disagree could be explained by the fact that more who agree are likely to be those who face significant obstacles in their organisations while trying to further their studies, compared to those who disagree.

Table 4. 8: Lack of equity in pay and mentorship programmes

Lack of equity in pay * Does your organisation offer any mentorship programmes? Cross-tabulation				
		Does your organisation offer any mentorship programmes?		Total
		YES	NO	
Lack of equity in pay	Not a Barrier	0	14	14
	Neutral	2	20	22
	A Barrier	9	55	64
Total		11	89	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.816 ^a	4	.029
Likelihood Ratio	9.658	4	.047
Linear-by-Linear Association	6.939	1	.008
N of Valid Cases	100		

a. 5 cells (50.0%) have expected count of less than 5. The minimum expected count is .66.

According to Table 4.8, 64% of respondents feel that lack of equity in pay is a barrier to their career advancement, while 9% stated that their organisations offer mentorship programmes; 55% stated that their organisations do not; among the 22% of those who are uncertain about whether or not lack of equity in pay is a barrier to career advancement, 2% stated that their organisations offer mentorship programmes; while 20% stated that their organisations do not; of the 14% who feel that lack of equity in pay is not a barrier to career advancement,

None indicated that their organisations offer mentorship programmes; while 14% indicated that their organisations do not.

There is a significant relationship ($p>0.029$) between a lack of equity in pay and mentorship programmes. More women whose organisations do not offer mentorship programmes experience a lack of equity in pay than those whose organisations offer mentorship programmes. This could be because, generally, organisations that offer mentorship programmes are more likely to practice equity than those that do not. Education mentorship programmes are designed to promote equity in all aspects of pay, power and personal satisfaction (Brown, 2005).

Table 4. 9: Lack of equity in training and mentorship programme

Lack of equity in training * Does your organisation offer any mentorship programmes?				
		Does your organisation offer any mentorship programmes?		Total
		YES	NO	
Lack of equity in training	Not a Barrier	6	10	16
	Neutral	2	18	20
	A Barrier	3	61	64
Total		11	89	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.816 ^a	4	.029
Likelihood Ratio	9.658	4	.047
Linear-by-Linear Association	6.939	1	.008
N of Valid Cases	100		

a. 5 cells (50.0%) have expected count of less than 5. The minimum expected count is .66.

The results presented in Table 4.9 indicate that 64% of respondents consider a lack of equity in training to be a barrier to career advancement, hence 3% agreed that their organisations offer mentorship programmes; while 61% disagreed; of the 20% who are uncertain about whether or not a lack of equity in training is a barrier to career advancement, 2% stated that their organisations offer mentorship programmes; while 18% stated that their organisations do not; and of the 16% who feel that a lack of equity in pay is not a barrier to career advancement, 6% stated that their organisations offer mentorship programmes; while 10% pointed out that their organisations do not.

A significant relationship ($p>0.029$) was found between lack of equity in training and mentorship programmes. More women whose organisations do not offer mentorship

programmes feel that lack of equity in training is a barrier to career advancement than those whose organisations offer mentorship programmes. This could be explained by the fact that commonly, those organisations, which offer mentorship programmes, are more likely to know the benefits of providing equal training for all individuals than organisations, which do not offer mentorship programmes. Innovative mentoring programmes promote equity (Lo and Brown, 2000).

Table 4. 10: Level of educational qualification and number of times promoted

What is your highest level of educational qualification? * How many times have you been promoted to a new position? Cross-tabulation					
		How many times have you been promoted to a new position?			Total
		0 times	1 time	2 times	
What is your highest level of educational qualification?	Doctoral degree	1	3	4	8
	Masters degree	10	9	1	20
	First degree	16	5	0	21
	Btech/Honours degree	28	7	1	36
	Diploma	9	3	0	12
	College certificate	2	0	0	2
Total	COSC (Matric)	1	0	0	1
		67	27	6	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.925 ^a	12	.000
Likelihood Ratio	27.596	12	.006
Linear-by-Linear Association	17.060	1	.000
N of Valid Cases	100		

a. 13 cells (61.9%) have expected count of less than 5. The minimum expected count is .06.

Data in Table 4.10 shows that of the 8 respondents who have Doctoral degree, 1 has never been promoted; 3 have been promoted once; while 4 have been promoted twice; of the 20 respondents who have Masters degree, 10 have never been promoted; 9 have been promoted once; while 1 has been promoted twice; of the 21 who have First degree, 16 have never been promoted; 5 have been promoted once; and none have been promoted twice; of the 36 who have Btech/Honours degree, 28 have never been promoted; 7 have been promoted once; and 1 has been promoted twice; of the 12 who have Diploma, 9 have never been promoted; 3 have been promoted once; while none have been promoted twice; of the 2 who have college certificates, none have been promoted; and none have been promoted once or twice; and the 1 woman who has COSC (Matric), has never been promoted.

There is a significant relationship ($p > 0.000$) between level of educational qualification and the number of times promoted. Percentage differences between the number of times respondents have been promoted were explained by the fact that the more qualified they are, the more they are promoted and vice versa.

4.3 Chapter summary

The research questions were answered by respondents' responses in Chapter Four. These research questions are explained in further detail in the next chapter. Biographical characteristics of respondents, which comprised current position, marital status, age and whether respondents' organisations offered any mentorship programmes or not were analysed. Data was manipulated to a significant extent by making use of cross-tabulation and chi-square tests, and hence the objectives of the research have been achieved.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Introduction

Chapter Five provides a comprehensive discussion and interpretation of the findings which were given in Chapter Four. The results were carefully analysed to determine if there was any contradiction or correlation regarding what the authors and theorists discussed in Chapter Two. Once this was done, it was possible to make accurate judgements and draw conclusions based on the findings. Most importantly, based on the findings and views from different authors, the research questions were answered. In addition, expected outcomes and objectives were achieved.

5.2 Discussion of results

5.2.1 Current positions

According to data provided in Figure 4.1 in Chapter Four, it can be deduced that the majority of women hold positions in Training, Audit, Human Resources, Sales and Marketing, Administration and Operations, whereas they are less represented in certain other positions. For instance, Haynes and Hollman (2004) note that in numerous parts of the world Accountancy is a male-dominated profession in the workplace.

The reason for this discrepancy could be that there are some positions in organisations, which are still believed to be only suitable for men, as women are said to lack particular masculine personality traits that would allow them to be effective managers. Sustaining the above finding are Fink *et al.*, (1987) who indicate that, traditionally, the management field was perceived as a masculine activity, and thus only suitable for men.

Theko (2006) found out that men in Lesotho dominate senior positions, not only in government structures and ministries, but also in non-governmental organisations in comparison to women. Judging from these results, it is clear that when it comes to specific positions or professions in the workplace, organisational cultural preferences are more restraining for women than men, which makes it unworthy for them to see the necessity of pursuing their careers.

5.2.2 Mentorship programmes

Data presented in Figure 4.2 in Chapter Four reveals that the majority of respondents stated that their organisations did not offer any mentorship programmes. Only a small number of respondents indicated that their organisations did. According to Cullen and Luna (1993) and Nies and Wolverton (2000) lack of mentoring is a barrier to women's career advancement. This is mainly because mentoring is a cost-effective form of staff development, and provides an individual with an avenue to move across a wide range of areas and levels to share knowledge and experience (Moses, 1998).

In addition, the study that was conducted on career advancement for women in higher education by Maack and Passet (1994) reveals that women in higher education who have been mentored have shown to attain higher levels of career advancement than women who have not been mentored. Moses (1998) expands on this point by stating that anyone who has been mentored knows the great benefits that they have received, while anyone who could have but not mentored does not. It is apparent that organisations, which do not offer coaching and mentorship programmes are more unlikely to succeed in a competitive environment, as the findings clearly stipulate that mentorship plays an important role in career advancement.

5.2.3 Marital status

Survey results in Figure 4.3 in Chapter Four demonstrate that the majority of women are married, while a few are single, divorced or widowed. In fact, it is somewhat difficult for married women to focus on their careers because of family commitments. Furthermore, Molebatsi (2006) reports that in Lesotho girls receive more education than boys, but still they often fall into a gender-specific role of wife and mother once they complete school. As a result of this drawback, their chances of making progress in higher education and/or careers are stifled. For these reasons women are stunted in their careers.

5.2.4 Current positions and obstacles to career advancement

According to data presented in Figure 4.4 in Chapter Four, the majority of respondents in different departments indicated that females do indeed face significant obstacles to career advancement in their organisations. It is clear that regardless of which department they are in, they still encounter the same obstacles. This information explains why the majority of women in Lesotho are reluctant to advance their careers once they find places in top positions.

5.2.5 Intentions to study further

The responses given in Figure 4.5 in Chapter Four reveal that most respondents are enthusiastic to study further. This implies that regardless of the invisible and artificial barriers that prevent women from reaching their full potential, as stated by Knutson and Schmidgall (1999) many women have intentions and are devoted to advance their careers. Alepin (2009) points out that “it is harder for women to advance as every woman has to prove herself more than a man does.”

5.2.6 Marital status and intentions to study further

After careful analysis of the views provided by respondents (see Table 4.1 in Chapter Four), it was discovered that a significant number of respondents in their different marital categories, which range from married, single, divorced, and widowed, have intentions to study further, while a few do not.

The finding seems to be somehow in contradiction to Super (2007) who believes that women are not concerned with meeting work demands or focusing on advancing their careers. Whereas truth of the matter is that, women have a desire and are able to reach the top of their careers, as mentioned by Burton (1991) and Catalyst’s (2003) study. In fact what really holds them back is that they are torn between careers, work and family, conversely, they do not want to be housewives, but at the same time they are challenged to be super women (Catalyst, 2003).

Often women have difficulties when trying to balance their careers with family and work commitments. This is mostly because, in terms of family responsibilities, women may be disadvantaged beyond a certain level where 100% commitment to the organisation may be expected, because commitment to the organisation is perceived in those who are willing to work long hours, to undertake extended travel and to put the needs of the organisation first (Super, 2007). They wish for, but fear, opportunities and challenges of the external world. Qin (2000) highlight a significant point that not only in African societies, but also in China men have a propensity of choosing 'family-oriented' over 'career oriented' wives, as a result women would rather choose to be 'family-oriented' even though they still have desires and intentions to pursue their careers.

5.2.7 Highest educational qualification

The findings of the study (see Figure 4.6 in Chapter Four) demonstrate that the majority of women in selected parastatals in Lesotho are educationally qualified. Their highest qualifications range from Doctoral degree, Masters degree, First degree, Btech/Honours degree, Diploma, while a few of them hold College certificates and COSC (Matric).

This result indicates that in comparison to ancient times when women were not allowed to embark on any form of education, today they are making substantial progress in pursuing their careers. The outcome is supported by Walker (1990) who points out that a factor which is likely to have contributed to this success is that missionaries paved a way for women to live a rather self-reliant life, and offered women western style ideas such as individualism, personal autonomy, opportunities for leadership, education, self-expression and so on.

When considering the history of 'Lesotho women, in the past and at present' (see Chapter Two), it is quite interesting to learn that regardless of how tough it was for women in the past or perhaps still is, they are dedicated and committed to improving their educational qualifications. It is also remarkable to see such positive progress, which happened in such a short period of time considering that it is not too long ago when they were disadvantaged.

5.2.8 Age and intentions to study further

In career advancement, the most popular question is, 'does age play a role in career advancement'?

When analysing the responses given in Table 4.2 in Chapter Four, it can be seen that younger women (between the ages of 26 and 40) are more keen to study further, but as they grow older (between the ages of 41 and above), the difference is noted, as they become less keen to study further, while others between those ages, have no intention to study further at all.

Cognitive philosophy states that younger brains are more prone to learn because the mind is most ready to absorb information, but as people grow older, they experience psychological changes. Therefore, it takes longer for them to learn and recall information. This explains why older women from the survey are less eager or have no intention to study further. Judging from the above findings, the answer to the question of whether or not age plays a role in career advancement is that age certainly does play a role in career advancement.

5.2.9 Factors affecting career advancement of women into senior positions

Most importantly, the main focus of this research was to examine factors affecting career advancement of women into senior positions. The results provided in Figure 4.7 in Chapter Four present the views of respondents regarding factors, which are or likely believed to be constraints to women's career advancement.

A significant number of women indicated that conflict with family responsibilities is a barrier to their career advancement. Even the study that was conducted by Hakim (1997) revealed that women's labour force participation is perceived to conflict with the traditional roles of women as carers, and that they may have to prioritise their family responsibilities over employment and/or careers. Furthermore, the majority of respondents mentioned that, in addition, job characteristics and lack of support systems at work are some of the barriers to their career advancement. Wirth (2001) supports this finding by expressing that in the United Kingdom, female lawyers find it difficult to progress in their careers because of inflexibility of the profession's working conditions. For this reason they leave at a crucial point in their careers, which results in the profession being dominated by men.

Moreover, lack of equity in pay and training were highlighted, among others, by a large number of women as constraints to their career advancement. It is clear that in certain organisations women continue to experience inequity in pay and training, which contributes to their lack of motivation to advance their careers. This result is in line with the finding by Molebatsi (2006) who noted when he conducted a research at the Queen Elizabeth II Government Hospital in Maseru that female managers earned far less than their male peers earned.

Clearly, this problem is not confined to Lesotho, as Wirth (2001) also states that in 2001 it was reported that in Italy, senior women managers and middle managers were paid, respectively, 7.7% and 5.2% less than men, while in the United States of America women earned, on average, 76% of men's pay. Burton (1991) asserts that established socio-cultural attitudes, gender inequality in training, recruitment and so on cause vertical and horizontal occupational segregation. This is the principal reason for persistent gaps between men and women's earnings, which, consequently, prevents women from advancing their careers.

Besides the above factors, the majority of women highlighted sexual harassment as another constraint to their career advancement. This finding is supported by Reed (2001) who articulates that one of the reasons for women's lack of enthusiasm to enter into traditionally male-dominated occupations, and their reluctance to pursue their careers, is because of sexual harassment, which includes sexist remarks that lessen a person's work efforts or competence. In addition, a significant percentage of respondents pointed out that lack of mentoring and coaching in their organisations are barriers to their career development.

The last category was aimed to determine if glass ceiling is also a constraining factor to women's advancement, and more than 60% of respondents agreed that it is. Leonie (1992) states that, surprisingly, in spite of the myriad of the government policies and programmes all over the world to ensure that women's talents and skills are recognised, their progress up the corporate ladder, as well as opportunities to advance are still limited by the existing glass ceiling phenomenon.

5.2.10 Conflict with family responsibilities and marital status

Findings of the study (see Table 4.3 in Chapter Four) disclose that most women in different marital groups feel that conflict with family responsibilities is a barrier to their career advancement, and the majority of those women who share the same opinion, are married. Bierema and Opengart (2002) agree that work-family conflict is one of the major constraints to women's career advancement. The reason for this is that the rapidly growing industry requires working long hours and loss of quality time with families. Women try to balance success and struggle with work and family conflict hence they experience difficulties in their career progression.

In addition, the study that was carried out by Liu and Wilson (2001) reveals that work-family conflicts are experienced when pressures from work and family roles are mutually incompatible, hence participation in one role makes it difficult to participate in another, and this makes it difficult for female senior managers to advance their careers.

5.2.11 Views of women on constraints to career advancement

Figure 4.8 in Chapter Four demonstrates respondents' views regarding factors that are or are likely to be constraints to women's career advancement. The purpose of these questions was to identify if what women feel, would help to improve career advancement of women from their perspective.

The first category measured if females face significant obstacles to career advancement in their organisations. The majority of respondents agreed that without any doubt women face significant obstacles to career advancement in their organisations; hence they are reluctant to pursue their careers.

Regarding the second category, which aimed to determine if gender discrimination is a constraint to women's career advancement, a significant number of respondents agreed. This result is supported by studies by Catalyst (2003) and Burton (1991) who noted that when it comes to a set of job performance expectations, women, in most cases, tread a narrow path since for them there is no room for mistakes, compared to their male colleagues.

Most of the time, women are relentlessly held to a lower standard than their male counterparts.

Burton (1991) and Bierema and Opengart (2002) agree that equal access to career advancement of women remains a major problem. Evidently, existing gender discrimination in organisations withholds women from advancing their careers.

Furthermore, the third category measured if women feel that their organisations are structured to accommodate women's values, and the majority of respondents disagreed. In concurrence with the finding are Meyerson (2001) and Bierema and Opengart (2002) who point out that when it comes to the structure and culture of the organisations, organisations are often not structured to accommodate women's values, primarily because they entered organisations relatively late. Linehan and Scullion (2005) assert that women are typically placed in non-strategic sectors rather than in professional and management jobs, which leads to slow career progression. Eagly and Wood (1991) believe that the reason why most women are less attracted to managerial positions is likely because organisational cultural preferences are more restraining for them than men, as a result this makes women less ambitious to pursue their careers.

The fourth category measured if stereotypes against women limit them from advancing their careers, and the majority of women straightforwardly agreed that as a matter of fact negative stereotypes against them are undeniably some of the factors which limit them from advancing their careers.

The purpose of the fifth category was to find out if women feel that it is important to advance their careers. A higher percentage of respondents indicated that certainly it is vital to advance their careers. Breidenbach (1989) states that an employee, through career development, can learn what jobs are available and in demand now, as well as what jobs will be available and in demand in future and, therefore, it helps the individual to identify and select careers that will remain in demand. It is evident that women are aware of the necessity to advance their careers, but are limited by some of the factors/constraints mentioned earlier (see Chapter Two).

The next category probed whether women play an important role in workplaces, and a large number of respondents agreed that they certainly do. The result is supported by Moutlana (2001) who indicates that even though staying at the top for women is not necessarily always filled with joy, they are hard workers. In addition, Brownell (2004) discovered in a research that women are capable of dealing with a multi-cultural workforce, and are able to easily mobilise others around a common goal.

Moreover, other characteristics that were noted in women included good communication skills, trust and perseverance, 'Women managers are known to being good at what they do' (Pine, 2003). It is imperative for organisations to identify and also to give equal opportunities of career advancement to women, as they also play a vital role in the continued success of the organisation.

The last category measured if the new legislation such as the Legal Capacity of Married Persons Act No. 9 of 2006 helps to promote women's rights, and most women certainly agreed. It was mentioned in Chapter Two that adjustments and improvements have been made regarding current legislation, which encourage promotion of equity, thus enabling many Basotho women to freely stand up for and assert their rights. Francis (1997) confirms that, in Lesotho, women are now free to use legitimate forms of protest to get rid of the gender insensitive regime by voting for policies that promote their interests and parties that embrace women's programmes.

Some of the factors which contributed to this success are establishment of the Local Government Ministry in 1994, which began to initiate the decentralization process in Lesotho; establishment of the Local Government Act No. 6 of 1997; and the passing of the Legal Capacity of Married Persons Act No. 9 of 2006, which removed the minority status of married women. Noticeably, the new legislation has massively contributed towards promotion of women's rights. As a result, today there are strong and confident women in Lesotho who work hard towards the promotion of women's rights, which makes it possible to advance in various ways.

5.2.12 Marital status and the importance to advance a career

The results from the survey (see Table 4.4 in Chapter Four) revealed that 97% of respondents who are married, single, divorced and widowed agreed that it is important to advance their careers, while only a few disagreed or were uncertain. There are various reasons why it is imperative to advance a career.

Brown and Hesketh (2004) mention that in a complex and changing labour market, lifelong learning aims to equip individuals to cope with ongoing transitions through re-skilling, up-skilling and identification of transferable skills.

In addition, Robin (2008) explains that developing a career reduces individuals' obsolescence, and again one is able to learn in a wider variety of ways and a wider range of contexts, hence acquiring necessary knowledge and skills in order to improve work performance and become more versatile and competitive in the working environment. New challenges are an essential part of everyday life. Judging from the above results, one may conclude that it does not matter whether one is married, single, divorced or widowed, it is still important to advance a career.

5.2.13 Comfortability of women working for supervisors or supervising

The results presented in Figure 4.9 in Chapter Four demonstrate the views of respondents regarding the four categories that were measured, concerning how they feel or would feel as supervisors to others or when being supervised.

The first category measured how comfortable respondents feel/would feel when working for a female supervisor, only a few were or would feel comfortable or were uncertain, while the majority indicated that they were or would feel uncomfortable. Studies by Burton (1991) and Catalyst (2003) show that people respond differently to female managers, compared to male managers; they favour male over female managers. This is mainly because, according to Catalyst's (2003) study, when it comes to management or leadership, surrounding social structure invalidates and undercuts women's attempts to be effective, influential and powerful.

In support of Catalyst's viewpoint are Stewart *et al.* (2007) who indicate that women are expected to combine management with compassion, since they are required to soften their management styles in order to gain approval of their constituents. If not, they risk being disliked, type-casted as "bitches" or being less influential, whereas men face no such necessity to be agreeable whilst exercising power.

The second category measured how comfortable respondents feel/would feel when working for a male supervisor. A few stated that they were or would feel uncomfortable or uncertain, while 72% indicated that they were or would feel comfortable. This finding discloses that, largely, women are more comfortable to work for a male than a female supervisor. The reason for this could be because, traditionally, the management field was perceived as a masculine activity which was only suitable for men.

It is clear that even today, a number of women still feel intimidated by men and lack confidence in themselves and their fellow female supervisors, as they nevertheless hold the traditional belief that, female managers are less competent than male managers.

The third category measured how comfortable respondents feel/would feel when supervising female employees. A significant number of respondents indicated that they were or would feel comfortable. This finding proves that women feel more at ease to manage other females. This could be because when it comes to female employees, they face less opposition in comparison to male employees. In support of this is Tripp (2001) who elucidates that even for Grace Onyango (the first female elected member of Parliament in Kenya), ascending to the leadership position was not easy, as she often faced opposition from people (particularly males) who argued that those positions were only suitable for men. This explains why female managers would prefer to supervise other female employees.

The fourth category measured how comfortable respondents feel/would feel when supervising male employees, and the majority of respondents stated that they were or would feel uncomfortable. This result corresponds with the conclusion drawn above that female managers would prefer to supervise other females over male employees. This is because, as mentioned earlier, most women feel threatened by men because in most cases, males do not regard women as equal to men.

As a result, women tend to have to work much harder than men to prove themselves, while sometimes they have to adapt to male working styles and attitudes more than necessary. Most of the time, women claim that they do not feel listened to and that when they speak in meetings, their comments and suggestions are usually ignored or belittled, while the same or similar comments and suggestions if they are made by men would have an impact. Additionally, the study by Krannich (1989) revealed that factors such as a lack of women acceptance by male supervisors, colleagues or employees lessen their confidence to manage male employees or to compete with their male counterparts.

5.2.14 Length of service in the organisation

Results presented in Figure 4.10 in Chapter Four show that the majority of women have been working for their organisations for at least more than five years. Nowadays it is rare to find people who have been with their organisations for that long, but this finding proves reliability of these women towards their organisations. In order to ensure that employees are motivated, committed and reliable to the organisation, it is vital to take their needs into account such as the need to advance a career, which, in turn, would benefit both the individual and the organisation.

5.2.15 Length of work in the same position

Findings of the study (see Figure 4.11 in Chapter Four) show that respondents have been working in the same position for more than 3 years, and there are some who have been in the same position for nearly 17 years. It is surprising to learn that a person could work in the same position for that long and not be promoted.

As previously mentioned, in a number of organisations unfairness exists when it comes to promotion of women as they are still not believed to be best suited for certain professions in comparison to men. It is advisable for organisations to note an individual's good performance and for promotion to be granted, regardless of gender, in order to avoid losing some of the organisation's best employees because of gender discrimination or unfairness.

5.2.16 Number of times promoted to a new position

According to the responses given in Figure 4.12 in Chapter Four, more women indicated that they have not been promoted to a new position in comparison to a few who stated that they have been promoted once or twice. Scott (2004) explains that some employers still have difficulty accepting that promoting women in the workplace makes good business practice; they believe that standard and cost-effective employees for companies are men, because they are generally believed to balance family and work.

Holland (1997) points out that in most organisations women are still inequitably hired, promoted and rewarded and hardly ever get opportunities to advance their careers.

These findings disclose that in some organisations, it is difficult for women to get promotions, irrespective of how hard they try to prove themselves capable. Gregg and Johnson (1990) agree and state that women in their survey felt that they had to work twice as hard and do twice as good a job as or more than their male colleagues in order to prove that they deserved a promotion and because for them there was no latitude for mistakes.

Although it is readily acknowledged that successful improvements have been made regarding the status of women in the workplace, it is clear that some organisations are still held back. In the past, it was believed that the management field was only suitable for men and, therefore, women who held management positions would be considered less competent than their male counterparts, and hence be given less pay and fewer promotions, regardless of their performance (Fink *et al.*, 1987).

Presently, successful and competitive organisations are those that realise the important role that women also play in the workplace, and understand that promotions should be granted based on individual performance regardless of gender.

5.2.17 Type of training received

Data provided in Figure 4.13 in Chapter Four shows that the majority of participants have been trained formally and informally while only a few have not received any type of training at all. It is quite interesting to learn that at least a large number of organisations in Lesotho understand the importance of providing training for employees. Holland (1997) indicates that in order to keep the labour force up to standard, ongoing training and development are fundamental tools for successful and progressive organisations. In support of this is Ridgeway (2006) who asserts that training and development are beneficial tools to both an employee and the organisation. Organisations are able to educate their existing staff to handle additional responsibilities, while an employee, particularly during times of economic turmoil when unemployment rates are high, would be better prepared to handle a recession than someone who has never had additional training.

5.2.18 Goals for the next three years

Survey results (see Figure 4.14 Chapter Four) reveal that the majority of respondents plan to be running their own businesses in the next three years, while a few will study further, get more challenging jobs, retire, stay in the same positions and some hope to become Managing Directors in the same organisations. When analysing these findings, it is clear that, unlike in the past, today in Lesotho there are ambitious, confident and independent women who aim to work hard to stand up for themselves and hence pave the way for the next generation of women.

5.2.19 The best way to advance a career

Data (see Figure 4.15 Chapter Four) shows that the majority of women feel that by going on a challenging assignment and by undergoing a specific course or training, are the 'best' ways to advance their careers. This finding is similar to the results of the study that was conducted by Montross (2001) whereby 80 percent of the respondents, of which at least 30 percent were successful executives, felt that it was a combination of challenging assignments over the course of their careers that contributed close to 50 percent of what they felt had aided towards their own development.

In accord with this survey result is Montross (2001) who explains that, by placing oneself in a tough, challenging and stretchy assignment, real learning takes place. Moreover, Braille (2006) adds that the best way to develop a career is undergoing a specific course or training, which is related to one's profession in order to ensure lifelong learning, re-skilling and up-skilling.

5.2.20 Stereotypes against women and intentions to study further

Results from Table 4.5 in Chapter Four show that a large number of women who intend to study further also feel that stereotypes against women limit them from advancing their careers. Even among those who have no intentions to study further, most of them agreed that stereotypes against women limit them from advancing their careers.

In support, Burton (1991) and Bierema and Opengart (2002) stipulate that some factors which contribute to slower career progress of women and fewer opportunities are because of stereotypes of women as managers.

Some of these stereotypes are highlighted by Crystal, Owen and Todor (1993) (see Chapter Two). According to Grant (2005) stereotypes of women as managers stem from the past, especially in African societies, where it was/is believed that men lead and women follow.

In fact, it is generally believed that the reason for these ongoing stereotypes against women is due to traditional approaches and models of careers in organisations, which were based on the experience of men, thus negative attitudes for women who seek career advancement in the workplace. Fink *et al.*, (1987) explained previously that, traditionally, management was perceived as a masculine activity, which was suitable for men, hence women who held management positions would be considered as less competent than their male counterparts. It is apparent that even though most women do intend to study further, stereotypes against women continue to discourage them from advancing their careers.

5.2.21 Glass ceiling and intentions to study further

Findings of the study (see Table 4.6, Chapter Four) show that the majority of women intend to study further. Among them, 40% stated that the glass ceiling is a barrier to their career advancement, while only a few were uncertain or disagreed. In support of this result, Bierema and Opengart (2002) and Anthony (2005) attest that the glass ceiling is a major problem which constrains women from pursuing their careers. This may be explained by the fact that women tend to be excluded from informal networks that are dominated by men in workplaces, which are vital for career development. In addition, they are not given as many opportunities as men to do more demanding jobs, which can help in advancing their careers, these are all the results of existing glass ceiling (Wirth, 2001).

5.2.22 Obstacles to career advancement and intentions to study further

Data from Table 4.7 in Chapter Four revealed that among 61% of women who intend to study further, 58% of them feel that females face significant obstacles to career advancement in their organisations. Even among those who do not intend to study further, the majority feel that females do indeed face significant obstacles to career advancement. Some of these obstacles were highlighted by different authors in Chapter Four as the glass ceiling, organisational structure, gender discrimination and so on. It is clear that even though most women do have intentions to pursue their careers, they are held back by certain obstacles in their organisations.

5.2.23 Lack of equity in pay and mentorship programmes

When looking at Table 4.8 in Chapter Four, it may be noted that more women whose organisations do not offer mentorship programmes experienced a lack of equity in pay in comparison to those whose organisations offer mentorship programmes. This finding answers the question of whether women who are mentored face the same challenges as those who are not mentored.

It is clear that women who have not been mentored are more likely to experience challenges such as inequality in pay. Moses (1998) asserts that anyone who has been mentored knows the great benefits they have received, while anyone who could have but not mentored does not. Generally, unlike organisations that do not offer mentorship programmes, those that do know the great benefits of practicing equity in all aspects. They keep their staff motivated and try to eliminate any form of discrimination or barriers to employee development.

5.2.24 Lack of equity in training and mentorship programmes

Results presented in Table 4.9 in Chapter Four disclose that more women whose organisations do not offer mentorship programmes feel that a lack of equity in training is a barrier to career advancement more so than those whose organisations offer mentorship programmes.

The finding is supported by Krannich (1989) who revealed that factors such as lack of equitable training, isolation and limited access to mentoring are some of the primary invisible and artificial contributors to career advancement. This may be explained by the fact that, commonly, organisations which offer mentorship programmes know the benefits of providing equal training at all times for the benefit of both the organisation and an employee.

5.2.25 Level of qualification and number of times promoted

Findings of the study (see Table 4.10 in Chapter Four) revealed that the more qualified respondents are, the more likely that they are promoted. For instance, four respondents who have Doctoral degree mentioned that they have been promoted twice, compared to one woman who has COSC (Matric) who has never been promoted at all. This result shows that one's level of educational qualification, in one way or another, influence decisions to promote employees.

5.3 Chapter summary

Chapter Five focused on a discussion and interpretation of the findings. The views of different authors about the phenomenon were compared with the findings from the survey to determine if there was correlation or contradiction. The researcher then drew conclusions and proposed recommendations with the hope that they will be helpful to organisations and women in Lesotho and world-wide. These conclusions and recommendations are discussed in detail in the following and final chapter of the study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

There has been quite a steady progression of women entering the business world, yet they remain under-represented in top management positions. The historical background of women as home keepers and care takers has contributed enormously towards an existing under-representation of women in top management positions. This is mainly because, as mentioned previously, in the past management was considered as a masculine activity, and therefore, only suitable for men. Men were considered as more natural leaders than women, hence best suited for authority. The majority of people, including some women themselves, still hold the belief that women cannot function effectively as managers. As a result, this lessens their confidence to opt for top management positions.

The findings from the survey revealed that for women who are fortunate enough to hold senior management positions, their road to success is never an easy one. It is always filled with fear of being rejected or facing criticisms from their male counterparts.

In addition, the research disclosed that in some organisations unequal balance in power and opportunities persists. In most cases men are given better chances of advancing their careers and being promoted to senior management positions in comparison to women.

It is essential for organisations to understand the importance of granting equal opportunities to all individuals regardless of gender, including chances for career advancement. Career advancement does not only benefit an employee, but also an organisation in a variety of ways. Acquiring new skills and knowledge helps to improve an individual's work performance, which, in turn, increases organisational profitability. Women as well play a vital role in the effectiveness of the organisation and they deserve to be given equal opportunities.

The study revealed that female managers are as hard working as male managers. Some of the best traits noted in women include: fairness, hardworking, ability to motivate others, determination, calmness, assertiveness, competitiveness, enthusiasm, deliberateness and detail-oriented, which all contribute to the success of the organisation (Brownell, 2004).

Apart from these, the research highlighted that in Lesotho the Government has made several changes and improvements to promote equality. Presently, women are free to fight for and promote their rights.

This positive change was brought about after establishment of the Local Government Ministry in 1994, which began to initiate the decentralization process in Lesotho; the establishment of the Local Government Act No. 6 of 1997; and the passing of the Legal Capacity of Married Persons Act No. 9 of 2006, which removed the minority status of married women.

In general, this thesis covered an examination of factors affecting career advancement of women into senior positions at selected parastatals in Lesotho. The factors were comprehensively discussed in Chapter Two, Chapter Four and Chapter Five. The background to the research problem was provided in order to find a rational explanation for what happened in the past, and how it affected society today. Thereafter, the problem statement was clearly stated. Objectives of the research and the research questions were logically identified in Chapter One, then later answered in this research and hence, the objectives were achieved. In addition, a random selection of one hundred participants was achieved.

The significance of this study was to examine factors, which prevent women in senior management positions in selected parastatals in Lesotho from advancing their careers. To answer the research topic, data was collected, analysed and literature was surveyed. Key findings of the study are summarised below.

6.2 Key findings

- Women in Lesotho are under-represented in top management positions because of fear that they are not confident enough to act as managers. The reason is because society generally perceives that women do not and cannot function effectively as managers. It is believed that management is best suited for men; therefore, women cannot handle authority as competently as men do. In addition, it was found that some organisations are not gender neutral. In most cases, requirements for one to enter senior management exclude female representation at that level. In summary, factors that deter women from entering senior management positions are:
 - Lack of confidence;
 - Society criticisms;
 - Fear of disapproval; and
 - Having to prove their competence.

- Women who are mentored seldom face the same challenges as those who are not mentored. Most of the time women who are not mentored are exposed to personal or environmental challenges, compared to those who have been mentored. The study revealed that women who are not mentored tend to face obstacles such as a lack of equity in pay or training in their organisations, unlike those who have been mentored.
- Some challenges faced by women who want to assume senior positions include: disapproval and intimidation by male colleagues; not being listened to; and not being given equal access to opportunities, such as opportunities to carry out special assignments or opportunities for career advancement.
- The study revealed that women have a desire to advance their careers, but are limited by the following key factors:
 - Gender role;
 - Work-family commitments;
 - Personal factors;
 - Work and family conflict;
 - Stereotype of women as managers;
 - Male-dominated environment;
 - Organisational structure and culture;
 - Glass ceiling;
 - Gender discrimination;
 - Job characteristics and lack of support systems at work;
 - Sexual harassment; and
 - Lack of mentoring and coaching.
- The research found that certain biographical characteristics such as age and marital status play a role in career advancement. It was found that the younger people are, the more keen they are to advance their careers, but the older they become, the less eager they become to advance their careers. In addition, it was noted that women in different marital groups (single, married, divorced or widowed) have a desire and willingness to advance their careers, but are deterred by particular marital concerns and/or commitments.

- Today women in Lesotho are making substantial progress in pursuing their careers. The study revealed that the majority of women in Lesotho are educationally qualified. Their highest qualifications range from Doctoral degree, Masters degree, First degree, Btech/Honours degree, Diploma and a few of them hold College certificate and COSC (Matric).
- It was found that women's perceptions of men working with them or under them is that men often find it difficult to work with or be managed by women.
- The study disclosed that the majority of women have been working for their organisations for relatively a long time, but a few or none of them have been promoted to new positions once or twice while some have never been promoted at all. From one study, a woman declared that, "there is nothing as frustrating as working so hard expecting to be promoted, yet it takes a long time to be promoted".
- It is believed that the best ways to advance careers are by going on a challenging assignment and/or undergoing a specific course or training.

6.3 Recommendations

It is vital to understand that human capital forms the most important part of every organisation and an organisation cannot function without its staff. In order to ensure an effective functioning of the organisation the following recommendations should be considered:

- Develop recruitment and selection processes that encompass women for home-based and international assignments. Organisations should go beyond masculine stereotypes when attracting individuals for certain positions. In addition, recruitment processes should be evaluated to identify possible constraints to women's career advancement;
- Women themselves should create a culture, which will change the entrenched traditions, which dictate that women should or should not do or be;
- Organisations should develop mechanisms to address gender imbalances and promote fair discrimination and equality at all times in terms of hiring, training, pay, promotion and so on. Some of the best strategies to achieve these are through

Affirmative Action, the quota system, which enables allocating a certain number of positions to women, ensuring equal representation of women in management and leadership positions, and developing policies which guarantee equal treatment for both women and men;

- Eliminate penalties for marriage and motherhood, and adopt work, life and family-friendly policies. These should include flexible hours, job sharing, telecommunicating, day-care programs, and so on. Family-friendly policies would encourage men and women to share domestic and child-care responsibilities more equitably, and improve organisations' productivity, since workers can focus on their jobs without stressing about non-job related matters;
- Ensure equivalent opportunities for all. This should include opportunities for career advancement, joining professional associations, networking or going on special assignments. As mentioned, Affirmative Action is the best tool to achieve this;
- Human resource policies should cover and guarantee elimination of any form of stereotypes and sexual harassment. Such policies should be discussed with employees on a regular basis;
- Establish support mechanisms or structures that are clear and helpful to all employees such as coaching, mentorship programmes and counselling to assist employees who experience difficulties in dealing with work and family pressures, financial matters, personal issues, and so on;
- Abolish the traditional view that there are 'male and female professions'. It is advisable to recruit and place suitably qualified individuals (in spite of gender) in those professions that were traditionally viewed as 'male and female professions';
- The Human Resources department should take proactive action to break the glass ceiling phenomenon. This can be done by, re-examining organisational culture; re-evaluating workplace policies and practices; establishing and leading change management programmes; ensuring regular staff development; guaranteeing support for women in career development; and assigning mentors for staff; and
- Implement career advancement programmes or strategies such as providing training that is related to one's profession. Organisations should emphasise the link between employee development and advancement programmes.

6.4 Concluding remarks

The results from the study revealed that women in Lesotho continue to be under-represented in top management positions. In addition, they tend to be reluctant to advance their careers once they hold senior management positions. The study examined the factors behind women's under-representation in top management positions and their reluctance to advance their careers. It is believed that the information provided and the topics covered will make it easy for organisations to know which direction to take to improve conditions for women and to find ways to eliminate constraints to women's career advancement. In the same manner, women will know what to do to keep on fighting for their rights, and to break through the glass ceiling phenomenon.

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APPENDICES

Appendix A: Letter from the organisation

		Physical Address	Lesotho Revenue Authority	Tel: +(00266) 2231 3083
		Finance House	P.O. BOX 1085	Fax: +(00266) 2231 3107
		High Court Road	Maseru 100	E-mail: hr@lra.org.ls
			Lesotho, Southern Africa	Website: www.lra.org.ls

Serving You - Serving the Nation
Re Sebeletsa Uena - Re Sebeletsa Sechaba

19th August 2010

Ms. Motheba Posholi
Cape Peninsula University of Technology


Dear Ms. Posholi,

**REQUEST TO UNDERTAKE A RESEARCH WITH
LESOTHO REVENUE AUTHORITY**

This is to advise that you have been authorized to undertake your research with Lesotho Revenue Authority (LRA) in pursuance of MTECH Human Resource Management with the Cape Peninsula University of Technology.

We wish you good luck in your studies.

Yours Sincerely,


Mamojela Koneshe (Mrs)
Director Human Resources

Appendix B: Approval from the Ethics Committee



**Cape Peninsula University of Technology
Faculty of Business Research Ethics Committee**

Members present:

Prof S Davies, Dr W Ukpere, Prof K Swart, Ms C Steyn, Prof H Ballard, F Salie (Secretariat)

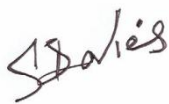
Venue: Boardroom, Faculty of Business, Cape Town Campus

Date: Friday 09 April 2010

Please note that applications to the Faculty of Business Research Ethics Committee (FBREC) must include a full research proposal (that has been approved by the supervisor) that includes a section on the ethical issues involved in the study; along with necessary supportive documentation.

Student: Posholi, MRM 206100884
Supervisor: Mr S Mgudlwa
Level: MTech: HRM
Title: An examination of factors affecting career advancement of women into senior positions in selected parastatals in Lesotho,

Decision of committee: The Faculty of Business Research Ethics Committee (FBREC) has **approved** the submission and make the recommendation that it be forwarded to Faculty of Business Research Committee (FBRC).

A handwritten signature in black ink, appearing to read "S Davies".

Prof S Davies
Chairperson: Faculty of Business Research Ethics Committee
09 April 2010

Faculty of Business Ethics Committee: 2010 January
Prof S Davies email: daviess@cput.ac.za Tel: 021 680 1575 Fax 021 680 1562

Appendix C: Research questionnaire

AN EXAMINATION OF FACTORS AFFECTING CAREER ADVANCEMENT
OF WOMEN INTO SENIOR POSITIONS IN SELECTED PARASTATALS IN

LESOTHO

BY

MOTHEBA ROSEMARY POSHOLI

SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR

MTECH: HUMAN RESOURCE MANAGEMENT

IN THE FACULTY OF BUSINESS

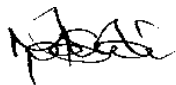
AT THE

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

CAPE TOWN CAMPUS

SUPERVISOR: MR. SIHLANGENE MGUDLWA

CO-SUPERVISOR: PROF CHARLES ALLEN-ILE



Introduction

The purpose of this survey is to examine factors affecting career advancement of women into senior positions in selected parastatals in Lesotho. Any information provided in this questionnaire will be kept confidential as it will only be used for academic purposes.

Please fill in the following questionnaire accurately and as requested. Your cooperation and participation will be highly appreciated. This questionnaire is divided into three sections. Please follow the instructions provided for each section:

A. Biographical Information

B. Educational Qualifications

C. Factors Affecting Career Advancement of Women into senior positions

A. Biographical Information

1. What is your current Position? _____

2. Marital status:

<i>Please use ticks (√)</i>	
1	Married
2	Single
3	Divorced
4	Widowed
5	Other (please specify)

3. Age:

<i>Please use ticks (√)</i>	
1	21-25 years
2	26-30 years
3	31-35 years
4	36-40 years
5	41-45 years
6	46-50 years
7	51-55 years
8	56< years

4. Does your organisation offer any mentorship programmes?

<i>Please use ticks (√)</i>	
1	YES
2	NO

B. Educational Qualifications

5. What is your highest level of educational qualification?

<i>(Please use ticks ✓)</i>	
1	Doctoral degree
2	Master's degree
3	First Degree
4	Btech/Honours degree
5	Diploma
6	College certificate
7	COSC (Metric)
8	Other (specify)

6. Do you intend to study further?

<i>(Please use ticks ✓)</i>	
1	YES
2	NO

C. FACTORS AFFECTING CAREER ADVANCEMENT OF WOMEN INTO SENIOR POSITIONS

NB: For this section you will be required to use *ticks* (✓)

Please indicate your opinion regarding each of the following variables that may be barriers to the career advancement of women into senior positions in organisations.

Variables/Factors	Not a Barrier	Minor Barrier	Neutral	A Barrier	A major Barrier
7. Conflict with family responsibilities	1	2	3	4	5
8. Job characteristics, e.g., irregular work hours	1	2	3	4	5
9. Lack of equity in pay	1	2	3	4	5
10. Lack of equity in training	1	2	3	4	5
11. Sexual harassment	1	2	3	4	5
12. Lack of mentoring/coaching	1	2	3	4	5
13. Lack of support systems at work	1	2	3	4	5
14. Glass Ceiling	1	2	3	4	5

Please indicate your level of agreement with the following statements.

Variables/Factors	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
15. Females face significant obstacles to career advancement in my organisation.	1	2	3	4	5
16. Gender discrimination is a constraint to women career advancement.	1	2	3	4	5
17. My organisation is structured to accommodate women's values.	1	2	3	4	5
18. Stereotypes against women limit them to advance their careers.	1	2	3	4	5
19. It is important to advance my career.	1	2	3	4	5
20. Women play important roles in the workplace.	1	2	3	4	5
21. The new legislation such as Legal Capacity of Married Persons Act No. 9 of 2006 helps to promote women's rights.	1	2	3	4	5

How comfortable would you feel about working for a:

	Very uncomfortable	Uncomfortable	Uncertain	Comfortable	Very comfortable
22. Female supervisor?	1	2	3	4	5
23. Male supervisor?	1	2	3	4	5

How comfortable do/would you feel about supervising:

	Very uncomfortable	Uncomfortable	Uncertain	Comfortable	Very comfortable
24. Female employees?	1	2	3	4	5
25. Male employees?	1	2	3	4	5

26. How long have you been working for this organisation?

<i>(Please use ticks ✓)</i>	
1	0-4 years
2	5-9 years
3	10-14 years
4	15-19 years
5	20-24 years
6	25< years

27. How long have you been in the same position?

<i>(Please use ticks ✓)</i>	
1	0-2 years
2	3-5 years
3	6-8 years
4	9-11 years
5	12-14 years
6	15-17 years
7	18< years

28. How many times have you been promoted to a new position?

<i>(Please use ticks ✓)</i>	Number of times
1	0
2	1
3	2
4	3
5	4
6	5
7	6<

29. What type of training have you received so far?

<i>(Please use ticks ✓)</i>	
1	Informal
2	Formal
3	None
4	Other <i>(please specify)</i>

30. Where do you see yourself in 3 years time?

<i>(Please use ticks ✓)</i>	
1	Study further
2	Running own business
3	Get a more challenging job
4	As the Managing Director in the same organisation
5	Retired
6	Other <i>(please specify)</i>

31. What do you think is the BEST way to advance a career?

<i>(Please use ticks ✓)</i>	
1	Through self-assessment or self-reflection
2	Reading
3	Going on challenging assignments
4	Networking
5	Undergoing a specific course or training
6	Other <i>(please specify)</i>

Thank you for dedicating your time in completing this questionnaire